

Aasaman Nepal



✓ Education

✗ Child Labor



ANNUAL REPORT *2017*

Message from Chairperson

Since 1999, Aasaman Nepal has been working for children in a variety of ways, from education, health, protection to natural resource management and beyond. We remain committed to ensuring access to quality education for all children. As we fight for a future where all children, regardless of background, receive the quality education, it is important that we stay vigilant and make sure we have the right methods to achieve our goals.

It is important to remember that we are working on a diverse set of issues which children from different marginalized communities face. From the issue of untouchability to girls' education and keeping children away from violence and labor, Aasaman Nepal has been using a multi-pronged approach to achieve the goals. This is an obviously complex task and our staffs have been sensitive to many problems children face in receiving the quality education.

Our newly launched Strategic Plan' covers the next five-year direction of Aasaman Nepal, 2018 to 2022, and we are proposing to continue our work especially focusing on the capacity building and participation of newly elected bodies, civil societies in terms of planning, implementation and monitoring the programs for marginalized communities. This annual report of Aasaman reflects its initiatives and projects in line with the strategic planning of the organization. The report is a clear reflection where we have achieved the significant result along with the future direction of Aasaman Nepal to uplift the education and living standard of the marginalized community.

As chairperson, I would like to thank our staff for their hard work and achievements. Meeting the needs of a diverse group of children and parents from different communities facing a wide variety of issues is no small task, and I am proud of the successes Aasaman Nepal has had. I would encourage our staff to keep up their work and continue to build on it. I would also like to thank our stakeholders and partners for believing in Aasaman Nepal, and on our mission and vision. Our work would not be possible without your incredible support.

Thank you.

Surendra Bahadur Karki

Chairperson

Message from Chairperson



Message from Executive Director



Message from Executive Director

Aasaman Nepal has continued its mission of creating good opportunities for children over the past few years. Local educational access is highly important to the development of children, particularly from marginalized communities. Achieving child-friendly local governance has become pivotal to better public education due to new structures being created under federalism.

Looking towards the future, it is vital that Aasaman Nepal looks at the successes of the past few years, as well as challenges and lessons learned. By doing this, we can identify good and bad practices, and use them as guidelines for how to conduct activities in the future. This activity report of 2017 gives a clear picture of Aasaman Nepal towards its effort to raise the living standard of marginalized community people and the basis of this activity is our strategic plan which is periodically reviewed and the last revision of next five year was made in 2017.

Though Aasaman Nepal continued to contribute its effort towards marginalized community in 2017 too, it does not rest here and will be continuing to work with women, youth and children from marginalized communities especially from Dalit (Musahar), Janajati, Muslim, particularly Out of School Children and people with disability, for the next several years and to scale up the work done at the local level. The year 2017 brought a new experience to Aasaman Nepal as we have started working with new government structures created under the rules of federalism from this year which will be further expanded in the years to come.

We will definitely continue to work at the community level to ensure that well-nourished children are being supported to go to school for getting an inclusive quality education in comprehensive school safe and supportive environment. Aasaman Nepal is also looking to expand activities in the fields of women empowerment, adolescent reproductive health with medicated abortion and establishing early warning systems following preparedness for reducing the risk of disasters such as the earthquake and floods with the close coordination and relationship with Kindernothilfe (KNH), Street Child, People in Need (PIN), Welthungerhilfe, Lutheran World Relief, Concern Worldwide, Australian Aid and PAF.

As always, our work would not be possible without our highly dedicated staff and team members. I thank them for their diligence and commitment to our mission. Aasaman Nepal also could not thrive without the guidance and support of our partners and stakeholders. I would like to sincerely thank them as well.

Thank You.

Nawal Kishor Yadav
Executive Director

Acronyms

ASN	Aasaman Nepal
CAC	Community Awareness Centre
CCWB	Central Child Welfare Board
C/SZOP	Children/School as Zone of Peace
CFLG	Child Friendly Local Governance
CFS	Child Friendly School
CBO	Community Based Organization
CoC	Code of Conduct
CRPF	Child Right Protection Forum
CC	Child Club
DACC	District AIDS Coordination Committee
D CPC	District Child Protection Committee
DCWB	District Child Welfare Board
DDC	District Development Committee
DEO	District Education Office
DoE	Department of Education
ECM	Each Child Monitoring
EFA	Education for All
GO	Government Organization
HDI	Human Development Index
HFMC	Health Facilities Management Committee
HP	Health Post
HSS	Higher Secondary School
IEC	Information, Education and Communication
IPC	Integrated Planning Committee
LGCDP	Local Governance and Community Development Programme
LSS	Lower Secondary School
MDG	Millennium Development Goal
MoFALD	Ministry of Federal Affairs and Local Development
MoWCSW	Ministry of Women, Children and Social Welfare
NGO	Non-governmental Organization
NRCS	Nepal Red Cross Society
NTU	Nepal Teacher Union
PAF	Poverty Alleviation Fund
PS	Primary School
PTA	Parents Teachers Association
RP	Resource Person
SCPC	School Child Protection Committee
SIP	School Improvement Plan
SMC	School Management Committee
SS	Secondary School
SSRP	School Sector Reform Plan
UNCRC	United Nations Convention for the Rights of the Child
VCPC	Village Child Protection Committee
VDC	Village Development Committee
WCF	Ward Citizen Forum



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Aasaman Nepal in Brief



Aasaman Nepal (ASN) is one of the leading Terai based NGOs led and managed by social activists since its establishment in Dhanusha in 1999. It was registered (R. No: 693/055/56) in the District Administration Office and has been affiliated with the Social Welfare Council (M. No: 10362) and with the Inland Revenue Office Kathmandu (PAN No: 301419332). ASN has been active in developing and implementing programs aimed to protection, promotion and fulfillment of child rights in Nepal. With more than 10 projects, it has been working in 16 districts of Nepal. It works in close collaboration with local institution and authorities in partnership with development partners like UNICEF (United Nations International Children's Emergency Fund), VSO (Voluntary Service Overseas), PAF (Poverty Alleviation Fund), Welthungerhilfe (WHH), Swiss Contact, Norwegian Embassy, Population Service International (PSI), UN Women, Aide et Action, and UNESCO (United Nations Educational, Scientific and Cultural Organization) as well as governmental organizations

like the Department of Education (DoE), Ministry of Health and Population (MoHP) and MOFALD (Ministry of Federal Affairs and Local Development).

ASN has strong foundations at local level with marginalized people and their institutions including child rights forum. The continues effort of Aasaman has realized its impact with rights holders and authorities in the areas of child rights, child protection, child nutrition, quality education, livelihood and disaster risk reduction. ASN adopts a participatory approach in its working and management modality with transparency and inclusiveness. It has a strong and inclusive team of dedicated professionals basically specialized in social mobilization and community development works.

Vision

Aasaman envisages a society where all children are grown up in an enabling environment enjoying all of their rights so as to achieve their full potential.

Mission

Aasaman facilitates a process in creating an enabling society that respects, protects, promotes and fulfills the rights of children where all children equally enjoy all of their basic rights.

Goals

Aasaman empowers marginalized communities and key stakeholders towards creating inclusive, responsible and accountable governance mechanism to ensure rights of all children as enshrined in the legal and policy frameworks are respected, protected, promoted and fulfilled.

Objectives

- Increase access of rights holders, primarily the children and their family members, 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 governance mechanisms in education, health and local development
- Strengthen the capacity of rights holders and their associations/networks in claiming their rights at local to national levels



- Collaborate with and build the capacity of state mechanisms to ensure delivery of quality services to the duty bearers
- Build CSO (Civil Society Organization) capacity to strengthen networking, partnership and effective mobilizations towards protection, promotion and fulfillment of human rights
- Ensure better and rightful assistance is extended to the vulnerable, victims and survivors of disasters and other forms of the humanitarian crisis with protection and support provisions as needed
- Improve documentation and institutionalization of learning and good practices for policy advocacy, replication/scaling up and public awareness

Principles

ASN strongly believes and advocates the following principles to eradicate child labor and ensure universal quality education, which all of the Aasaman Nepal team members are fully committed to adhering to:

- **All children should be enabled in attending formal day schools full-time.** Children's attending night schools or non-formal education centers is defined as child labor.
- **Every out of school child is a child laborer.** The definition of child labor, therefore,

encompasses every non-school going child of school age, irrespective of whether the child is engaged in wage or non-wage work, working for the family or for others, employed in hazardous occupations, employed on daily wages, or on a contract basis as bonded labor.

- **All work/labor that a child is engaged with is hazardous as it harms their overall growth and development.**
- **There must be total abolition of child labor.** Any legal and policy framework that supports continuing child labor is completely unacceptable.
- **Any justification perpetuating the existence of child labor must be condemned.** Any arguments intending to justify, for whatever reason, the existence and/or continuation of child labor in any form are all anti-children.

Additionally, Aasaman monitors and ensures that the following conditions are met within the family and society, of its members and staff, and are embedded in each of the projects implemented:

- All school-age children are in school and all members of the family are literate.
- One member of each household is affiliated or represented at least in one local institution and structure.
- Each member of a household has access to government services and entitlements including their identity
- No child marriage and polygamy take place.
- Every human rights violation event is reported.

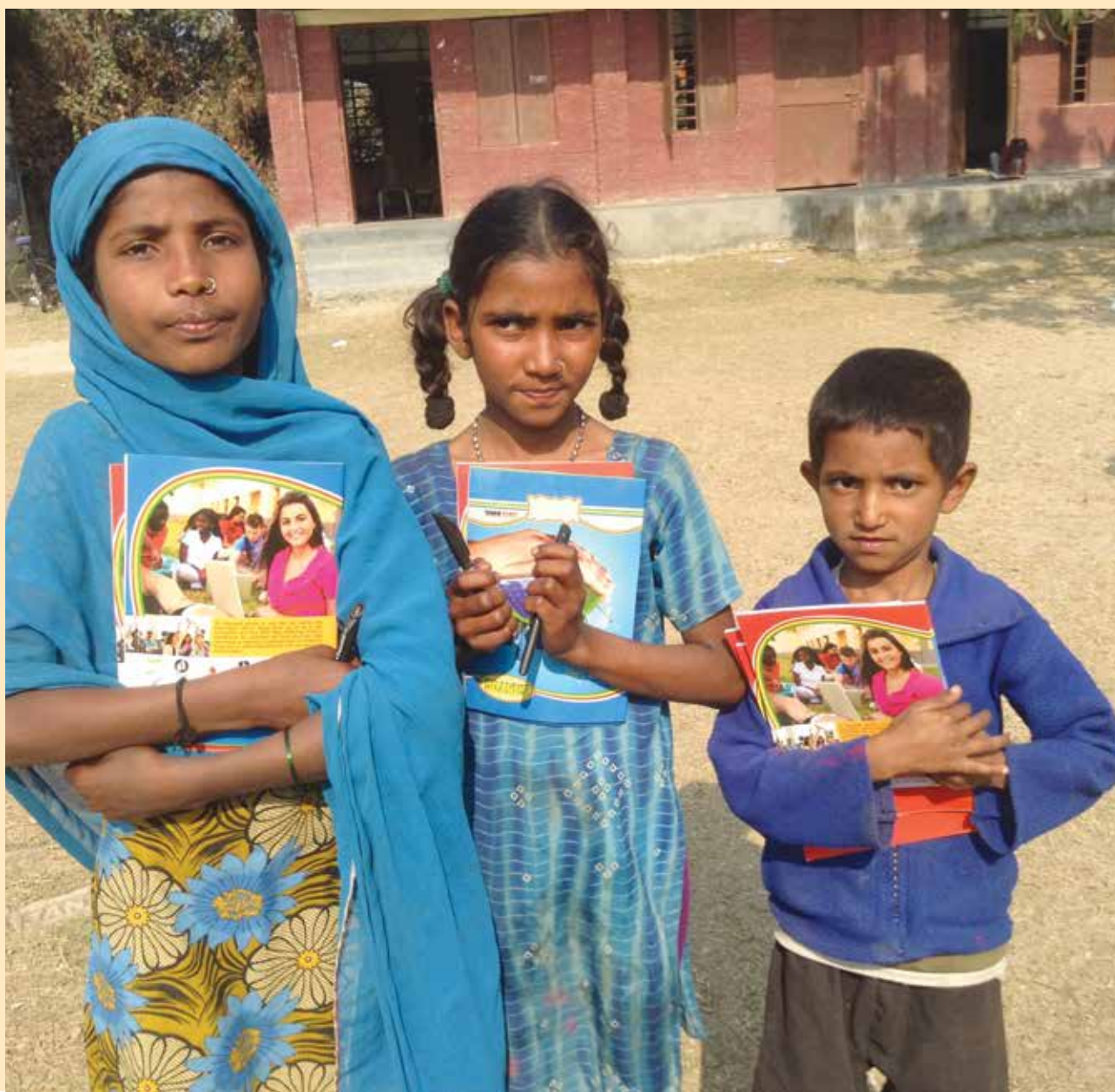
Core values

Aasaman believes that better informed, organized and empowered rights holders make government and local institutions accountable and responsive towards fulfillment of their development needs and human rights. Unless they make effective and vociferous demands, the status quo proponents would keep dragging their feet. Aasaman Nepal has full faith and belief that all rights-based actions and struggles must be peaceful and non-violent. Every struggle for rights should have a legitimate basis. It will strictly abide by the theoretical and normative framework while pursuing the rights of excluded and marginalized groups. The basis of Aasaman Nepal's rights holders engagement would be guided by the national and international human rights instrument in which Nepal has been a signatory/state party.

The core values and beliefs of Aasaman include:

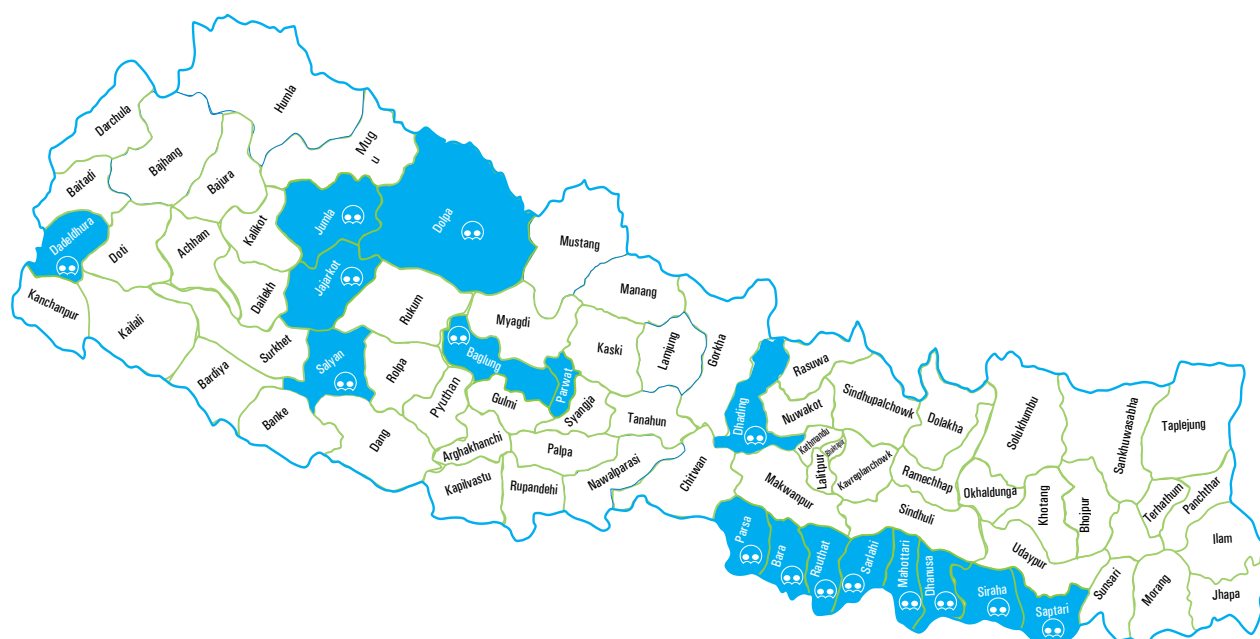
- ▶ **Trust in people's power and participatory approach:** ASN believes in the capacity of marginalized communities, including poor and other social categories, to determine their own destiny provided that they are given with the opportunity, encouragement and tools

- ▶ **Respect for local culture and communities:** ASN believes development efforts should be culture-sensitive and gaining the respect and trust of local communities is a reciprocal process. Hence, ASN encourages and promotes open and empathetic dialogue between its staff and the communities it aims to serve as a means of gaining local trust and respect, and promoting participation and equity.
- ▶ **No to all forms of discrimination:** ASN condemns discrimination and makes a conscious effort to eradicate all forms of discrimination based on caste/ethnicity, gender, economic status, and/or political ideology, among others.
- ▶ **Human Rights-based Approach to Development:** Aasaman Nepal sees the basic needs of people, for which the State has an obligation, as their fundamental rights and makes a conscious effort to mainstream a human rights-based approach to all its program and projects.



Engagement of Aasaman Nepal in 2017

To contribute to its strategic objectives and outcomes, Aasaman Nepal remain active through its projects and programs in the year 2017 in 16 districts of Nepal that represent all the Province in Nepal.



Province	Working District
Province 2	Siraha, Saptari, Dhanusha, Mahottari, Sarlahi, Rautahat, Bara and Parsa
Province 3	Dhading
Province 4	Baglung, Parbat
Province 6	Salyan, Dolpa, Jumla & Jajarkot
Province 7	Dadeldhura

Thematic areas of operation

- Education
- Health
- Natural Resource Management and Livelihood
- Disaster Response and Rehabilitation

Projects/ Programs in the year 2017

S.N.	Theme	Name of Project	Funding Partner	Beneficiaries	Areas of Intervention	Duration	Contribution to SDG
1	Education	Promoting Quality Education for Girls and Marginalized Children.	The Royal Norwegian Embassy	Children, teacher marginalized and Mushar community member	Dhanusha district	2016-2019	4
2		Strengthening Local Governance for Inclusive Quality Education	UNICEF	Children, teacher marginalized and Mushar community member	Parsa, Rautahat, Dhanusha, Mahottari and Saptari districts	2016-2017	4
3		Teaching to Learn	Voluntary Service Overseas (VSO)	Children, teacher marginalized and Mushar community member	Jumla and Jajarkot districts	2014-2017	4
4		Sisters for Sisters Education in Nepal	Voluntary Service Overseas (VSO)/ DFID	Children, teacher marginalized and Mushar community member	Dhading and Parsa districts	2017-2021	4
5		Improving the quality of primary education	Aide et Action International (AEAI)	Children, teacher marginalized and Mushar community member	Baglung and Saptari districts	2010-2018	4
6	Health	Technical Assistant and Advocacy support for effective Implementation of Comprehensive Nutrition Specific Interventions in line with Multi-sectoral Nutrition Plan (MNSP)	UNICEF	Children (0-5 years)	Dolpa and Dadeldhura districts	2016-2018	3
7		Life saving comprehensive nutrition response including integrated management of acute malnutrition in flood affected areas of The Terai	UNICEF	Children (0-5 years)	Saptari, Dhanusha and Rautahat districts	2017-2018	2, 3
8		Women's Health Project Phase-4	Population Service International (PSI)	Women of reproductive age group	Bara, Parsa, Rautahat, Mahottari, Dhanusha, and Sarlahi districts	2016-2018	3
9		Improving the quality of livelihood of marginalized community	Welthungerhilfe (WHH)	Marginalized community and children	Salyan district	2015-2018	3

10	Natural Resource Management and Livelihood	Training for youth in Nepal	Aide et Action International (AEAI)	Youths (18-30 years)	Baglung and Parbat districts	2010-2018	1,4,8
11		Youth Employment Project	Swisscontact	Youths (18-40 years)	Mahottari district	2015-2018	1,4,8
12		Provision of Vocational and entrepreneurship development skills training to the out of school adolescent girls and young women from conflict affected and vulnerable families	UNWOMEN	Youths (18-40 years)	Rautahat and Sarlahi	2017-2019	1,4,5, 8
13		Poverty alleviation	Poverty Alleviation Fund (PAF)	Marginalized community	Dhanusha and Sarlahi districts	2015-2018	1,4,8
14	Emergency Preparedness, Response and Rehabilitation	School reconstruction	Welthungerhilfe (WHH)	Community	Dhading district	2016-2017	13
15	Emergency Preparedness, Response and Rehabilitation	Flood Response Program	Welthungerhilfe (WHH), Concern Worldwide (CCW) and PIN (People In Need)	Flood affected people	Mahottari, Saptari and Rautahat districts	2017	2,13
16		CSS-DRR Program	UNICEF	Schools	Dhanusha, Saptari and Parsa districts	2017-2018	13

These projects of Aasaman Nepal contribute to 7 goals of SDC i.e. 1, 2, 3, 4, 5, 8 and 13.

Strategic approaches and modalities

- a) **Use of local role models:** Aasaman Nepal realizes, through experience, that there are always some role models in every community and it believes that mobilization of these role models brings quick changes in the target community and population. As these role models are very effective in convincing and persuading communities, Aasaman creates a crucial role of these role models during the implementation of project activities. So Aasaman has effectively mobilized these role models in the community it works and share experiences with stakeholders and like-minded persons and institutions on a regular basis at community, VDC and district level. That helped in the dissemination of information and learning from each other.
- b) **Bottom up planning:** While carrying out planning activities, efforts were made to involve communities as far as possible in the planning process. Such involvement not only brings ownership of the activities, but also enhances the capacity of the communities to plan, implement and monitor the development activities, contributing to empowerment of the communities. The planning and implementation processes were in line with the spirit of the government's Local Self-Governance Act, 1999 and all activities of the project were

reflected in the respective VDC Plan and District Periodic Plan.

- c) **Partnership and collaboration:** Aasaman Nepal built and nurtured partnership with other institutions for achieving the objectives of the project. It worked in close partnership with government institutions and local groups such as political parties, CBOs, local informal groups, the teacher's union and trade union.
- d) **Strengthening of government institutions:** As stressed earlier, Aasaman Nepal believes that there should be no structures parallel to the government structures for service delivery. Aasaman Nepal therefore concentrated on the capacity building of both the service recipients and the providers. Aasaman Nepal supported to School Improvement Plans and community organizations and government institutions were actively involved in reviewing, planning and monitoring the project activities along with sharing the findings and learning at larger forums among NGOs and government institutions.
- e) **Community resource mobilization:** Aasaman Nepal adopted a two-pronged strategy for resource mobilization. It made efforts to generate resources at the local level. Local resources such as ponds, barren land and other resources were identified and their potential for local resource generation was examined. The dependency on external agencies was reduced to the extent possible. Aasaman Nepal also directed its efforts towards government agencies with a view to bringing public resources to the community utilization.

Institutional and Programmatic Approaches

- a) **Facilitator/ organizer/ mobilizer:** Aasaman Nepal does not believe in creating structures parallel to the existing ones and hence, it worked as a facilitator, organizer and mobilizer to strengthen the existing structures for the benefit of community
- b) **Linkage/ bridge builder:** Aasaman Nepal worked as a linkage builder between the government service providing agencies and the communities. It contributed to increase awareness on both sides about their roles and responsibilities.
- c) **Capacity builder:** Aasaman Nepal built the capacity of the communities and service providers particularly VDCs, wards and line agency staff in understanding various issues with regard to child labor and education for all. They were thoroughly oriented on the negative impact of child labor for children, families and society at large. In other words, their capacity to deal with child labor was developed. Capacity building processes led to sustainability of activities and programs.
- d) **Advocator:** Aasaman Nepal had been continuing to be a strong advocate of the protection and fulfillment of the child rights. Based on its grassroots experience, it advocates the issues not only at the community and district levels, but also at the national level. By advocating at the

national level, it wishes to bring about policy changes in regards to teachers' accountability, enrolment of students throughout the year, reduction in the administrative procedures in enrolment, increase in the number of female teachers in schools and reduction in the hidden costs.

- e) **Promoter:** Aasaman Nepal worked as a promoter of good practices, wherever they were practiced. It shared and promoted the activities, strategies, processes or events that it believes should be replicated to other places. It also learns from the experiences of other institutions and adopts them in its context.



Working Method

- a) **Working Together:** ASN worked together with government systems at local and national levels and with focal agencies to enable the government system to reflect the ground reality, need and commitment of the government to their policies, programs and interventions. It worked together with like-minded organizations for sharing, collaborating, better coordination, solidarity building and joint intervention and campaigning at local, national and international levels.
- b) **Participatory and democratic norms and values:** ASN adopted the participatory and democratic norms and values on its programming, implementation, monitoring and review process. ASN interventions contributed to participation, democratization, respect, protection, promotion and fulfillment of human rights contributing to peace and freedom of opportunities for all.
- c) **Accountability, transparency and ownership:** ASN was more accountable towards right holders. As guided by the right to information, ASN's intervention and a program detail was made transparent among the stakeholders/ people. The interventions was based on social, political and government ownership that ultimately helped develop ability of the people and government to understand, realize, own, learn and expand the interventions in better and effective ways.
- d) **Empowerment, participation and inclusion:** The interventions that ASN designs and implements were focused on empowering the target group for promoting their effective and meaningful participation for claiming and realization of their rights. Their participation was sought in all project/program cycles and that was based on inclusion to ensure that most marginalized and excluded groups and categories also had a strong influence in the process and their views are heard and reflected.
- e) **Monitoring, research, learning and innovation:** Institutional activities related to program and project interventions, monitoring, reflection, participatory review and evaluation, researches

on various aspects of social development and human rights sector and initiatives to develop and come up with innovative ideas, documentation of good practices and learning and sharing them to wider civil society are the integral part of implementation, review and reflection processes.

As the result, most marginalized communities (Dalit, Janajati, Muslim, Mushar), children, women and youths were informed with their health, quality education, social protection rights and entitlements, sensitized, and got access to government services and participated in the government planning and decision making processes. Finally, their socioeconomic status is improved which contributed in educating and caring of their children.

The different changes seen in the project area were presented thematically below:







Project A.1 Promoting Quality Education for Girls and Marginalized Children of Dhanusha

To contribute to the SDG (Sustainable Development Goal) no 4, the Norwegian Embassy supported to three NGOs namely Aasaman Nepal, Public Awareness Campaign (PAC) and Education's Journalist Group (EJG) in piloting a project named "Promoting Quality Education for Girls and Marginalized Children of Dhanusha, Terai Nepal" for 15 months started from March 2015 to June 2016. Considering the needs and to expand the lessons learnt from the pilot project, this project was further continued for three years starting from 1st August 2016 to end June 2019 in the same 17 VDCs/ municipalities where above mentioned NGOs piloted the project interventions. However, there were some changes in the modality of operation. In past, three NGOs independently implemented the same project in three different VDCs/municipalities of Dhanusha district. Now the three NGOs formed a consortium of NGOs Partners and implement one project in the 17 VDCs led by Aasaman Nepal based on the decision of the Embassy after thorough institutional analysis

and appraisal. Rest of two partners worked as consortium partners responsible for different thematic area but contributed in achieving the same goals and objectives by signing an MOU with lead NGO.

Purpose

Ensure access and retention to quality education in a safe and supportive learning environment for girls and children of most marginalized communities in Dhanusha district

Target groups/beneficiaries

- Girls and children of most marginalized communities in Dhanusha district
- 45 Schools and 5 Madarsa
- Students and children of 50 schools service area
- Parents and local stakeholders of schools
- Head Teachers, Teachers, SMC, PTA, CC, Girls Network

Major Achievements

- ▶ 18 Toles were declared 100% children enrolled to schools.
- ▶ 2131 children were enrolled in 50 schools.
- ▶ 413 children were able to get their birth registration certificates.
- ▶ 474 absentee (> 7 days) students were followed through various means.
- ▶ 1346 students and their parents were rewarded after the semi-annual and final examinations for students having regular attendance.
- ▶ 1,773 (mostly female and dalits) parents of ECD children participated the interaction with SMC/PTA.
- ▶ 16 schools presented their SIP in the VDC planning meeting and 11 schools received budget from VDCs. 9 school received NRs. 7,500,000/- from local government.
- ▶ 29 (Male-2, Female-27 & Dalit-8) Homework Facilitators assisted 749 (Girls 353 & Dalit 521) students in accomplishing their homework and created learning environment at home
- ▶ 27 schools have a School Improvement Plan (SIP) and 22% schools have fully implemented SIPs
- ▶ 82% of ECD, Madarsa and schools conducted six monthly test
- ▶ 42 % of subject teachers used demonstrative learning of local materials
- ▶ 89 % of ECDs, Madarsa and schools conducted recreational and extra activities in line with the interest of students
- ▶ 64% of school publish code of conduct of school



Project A.2

Strengthening Local Governance for Inclusive Quality Education

This program was designed to contribute to the objectives of SSDP (School Sector Development Plan) and SESP (Secondary Education Support Program) in line with the Sustainable Development Goal no 4 and particularly keeping in view of the child deprivation in relation to access to formal education in the proposed 50 VDCs of five districts. In order to address the issue of out of school children and assurance of all children are mainstreamed in the education system, multi-sectoral approaches are adopted in this project such as improving the quality of education, addressing social norms such as early marriages especially for girls, parent's awareness on the importance of education, creating conducive learning and child friendly environment by promoting school free from violence/disturbances and provision for access to education for children with disability.

Purpose

To increase the access of education for children by strengthening the local level participatory and need based planning

Target groups/beneficiaries

- 50 VDCs of Dhanusha, Mahottari, Saptari, Rautahat and Parsa districts
- 50 CACs (Community Awareness Center), 450 WCFs (Ward Citizenship Forum)
- 175 schools including 12 Madrasa
- Students, SMC (School Management Committee), PTA (Parent Teacher Association), child clubs of 175 schools

Major Achievements

1. The project reached out to 60,381 people (that includes stakeholders and rights-holders from different walks of life) and 57,077 children through meetings, workshops and campaigns,
2. A total of 23,419 (Girls -12,004 and boys 11,415) OOSC along with 6,561 Dalits and 4,332 Muslims enrolled in 175 schools
3. 8,299 (82%) out of school children (OOSC) from marginalized communities i.e. Mushar, Dusadh, Khatbe, Chamar, Dom and Muslim enrolled in schools from mapped 10,077 OOSC in 175 focus toles
4. 87% students are retained in the schools, 87% are girls and boys are 88%. Similarly, 84% Dalit children are retained in the schools.
5. 96% (against 80% target) WCF conducted regular meeting; 82% of WCF (against 80% target) discussed at least five educational issues in the meeting. 94% of IPCs (Integrated Planning Committees) are found to have endorsed five educational issues as presented to them by WCF against 80% target.
6. 47 out of 50 VDCs had their annual plan incorporating education results
7. While the number of schools implementing SZOP (School as Zone of Peace), Code of Conducts (CoC) and School Improvement Plan (SIP) has significantly increased (target: 100 and achievement: 175) all of those schools were monitored by Ward Citizen Forums and Citizen's Awareness Centers – both community based organizations. It is obvious that the regular monitoring of CAC and SZOP resulted well in the school opening and actual teaching days.
8. As the number of school opening days has increased (target: 220 and achievement: 232), the number of actual teaching days in target schools has also increased (target: 192, achievement: 197).
9. The number of schools incorporating Child-friendly Schools and SZOP indicators in their respective SIPs has largely increased (target: 100; achievement: 175). It is thus not surprising

that the number of schools achieving P MEC has also increased more than three times as target (target: 50; achievement: 166).

10. In addition, some VDCs and toles have been declared to achieve 100% enrollment. Belwa Village of Parsa, Gamhariya Prabaha and Dakneshwori Village of Bode Basain Municipality of Saptari district announced 100% enrollment in 2017. Similarly, in Parsa, 16 focus toles have announced 100% enrollment of marginalized children.
11. The 34 VDCs allocated NPR 21,825,491 (10% of VDC) budget for children development activities. After monitoring, WCF and CAC found that the budget were mobilized for education, teaching, game set materials as well as in school wall construction for security purpose.
12. The REFLECT classes promoted participation of marginalized communities. There were 52% (1362) Dalits and 70% (1833) women out of 2620 people participated in the classes.

21% Dalits and 42% women actively participated in CAC (Target: 20% of Dalits and 40% of women)



Project A.3

Teaching to Learn

The project is being implemented by ASN under the financial support of European Union and partnership with VSO (Voluntary Service Organization) 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 in line with Sustainable Development Goal no 4. 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.

Purpose

To improve the learning outcomes of marginalized and disadvantaged group in sixteen schools of Jumla and Jajarkot districts (8 Jumla and 8 Jajarkot) by ensuring quality teaching and learning environment and early grade literacy and numeracy program.

Target groups/beneficiaries

2,483 children in grades 1-3; 16 schools; 64 teachers; 16 Head Teachers; 16 SMCs/PTAs; 64 classroom assistants; 8 DEO (District Education Office) staffs; 8 focal staffs of the Curriculum Development Centre (CDC), NCED (National Center for Education)

Major Achievements

- ▶ With the objective of sharing project good practices, learning and innovation to districts, regional and national level government educational bodies, scale up of the methodologies and encourage them to replicate in their respective levels; Regional event was organized where DEOs (District Education Office) and their representatives from 14 districts of Mid-Western region participated. Altogether there were 61 participants (female: 10, male: 51)
- ▶ Replication workshop was organized in 11 clusters of Jumla in which altogether 307 (female: 82, male: 225) teachers participated. Similarly, it was organized in 20 clusters of Jajarkot in which altogether 729 (female: 261, male: 468) teachers participated. Four days workshop basically concentrated in enhancing teachers' methodological expertise in teaching Nepali and Mathematics in early grades, sharing of good practices of "Teaching to Learn" project and ways to replicate them in other schools.
- ▶ Reading fair was organized in both the districts where 3200- 4000 people were involved. The fair was organized in presence of DEO representatives, local people, teachers, students, parents, community people and others with the objective of enhancing literacy and numeracy skill of children by promoting reading culture at home, school and community. Altogether 11 creative stalls were kept where altogether 560 children of grades one- three won prizes by participating in different recreational activities and creative games in Jumla. Altogether 553 children of grades one - three won prizes by participating in different recreational activities and creative games in Jajarkot.
- ▶ Project closing meeting was organized at Jumla and Jajarkot districts in which there were 102 participants (female: 35, male: 67). The objectives of the program were to share project's achievement and learning, to find out way to sustain the project's results and to hand over project to community and thanks giving.

Parent's Promoting Reading Corner

Kali Kami is a mother of eight years old Subash Kami, a permanent resident of Chandan Nath Municipality Ward number- 10 who studies in grade one at Kartikswami Lower Secondary School. Kali and her husband Bokacho are uneducated and fall under working class family consisting of five members. Her elder son has earned School Leaving Certificate (SLC) and supports them in income generation. Due to poverty, they lacked sufficient food and quality education and also did not have sufficient time to look after their children.



Gradual changes have been observed in Kali's awareness towards the importance of education when she participated in different programs like creative event by CA to promote reading culture, community level awareness program and CECC (Community Level Education Campaign Committee) meetings. This helped her to realize the importance of better learning environment at home for remarkable academic performance of her child. This realization has motivated her to establish reading corner at home. Once availed, Subash spends hours before and after school in the corner by studying.

Moreover, Kali has set study timetable for her child and also visits school regularly to keep abreast of child's progress. Basanti Neupane, class teacher of Subash states that *"Kali often visits school and classroom to discuss her son's progress s in study"*. As opined by Mana Prasad Neupane, Head Teacher, Kali has been an inspiration to other parents as well as she is not only concerned the study of her own child, she also asks other about the reason behind not sending their children to school. Thanks to the effort under the project, many more Kali are being empowered for the cause of education of their children in the project area.



Project A.4

Sisters for Sisters Education in Nepal

‘Sisters for Sisters’ Education Project’ is being implemented partnership with VSO and financial support of DFID (Department for International Development) in 25 schools in Dhading and Parsa since 2013 AD which is contributing Sustainable Development Goal no 4 and SSDP of government of Nepal. Mentoring approach, as the main thrust, the project has achieved remarkable result with successful transition of primary level 608 girls from marginalized and remote communities of Dhading and Parsa into secondary level. With positive experience of the impact of the project, Aasaman Nepal is implementing second phase of Sister for Sisters education Project aiming for successful accomplishment of secondary level education of the girls from same cohort.

Purpose

Through improved access to quality education along the education continuum, Sisters for Sisters' Education (SfS Education) envisions that marginalised adolescent girls from four districts in rural Nepal –Parsa and Dhading – will transition from basic to secondary education, and secondary to upper secondary, empowered to leave school to either secure a sustainable livelihood or continue with education.

Target groups/beneficiaries

- 25 schools of Dhading & Parsa
- 640 Little Sisters and 160 Big Sisters and 72 Adult Champions

Major Achievements

- ▶ 608 out of 640 little sisters who are being supported by the project are able to complete basic level education and are now regular to secondary level with satisfactory learning achievement.
- ▶ Complaint box and Complaint Response Mechanisms are in place and functioning in 25 project Schools.
- ▶ 279 out of school girls from marginalized community are attending bridge class in different 12 toles of Parsa District.
- ▶ Big Sisters who are mentoring their little sisters have built up confident and equipped with life skills.
- ▶ 25 catchment communities are being aware in the value of education and different issues related to child protection and started community dialogue to mitigate the problems related to girls' education and protection.
- ▶ 5 cases of child marriage have been stopped with the support of representatives of local government.





Project A.5

Improving the quality of primary education

The project highlighted the concepts of Back 2 Basics to increase the access of children below poverty line and from marginalized communities to school, improving the quality of education (suggested by Sustainable Development Goal no 4) by improving retention via implementing child friendly approach and innovative methods of teaching in primary school children. It aimed at developing and enhancing age appropriate competency level amongst children from the community and government schools in the rural areas of Baglung and Saptari districts of Nepal. 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 and exposure to external world like writing letters to their individual sponsors.

Purpose

Contribute to the quality of education by enhancing basic literacy and numeracy competencies namely reading, writing and arithmetic (3R's) skill among primary school children of 96 schools across Baglung and Saptari districts.

Improve education standard by empowering the stakeholders on cause of access and quality education.

Target groups/beneficiaries

48 schools in six VDCs of Baglung and 46 schools in 18 VDCs of Saptari districts

Major Achievements

- ▶ This project have empowered 94 school management committees and parents' teachers associations, 18 teacher's resource groups, 24 mothers groups and 94 child clubs. There has been successful coordination with local stakeholders like District Education Office, District Development Committee to create child friendly environment at schools of intervention, to improve the learning achievement of primary level children by improving their reading, writing and numeracy skills.
- ▶ The project also intends to connect the children to the sponsors who finally help assist them in learning process. Through the sponsorship activity we have successfully connected 233 children from Baglung and Saptari districts to the sponsors. The sponsors send them gifts, greeting cards and education materials in return. They also expect the child to write them fluently. This correspondence to a person from different cultural setting has helped children to get knowledge about the external world and to express themselves openly. Through iLEAD (Initiative for Livelihood Education and Development), 304 youths were trained from Baglung district, among them 178 have achieved gainful earning through job placement and entrepreneurship.
- ▶ Four intervening VDCs of Saptari district namely Pato, Aurahi, Boriya and Jhutki were announced *Toll Free* where all the children aged 5 and above are enrolled in schools.
- ▶ Baglung district was announced out of school children free zone and the District Education Officer acknowledged the contribution of Aasaman Nepal through this project third year in a row.
- ▶ Developed book corner in six schools of intervention

Life Changing Interaction



Sarita B.K.

Address: Amlachaur 1, Sammachaur, Baglung

School: Shree Prithvi H. S. School, Amlachaur, Baglung

Class: 2 | Roll No: 3

Father's Name: Nar Bahadur B. K. | Mother's Name: Jhupa B. K.

Date of Birth: October 13, 2010

Sarita B. K., 7 years old, found the interaction with Social Mobilizers of Aasaman Nepal as her turning point to develop interest in learning. Being a child from middle class family and first generation learner, she did not have conducive environment for study at home as her parents are daily wage labor and are less aware about the importance of education. Previously, Sarita did not want to go to school and is quarrelsome to her classmate. She would also play with mud just to displease her teachers. She was also slow with her learning progress. She would come to school often without completing her home work. This is where the project team and teachers felt the need of counseling her. Thus the social mobilizer of Amlachaur, Mina B.K. met her regularly for a few weeks. She went to her home and talked with her parents. They said she is growing lazy and do not listen to them at all.

After the interaction, the team decided to talk to her continuously and make her feel herself important. She is an attention seeking child. Ms. BK continuously met her, helped her in her homework, took some lessons, told her stories and talked about her friends. She started growing interest in her school after listening to some wonderful stories from the social mobilizer. She also became more interactive with her friends. She understands the role of our team in her positive development as she usually thanks our team members on visit.

Now, she has become a regular student and her performance in the class has increased dramatically. She stood third in recent examination. She likes reading Nepali most and Khemraj Dhakal is her favorite teacher. She aspires to become a teacher in future.

Thus all the changes in attitude of Sarita have been through the efforts of the project team and her teachers. They have treated her well all along even when she was not interested in her studies. Regular meeting with parents and counseling has brought this change.





Project B.1
**Technical Assistant and Advocacy support for
effective Implementation of Comprehensive
Nutrition Specific Interventions in line with Multi-
sectoral Nutrition Plan (MNSP)**

Dolpa and Dadeldhura districts, the prevalence of GAM (Global Acute Malnutrition) is comparatively higher in Dolpa and Dadeldhura compared to national average. The first phase of implementing the IMAM (Integrated Management of Acute Malnutrition) program in these districts showed the prevalence of wasting almost same in both of the districts, Dadeldhura being slightly more compared to Dolpa. Furthermore, a widening of the gap in nutritional status across wealth quintiles is also observed with children from the lowest wealth quintiles facing the highest malnutrition (NDHS 2016). Stagnant growth and political instability are attributed to acute food shortages and high rates of malnutrition, mostly affecting vulnerable women and children in the hills and mountains of mid and far western regions. The project intervention

realized the decreased rates of stunting and underweight and increased breastfeeding. A positive association was found between household food consumption score and lower prevalence of stunting, underweight and wasting. Among other specific cases, anemia resulting from a lack of iron affects girls and boys and is the third cause of death and disability. IFA (Iron and Folic Acid) supplements helped to promote health before adolescents become parents. Regular deworming in the areas where intestinal helminthes such as hookworm are common also helped to improve the health status in those community. . This program was the extended phase of the “Technical assistance and advocacy support for effective implementation of the IMAM program in Dolpa and Dadeldhura district” contributing to the Sustainable Development Goal no 3 on good health and well-being.

Purpose

Technically assists to the health care providers to effectively screen the under five children, identify the malnourished cases and its management.

Capacity building of the health care providers for case management, logistic supply, recording and reporting through HMIS.

Target groups/beneficiaries

- 17977 children from age group 6-59 months
- 4207 mothers

Major Achievements

- ▶ 46 newly recruited health workers trained on comprehensive nutrition specific service delivery mechanism, protocol and guidelines
- ▶ 30 field visits conducted by CSO (Civil Society Organization) staffs
- ▶ 16 review meetings conducted at Health facility/OTC (Out Therapeutic Center) and FCHV level engaging others sectors key service providers for nutrition specific Program
- ▶ 4207 mothers and caretakers of children aged 0 - 6 months are reached through effective IYCF practice and exclusive breast feeding counseling
- ▶ 8696 mothers and caretakers of children aged 6 - 23 months are reached through effective complementary feeding counseling with continuation of breast feeding
- ▶ 54372 children aged 6 -59 months are screened on monthly basis using MUAC
- ▶ 3866 mothers and caretakers of identified MAM children are reached through effective counseling and promotion of locally available appropriate diversified diet
- ▶ 1005 children identified as SAM during screening are admitted to the OTC for appropriate treatment using RUTF
- ▶ 33 messages on promotion, publicity and advocacy of nutrition including promotion of

locally available nutritious indigenous food broadcasted through local FM Radio and print media

- ▶ 31499 children aged 6 - 59 months are reached through biannual supplementation of vitamin-A in the district
- ▶ 27535 children aged 12 - 59 months reached through biannual distribution of deforming tablet in the district
- ▶ 9007 PLWs reached through IFA supplementation in the district
- ▶ Number of nutrition performance reports submitted to UNICEF in line with HMIS on monthly basis





Project B.2
**Life saving comprehensive nutrition response
including integrated management of acute
malnutrition in flood affected area of Rauthat,
Dhanusha and Saptari districts**

After a periodic sustained heavy rainfall from the second week of August 2017, Nepal lost lots of its infrastructure and livelihoods across 32 of the country's 77 district. According to MOHA, more than 80% of land in the terai-along Nepal's southern border with India and Nepal's breadbasket was inundated by flood waters following the heaviest recorded rainfall in the central and western regions in the last 60 years. A total of 143 people died and 43 are injured, and 30 were missing due to rain-induced flood and landslides across the country.

Nutritional situation of children of poor households in Terai were very serious even earlier and have worsened since the onset of flooding as per the Rapid nutrition assessment conducted covering more than 7,000 children aged 6-59 months in 16 districts by 22 August. The results showed a Global Acute Malnutrition (GAM) rate of 23.1% (consisting of severe acute malnutrition (SAM) of 6.3% and moderate acuter malnutrition (MAM) of 17.4%. This is well above 15% categorized as "critical" (highest level of severity) according to WHO's guideline on the management of nutrition in major emergencies and very serious. This is particularly important as the flood washed away or spoiled already meager food stocks of poor households damaged or destroyed their houses and ruined their crops and other means of livelihood.

The main sustainability approaches used by this program is to transfer skill and knowledge to the concerned district health offices and health facilities staffs through different training program

and systematic management and mobilization of resources as well as capacity enhancement of health workers, FHCVs contributing to the Sustainable Development Goal no 3. Furthermore, this program establishes a strong coordination mechanism at district, regional, national and health facilities level.

Purpose

To restore the nutritional status of the under five children and golden thousands days women in the flood affected areas of the programmed districts.

To develop capacity of health workers, FCHVs and relevant stakeholders through providing training.

Support for information management, coordination and logistics management for a year.

Target groups/beneficiaries

213745 children from age group 6-59 months

41203 mothers and 118951 adolescent girls

Major Achievements

- ▶ 180 district stakeholders are orientated on IMAM implementation and planning meeting in the districts
- ▶ 122 Health Workers in the flood affected districts received ToT on comprehensive nutrition specific program in the district
- ▶ 768 health workers in the district are trained on comprehensive nutrition service delivery mechanism and protocol
- ▶ 1314 FCVS from flood affected communities are trained on IMAM program targeted for flood affected area in the districts
- ▶ 40 medical doctors and nurses/health workers of local hospitals are provided with training on management of medical complications of malnourished children through SC
- ▶ 12664 mothers and caretakers of children aged 0-6 months are reached through effective IYCF practice and exclusive breastfeeding counseling
- ▶ 30546 mothers and caretakers of children aged 6-23 months are reached through effective complementary feeding counseling with continuation of breastfeeding
- ▶ 186471 children aged 6-59 months are screened on monthly basis using MUAC
- ▶ 4338 children identified as SAM during the screening are admitted to the OTC for appropriate treatment using RUTF
- ▶ 288040 children aged 6-59 months are reached through biannual supplementation of Vitamin-A in the district
- ▶ 249214 children aged 12-59 months are reached by biannual distribution of deforming tablet in the district
- ▶ 12906 PLWs are reached by IFA supplementation in the district

Fighting against Malnutrition

Parbati Budhayer was identified as SAM case by FCHV during regular monthly screening at Mother's group meeting and was referred to OTC of Sub – Regional Hospital for treatment. At first, she was taken all the necessary anthropometric measurements. Sarathi Budhayer, mother of Parbati, complained that she had very low milk production which was insufficient for her twin children. She added that her husband was not at home during her postpartum days. In absence of her husband, she didn't get sufficient nutritious food and sufficient rest that might have reduced her milk production. Sarathi started to feed complementary food to her twin babies just after they completed 4 months thinking that her breast milk will be insufficient for twins. At the time of admission, her length was 65cm, weight 5 Kg, MUAC 10.7 cm and Z - Score was calculated as < -3 SD and no oedema was observed. Before admission appetite test was conducted on which she was able to eat one fourth of a sachet of RUTF. Hence, she was admitted on OTC and provided with 42 sachets of RUTF for 14 days at the rate of 2.5 sachets per day. And as per IMAM protocol, 125 mg of Amoxicillin and 200,000 IU of Vitamin A was given at the time of admission. Her mother was counseled on the right method of feeding RUTF to her child and also on the importance of hygiene and sanitation.

After 15 days, Sarathi was there at OTC for follow up. When all the anthropometric measurements are taken, her MUAC measurement was found increased to 11.5 cm from 10.7 cm and also her weight was increased from 1.5Kg to 6.5Kg. Knowing this, Sarathi was elated and motivated for further treatment. At that time she mentioned that at the beginning Parbati hardly consumed one and half sachets of RUTF. Later on gradually she was able to feed complete dose of RUTF to Parbati. On her second follow up, her MUAC measurement was found to be 12.0 cm and weight was 7 Kg. Anthropometric measurements showed satisfactory result this time too. At this time Parbati was no longer severely malnourished. We shared the progress with Sarathi and counseled her about how we can prepare nutritious food for child from locally available foods without investing much and about importance of hygiene and sanitation in health and nutrition as Parbati's discharge was approaching nearer.

Similarly, on third as well as last follow up, her MUAC was 12.9 cm, weight 7.3 Kg, length 67 cm and Z score was found to be greater than -1 SD. All the indicators of malnutrition at the time of discharged revealed that Parbati is now no more malnourished. At that time we provide her 7 sachets of RUTF and counseled her for necessary precautions she should take in terms of feeding and hygiene so that her children would not be malnourished again. At last she thanked us for changing the fate of her daughter and she promised us that she will follow all the things she learned during the treatment and from FCHV and never let her children to be malnourished. And just before leaving OTC she said that, "I will regularly visit FCHV to assess nutritional status by MUAC measurement and encourage others for the same."





Project B.3

Women's Health Project Phase-4

To contribute to the SDG 3: Good health and well-being, ASN is currently implementing Women Health Project in collaboration of Population Service International (PSI) Nepal. It's a three year project based in 6 districts: Dhanusha, Mahottari, Sarlahi, Rautahat, Bara and Parsa. The main aim of this project is to improve health and quality of life of marginalized and poor women in Nepal in relation to reproductive and maternal health. Since PSI follows social marketing agenda, it has its own brand called OK. Principally, private sectors contracted in OK networks to deliver the service. Social mobilizers called **OK didi** in the context of WHP are hired for nurses called **OK provider** to help them referring the client for the service. Additionally, WHP works under coordination of District Public Health Office to achieve the same goal and support each other. **OK didi and OK Provider** is trained to deliver quality service. OK service network are regularly supported with service equipments and other necessary infection prevention control measures.

There are different activities planned and implemented from local level to district level to increase access to IUCDs and safe medical abortion services.

Purpose

To improve health status of Women's Reproductive age groups.

To increase Contraceptive Prevalence rate of Nepal.

To advocate and aware about Safe abortion.

To reach the rural area population and who did not meet the needs of family planning.

Target groups/beneficiaries

Women's Reproductive Age Group (15 years -45 Years)

Major Achievement

- ▶ 42 registered outlets are established in the program area and 41 services provides are providing IUCD services to Shanties'
- ▶ 41 OK Didis are mobilized in the catchments area of outlets. They contacted 66112 Shanties. Out of them, 22708 were referred for the IUCD services
- ▶ 26 service providers are trained with IUCD basic and refresher training, 42 Didi IPC are trained with basic and refresher IPC training
- ▶ Total 5343 shanties are inserted IUCD by trained service providers through established outlets
- ▶ 343 IPC supervision is conducted by project staffs
- ▶ 341 PBCC visits are carried out in this period
- ▶ 39 advocacy meetings are conducted
- ▶ 258 Bhalakushari are organized
- ▶ 36 mid media activities and 24 DPHO meetings are conducted
- ▶ 70 Didi meetings, 12 staff meetings, 8 RHCC, 6 DPAC, 6 providers meeting are conducted
- ▶ 76 QA CSD, 281 special CSD, 121 group IPC by urban Champs are organized
- ▶ Profile of the 41 outlets are established

Success Story of Mid-Media activities of Rautahat District

Family planning is still a significant problem of Nepal, and specifically Rautahat district too. The Family size of Rautahat district is bigger than national average thanks to least uses of Family Planning method intertwined with conservative thinking of society, religious and cultural belief.

To address the problem, Aasaman Nepal has been implementing the Family Planning Program in Rautahat district for the betterment of those communities. A special **Mid-Media Program** has been conducted in Gaur barrack field Ward No-5 by keeping Family Planning and safe abortion services counseling stall dated of 26/27 March 2017 in which time Nepalese Armies had also conducted free health camp service on screening Breast Cancers and Minor operation.

On the program, a total of 209 (85 female and 124 male) people visited and received the service. came to take service out of them. Out of them 40 Women agreed to take referral card for OK IUCD and 10 women did OK IUCD insertion.

The program was mostly effective as a direct reach is possible through this type of program.



Project B.4

Improving the quality of livelihood of marginalized community

Aasaman Nepal is implementing a project for better livelihood in line with the Sustainable Development Goal no 3, for the improvement of 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 project is supported by Welthungerhilfe (WHH); a German INGO and BMZ and is in place since November 2015.

Purpose

Food and nutrition security has been substantially improved through enhanced livelihoods

Target groups/beneficiaries

The project target 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 in the identified 8 VDCs. Women, poor, people in need, and children below three will be the priority target group of consideration throughout the project implementation.

Major Achievements

- ▶ Training to Trainers (TOT) workshop on “LANN (Linking Agriculture, Natural Resources Management and Nutrition)” was conducted 2 times
- ▶ 2 exposure visits have been conducted for the LANN facilitators and others
- ▶ Total 3 Basic Trainings were conducted for LANN Facilitators
- ▶ 12 trainings have been organized on growth monitoring
- ▶ 323 LANN meetings were conducted at community level
- ▶ A total of 24 screening was conducted in 8 VDCs
- ▶ Total 43 Nutrition Education and Rehabilitation Programme (NERP) were conducted in different places of 8 VDCs
- ▶ 21 Severe Acute Malnourished (SAM) Children were referred to Nutrition Rehabilitation Home through the project till date
- ▶ Radio Sarada and RadioTahalka have been broadcasting a jingle related to nutrition and food issue 5 times a day.
- ▶ Hoarding board in the topic Harek baar khana chaar has been placed.
- ▶ Street Drama were organized in different place of 8 VDCs
- ▶ Nutrition related different event such as breastfeeding week, iodine week etc were celebrated
- ▶ Developed different types of IEC materials Such as Stickers, Folder, Handkerchief etc.

NERP: as a Learning Center for Mothers

Improving Livelihood of Marginalized Communities (ILMC) is one of the integrated projects funded by BMZ/WHH in Salyan district, Nepal. A screening is one of the major steps to find out the nutritional status of children. Aasaman Nepal, under ILMC, conducted a screening program in 8 VDCs of ILMC working areas of Salyan district in February 2017 in order to find out the nutritional status of children below 3 years of age. The screening was done in collaboration and coordination with relevant stakeholders and organizations in the district.

During the screening, Kumar Oli, the 23-month-old youngest child of Lal Mati Oli was found to have been suffering from Moderate Acute Malnourishment. The child had MUAC 12.3 cm and weight of 9 K.G. The mother and the family were informed about the child's status and the child was kept in NERP camp twice. At the camp, the mother was taught for 15 days about the importance of nutritious diet and the methods to prepare them from locally available foods. The child received the nutritious food and care at the camp and the condition got gradually improved. At the time of discharge, the child had gained 800gms of weight and the mother is now aware of inclusion of balance diet in regular meals for her children.



There are so many women in the region who have similar story as Mrs. Lal Mati Oli. Most of the women are sole caretaker of their home and family as their husbands go to India for the employment. Their children receive inadequate care and served nutritiously poor diet. Because of ILMC program, the mothers like Mrs. Lal Mati Oli, now know the ways to prepare nutritious diet by using locally available foods. Their knowledge has benefited not only their own family but the entire community in the region. These days Mrs. Oli is found encouraging her neighbors for proper food and maintaining good sanitation.



THEME C

NATURAL RESOURCE MANAGEMENT AND LIVELIHOOD





Project C.1

Training for youth in Nepal

Aasaman Nepal, with the support of Aide et Action, is implementing iLEAD (Initiative for Livelihood Education and Development) program with the objective of gainful employment opportunities for youths with skill training and assisting in job placement and entrepreneurship. The iLEAD program aims to train school/college dropout or unemployed youths from marginalised societies of Baglung and Siraha districts in market based employability skills and placing them in better employment after the successful completion of vocational training. Aasaman Nepal is implementing the project since January 2010 and it will continue until December 2018. This program supported the major three sustainable goals i.e. income and wealth to reduce poverty SDG 1, creating jobs at local level and improved their earnings for decent work and economy SDG 8 and enhance their education and skills SDG 4.

Purpose

To train them in one of the trades in house wiring, mobile phone repairer and tailoring and place in gainful employment or engage in entrepreneurial activities

Target groups/beneficiaries

300/year youths aged in between 18-25 years from socially and economically marginalized communities are the primary targets

Major Achievements

- ▶ 304 youths were trained from Baglung district, among them 178 have been placed to sustainable earning.

A walk to Success

Mohan Nepali

Address: Amlachaur 1, Sammachaur, Baglung

Father's Name: Ramhari Nepali

Mother's Name: Geeta Nepali

Age: 19 years

Address: Takuri-2, Amlachaur



Mohan Nepali belongs to the iLead achievers, who realized the importance of skill and effort to learn it. Eventually he is working now in own repairing centre and leading happy life after the successful completion of training. .

Mohan - 18 years youth - is inhabitant of the Amalachaur, ward no: 2, Village called Takuri. Including him there are six members in his family and meager income of the family created conflict among family members most of the time. Somehow he manages to study till higher secondary and full stop applied in his education process as his economic condition didn't allow his further study.

As he became aware of training opportunity during community mobilization drive of iLEAD, he inquired about it and get enrolled in mobile repairing trade.

He became optimistic in his life thanks to three months' theory and practice sessions, one month OJT and weekly life skill sessions during the training.

Soon after he completed training, he started his own repairing shop with few equipments he somehow managed to purchase. With gradually increasing income through his shop, he is planning to expand it with more machines and equipments for repairing of cell phones for any problem.

Mohan says; "despite hardship which I face while balancing my work and study, I am enjoying my life because my life is comparatively easier than earlier and my efforts are the cause of it. I am happy to contribute to my family and I have deliberated to move long way in the path of technical education. I feel indebted towards Aasaman Nepal as it provided cost free training which values a lot for the person like me. Best part of the iLead is that it not only focuses on technical skills, but soft skills are also equally included in its content. This provides platform for us to learn collective skills and develop ourselves. Youth like me will love to work in own country if we can impart skills in our hands, rather than rushing to Middle East countries for the employment".



Project C.2

Youth Employment Project

Contributing to the sustainable goals i.e. income and wealth to reduce poverty SDG 1, creating jobs at local level and improved their earnings for decent work and economy SDG 8 and enhance their education and skills SDG 4, Aasaman Nepal has been implementing Youth Employment Project in Mahottari district targeting 100 marginalized youths from socially backward and excluded group aged in between 18 to 25 years in the trades of dress maker and house wiring. In each batch, 20 participants participated for 390 hours in each trade for theoretical and practical vocational training. The project is supported by Swiss Contact Nepal launched from January 2017 and is continued to date.

Purpose

To provide market based skills training to youths from marginalized communities and socially excluded groups

Target groups/beneficiaries

40 unemployed or underemployed youths and young women either married or with children aged in between 18 to 40 years especially from socially excluded and backward groups of Mahottari district like Dalit and Janjati (indigenous people)

Major Achievements

- ▶ 40 youths successfully trained in the trade of house wiring and dress maker. Each batch had 20 participants and among all, the participants in the trade of dress maker were female.
- ▶ 63% of trainees were placed on gainful jobs or were self employed and the project team is still working to get the remaining placed on job as soon as possible.
- ▶ All the batches of trainees appeared for skill test examination of CTVET after the completion of their vocational training in August.





Project C.3

Provision of Vocational and entrepreneurship development skills training to the out of school adolescent girls and young women from conflict affected and vulnerable families

UN Women partnered with Aasaman Nepal (ASN) to deliver vocational and entrepreneurship development skills training to the most vulnerable out-of-school adolescent girls and young women from conflict-affected and vulnerable families such as returnee migrant workers, survivors of gender-based violence including trafficking in persons, women and girls living with HIV/AIDS, home-based workers, and rural women in Rautahat and Sarlahi districts through formal contract signing on May 17, 2017. The contract lists three different modules of trainings (3 months, 1 month

and 16 days) to be delivered to 1500 participants by 2019. The training adopts the comprehensive model to deliver technical skill and skills related to communication, interpersonal, leadership, influencing, creativity, and professionalism along with psychosocial support and sensitization on gender equality.

This program supports the major three sustainable goals i.e. income and wealth to reduce poverty SDG 1, creating jobs at local level and improved their earnings for decent work and economy SDG 8 and enhance their education and skills SDG 4.

Purpose

The overall objective of the intervention is to enhance vocational and entrepreneurial skills of out-of-school adolescent girls and young women from conflict-affected and vulnerable families to support their full participation in and contribution to economic activities, which will help them for improved and sustainable livelihoods.

Target groups/beneficiaries

1,500 out-of-school adolescent girls and young women from conflict-affected and vulnerable families in Rautahat and Sarlahi districts

Major Achievements

- ▶ 546 participants (79 Dalit, 139 Janajati, 27 Brahmin, 20 Chhetri, 7 Muslim and 274 others) were involved in different trades like tailoring, embroidery, off-season vegetable, soap and detergent powder making training.
- ▶ 121 participants (106 in Rautahat and 15 in Sarlahi) districts from conflict-affected families involved in one-month and three-month vocational and entrepreneurial skills training.

“Opportunities don’t happen, you create them”

Asmita Kumari Yadav, 22, a young conflict-affected woman from Madhopur VDC of Rautahat district has lived all her life in financial hardships. She could not complete her education and is a secondary grade (grade 8) dropout. She started working with her mother as a daily wage labour; cultivating land of villagers after dropping out of her school. Her father owns a house in which five persons live that includes Asmita, her father, mother, grandfather and a younger brother.

Her family doesn't have any other reliable source of income except little income of father as pension.

She came to know about vocational and entrepreneurship development skills training to the most vulnerable out-of-school adolescent girls and young women from conflict-affected and vulnerable families in her village through one of the staffs of Aasaman Nepal during orientation in Madhopur when she was looking for such opportunity that would help her establish herself and earn bread for her family. She had selected three months training of Embroidery in Madhopur, VDC. She was very curious and her family supported her views of getting enrolled in vocational training. *"She is very creative and has learnt new designs by herself"* say her trainer. She has completed her training now and has started working on her own with some support from her relatives. The training has had huge impact in her overall development. Her father says *"Asmita has grown more confident about her life after the training. She has gained the communication and business skills during the training that is helping her to deal with difficulties of her life."*

She has emerged as a leading entrepreneur in her ward shortly after the completion of her training. She buys plain sari, suite etc from Barginiya (a district in Bihar bordering Gaur of Nepal) and design them through hand embroidery. She then sells the designed cloth in markets of Gaur, Garuda and Chandranigahpur which help her make around 10,000 to 15000 NRs per month. She



has also started to train some of her neighbours' mostly adolescent girls recently in embroidery to meet the high demand of her business. The increased source of income has helped her to send his younger brother to private tuitions. She says *"It is difficult to meet the demands of the market on my own and I need some helping hands. The other participants of my batch were not interested in working together. One day these girls approached me to help them acquire the skills of embroidery. That was an offer I could not resist and I immediately said yes. It will take some time for them to learn the finishing touch but once they learn it, our business will blossom"*.



Project C.4

Poverty Alleviation Program

ASN continued the “**Poverty Alleviation Program**” in Sarlahi district in collaboration with Poverty Alleviation Fund, contributing to the major three sustainable goals i.e. income and wealth to reduce poverty SDG 1, creating jobs at local level and improved their earnings for decent work and economy SDG 8 and enhance their education and skills SDG 4. 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, 141 community based organizations have been created in 3,208 households of targeted population.

Purpose

The overall objective of the intervention is to enhance vocational and entrepreneurial skills of out-of-school adolescent girls and young women from conflict-affected and vulnerable families to support their full participation in and contribution to economic activities, which will help them for improved and sustainable livelihoods.

Target groups/beneficiaries

141 community based organizations and 3,208 pro-poor households of Sarlahi district

Major Achievements

- ▶ 8 community-based organizations (COs) newly formed in this year. Total 141 COs for income generating sub projects are functional.
- ▶ 8 COs registered with PAF mobilized Rs. 44,12,083 funds especially in the area of livestock farming and physical infrastructure (agriculture collection center)
- ▶ 63 CO members are trained with leadership, revolving fund and ledger management training





THEME D

DISASTER RESPONSE AND REHABILITATION





Project D.1

Post Earthquake School Reconstruction and Rehabilitation project

The devastating earthquake (April 25, and aftershock May 12; 2015) of magnitude 7.8 M_w 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 everyone capable of helping rushed to support and show solidarity to the affected people in fourteen major districts which were severely affected by earthquake. The development sector was not left behind and almost all of them rushed with help within their capacity. ASN also engaged actively from immediate relief to recovery programmes in Dhading district with a view to support the education chapter in the district.

Keeping view of slow reconstruction process in education sector, , ASN started to implement **“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 mainly contributed to the sustainable development goal no 13: take urgent action to combat climate change and its impacts.

Purpose

To harvest rain water by collecting them in tanks and construct adequate number of toilet facilities for boys and girls separately

Target groups/beneficiaries

4 schools, altogether 934 students and 44 teachers

Major Achievements

- ▶ One block with two rooms in Chakradevi Basic School, two blocks with four rooms in Chandeswory Basic School and three blocks with six rooms in Janajyoti Basic School in Salyantar and two blocks with four rooms in Mahalaxmi Secondary were constructed adopting safe building practices and standards.
- ▶ 1 Water tank (20000 ltr. Capacity) and a toilet with 3 cubicles for girls and a cubicle and 3 urinals have been constructed in Chakradevi. Water tank (20000 ltr. Capacity) and a toilet with 3 cubicles for girls and a cubicle and 3 urinals have been constructed in Chandesowry. A water tank with the capacity of 20000 ltr has been constructed in Janajyoti. Two units of water tank (20000*2=40000 ltr) have been constructed in Mahalaxmi. Also two units of toilet with 15 cubicles and 8 urinals separated for boys and girls.



Periods? No problem! We have Girls' friendly toilet

Thirteen years old Miss Aasha Kumal is studying in class six in Chakradevi Basic School in Salyantar Dhading. She is an average student of class and she is from a marginalized community. Chakradevi Basic School was totally damaged by the devastating earthquake of April 25, 2015, and toilets of this school were also collapsed. Though the school had constructed a temporary toilet for children, it was not safe for girls. "It was so much difficult to go to toilet which was covered by GI sheets. Moreover, there was no any water facility in toilet. So I remained at home in the time of my menstruation", said Aasha Kumal.



Considering this problem of adolescent girls, ASN constructed separate toilets for girls and boys with WASH facilities from Post earthquake school reconstruction project. Now students feel very convenient to use this child and girls friendly toilet. "Now we have got good toilet facility along with regular water supply. So I'm regular at school even in my periods", she further added.

Aasha Kumal is only the representative girl child of this school who is continuing school in their periods. After the earthquake, most of the girls remained at their home in the time of menstruation which had hampered their study. Teachers, Parents and members of school management committee are also very happy to have these infrastructures in the rural areas of Dhading. "As per our attendance record, we found that there is increase in regularity of girl child in school" informed Debaki Silwal, teacher from Chakradevi Secondary School.

Aasaman Nepal has constructed four units of toilet in three different schools of Dhading district considering the gender and child friendly structure along with earthquake resilience techniques from the project post earthquake school reconstruction and rehabilitation with the financial support of WHH and technical support of EA.



Project D.2

Response to Flood Affected Families and People

The heavy rainfall since August 4, 2017 in terai region resulted to flood in 11 districts of eastern, central and western terai region of Nepal. The continuous downpour of seven days led to massive overflow of rivers which caused floods on August 11 displacing over one million people causing severe damage to 45,000 households in the affected region. A total of 57 people lost their lives until August 14. The disaster led to a nationwide emergency situation and continuous rainfall meant delay in rescue and relief of the flood affected victims. The large scale impact left the survivors in the state of jeopardy as they did not have access to basic requirements of life like food, clean and safe drinking water and shelter. The Government of Nepal announced a relief package of 19.7 million to flood affected areas but it is difficult to reach the survivors immediately. As Aasaman Nepal is actively working in all five districts, it supported 11,600 households with food and non food items in Saptari, Rautahat and Mahottari with the technical and financial assistance of WHH, CWW and PIN. It had established communication with local stakeholders such as DDRC, Red Cross and other agencies involved in relief of the survivors. The local team collected all the relevant information and tracked the ways of movement to reach to most affected survivors. ASN mobilized 40 members team with relief materials (Food items and NFI kits) to support the flood affected families in those districts



Project D.3

Response to Cold Wave affected people

A normal life in central Tarai districts was affected due to a spell of cold wave in the region during the winter season of 2017. As the temperature plummeted recorded low with cold wave and thick fog, people in the area were forced to stay indoors. Number of patients suffering from pneumonia, asthma, and cold diarrhea started growing at the hospital (around 150 people visiting the hospital daily) and respiratory problems increased in children and elderly people. To its worst, low income group people and children were among those who affected most by this cold wave.

To provide the immediate relief from this situation, a meeting was conducted with Natural Disaster Rescue Committee in Mahottarai, Siraha and Dhanusha at the district administration office in consultation with recently elected local units, municipalities and rural municipalities to identify the affected people and to distribute firewood and warm clothes. Aasaman took the initiative when there was no any specific intervention at place in supporting them besides encouragement and public welfare notice by local administrations to people to remain indoors, wrap up with warm clothes and take preventive measures to stay safe from cold-borne diseases.

Aasaman Nepal supported blanket, malong, tarpaulin, kitchen set and hygiene set to 1090 cold wave affected families in Dhanusha and Mahottari districts with the support of WHH and CWW.



Project D.4

CSS-DRR Program

The three pillars of CSS as; (1) Safe School Facilities;(2) School based Disaster Risk Management; and (3) Risk Reduction and Resilient education through formal and non-formal process complement each other and are not sufficient in standalone. Till the year 2013, there was no linkage and coordination among the sections and departments of MOE - the engineering division/section of DOE which is responsible for developing school infrastructures; Curriculum Development Center (CDC) and Non-Formal Education Center (NFEC) who are responsible for risk reduction and resilient education; and Department of Education (DOE) who is responsible for the emergency planning, capacity building and emergency response in association with other education partners. In absence of linkage and coordination between these agencies, there was no assurance that the schools were benefitting from the isolated program conducted by different agencies. In this situation, there was need of bridging gap in the program through its integration, especially in planning, implementation and evaluation in the local/school level. Therefore, Aasaman Nepal with the technical and financial support from UNICEF implemented CSS-DRR program in three districts i.e. Saptari, Dhanusha and Parsa. This program contributed to the sustainable development goal no 13: take urgent action to combat climate change and its impacts.

Purpose

Improve the rights, safety and resilience of children, adolescent girls, boys and community people of Province No 2 from potential hazards as well as impact of climate change by 2019 through capacitating rural municipal, municipalities and district level education stakeholders, increasing the knowledge of children, community people and strengthening the role of school children as agents of change.

Target groups/beneficiaries

270 schools, 41 local governments, 3 DEOs and 54000 students, 190 SMC, PTA members and teacher

Major Achievements

- ▶ 25 institutions (1 school, 21 local governments and 3 DEOs) enhanced knowledge and commitments to implement comprehensive school safety framework
- ▶ Copies of CSS – DRR Implementation Guideline available to 91(81 schools, 7 local governments, and 3 DEOs) education authorities at district/local level
- ▶ One school produced vulnerability assessment report
- ▶ One interaction meeting conducted among school community (School Management Committees-SMCs and Parent Teacher Associations-PTAs) at each school
- ▶ 24 (21 local governments and 3 DEOs) interaction meetings conducted with local education authorities/local government bodies
- ▶ 10 Joint monitoring visits (partner, local education authority and rural, municipality) organized
- ▶ 4 monitoring visits by partner team and board member conducted
- ▶ 3 review, learning and sharing workshop organized with local education authority, rural/ municipality representatives of schools (teachers/SMC/PTA)

New Initiation



100% Enrollment

Belwa Village of Parsa, Gamhariya Prabaha and Dakneshwori Village of Bode Basain Municipality of Saptari district announced 100% enrollment in 2017. Similarly, in Parsa, 16 focus toles have announced 100% enrollment of marginalized children. The remarkable enrollment of OOSC, especially those from Muslim, Pashwan, Mushar, Dom and Chamar, a long-time marginalized community in Terai, has been possible due to combined results of improved governance in supply side as well as readiness of demand side of governance. The project team collaborated with local government and concerned stakeholders such as District Development Committee, District Education Office, School Management Committee, Parent Teacher's Association, Citizen Awareness Centers, Ward Citizen Forum, school teachers in creating conducive environment for the children from these marginalized community to access educational institutions and services. Though the CFLG plan had already been prepared in the project VDCs, the District Education Plan was not yet in place due to the structural change of political units, a recent political event in Nepal that has a long-term impact in the governance. In addition to this, the project team created readiness among parents of these children through radio jingles, dialogues, discussion and advocacy campaigns aiming at sensitizing parents on the importance of education where enrollment is a pre-condition.

Increased enrollment of the OOSC in schools is found to have three major positive effects to the lives of those marginalized communities. First, the enrollment has not only opened a new avenue in their lifetime opportunity, but also helped them get their birth registered, which is usually not prioritized. As the birth registration certificate has been considered a pre-condition for school enrollment, it compelled those ignorant parents to have birth registration for their children, which ultimately ensures that children have access to their fundamental rights and entitlements. Second, it gives those marginalized communities a sense of caring and belonging. Once the children are enrolled, the school teachers make follow-up call in case their kids are absent in school, which ultimately contributes to their learning achievement. It worked much better in a context where drop out of school going children is largely because they are supposed to take care of their younger siblings. For example, of 16 girls enrolled from Dom community in Saptari,

one of the girls had to stay home to take care of her younger sister while her parents had to go to Haat, local weekly market that is lifeline in Terai economy where people sell their products and buy goods they need. During her regular follow-up visit, a Community Facilitator from the project came to know about the issue and she discussed it with her parents. Parents got surprised that Community Facilitator takes such issues, seemingly minor from their perspective, into account. The discussion was an opportunity for them to reflect on if they comply with their commitment in sending their children to school. Her parents realized that it was their mistake to make her stay at home without going to the school. The continuous follow-up record shows that they have kept their promise and their daughter has been attending school on regular basis. Third, the social status of marginalized people also improved. Soon after the enrollment of children, their parents were eligible to be a School Management Committee member. Now some of the parents from marginalized communities are elected as SMC member. Whereas for many children, it is the very first time in their life to get enrolled in school, it is the same with their parents, whose social status is extremely poor, to be a SMC member. For example, 82% of OOSC (2893 among 3546 identified) are already enrolled at schools. Among those children enrolled for the very first time, 88% are girls, 85% Dalits and 81% Muslims. Thus, enrollment of OOSC opened avenue for both the children and their parents. It is a turning point in their life that indicates their acceptance in a hierarchical society, which used to be beyond their dreams and it has been a reality because of their kids getting enrolled. Though there is a reservation in SMC for parents of marginalized children enrolled in the schools, such parents could not enjoy that opportunity unless their kids are enrolled.. Improved social status and their participation in dialogues of public concerns give them a lot of confidence in other dimensions of their livelihoods.

VDCs allocated 10% of budget for CFLG Plan

50 CFLG orientations were held for capacity and awareness building with citizens groups such as WCFs and CACs. After community and ward-level planning, IPCs issued formal recommendations on educational issues, which VDCs adopted in their budget after local citizen advocacy. Finally, the 34 VDCs allocated 10% budget (NPR 21815491.00) for children development activities. WCF and CAC, after monitoring found that the budget

Fig : 10% Budget allocated by VDCs for CFLG

34 VDCs allocated NPR 21815491.00 for CFLG



were mobilized for education, teaching, game set materials as well as in school wall construction for security purpose.

Community Engagement

REFLECT classes were used as a tool of empowering CAC, WCF members and community people especially on the issues of education rights protection of children linking with SZOP, CoC, planning (SIP) with meeting P MEC, child friendly schools. Besides that, reflect was used to discuss, prioritizing the problems, developing plan by CAC, WCF members, taking the action and reviewing the impact of such actions especially on the cross issues like child marriage, birth registration etc that hinder the education right of the children. For the effectiveness of the reflect class, IEC materials were specifically designed and used so that they could be made more interactive and local context-sensitive. The key issues discussed at the REFLECT classes included child marriage, birth certificate, OOSC, school and local investment in education plan. The project provided training and extension materials on the above-mentioned issues as well.

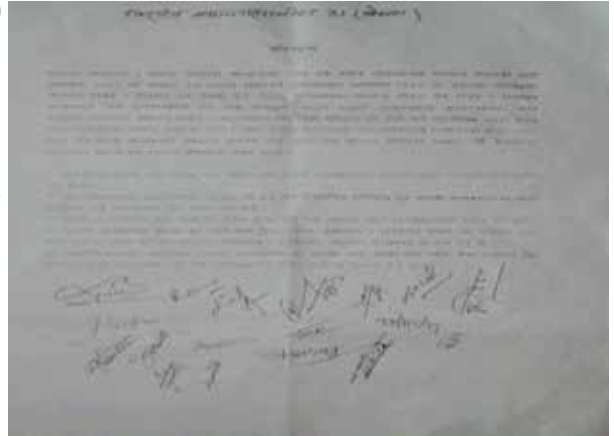
A total of 976 reflect classes were conducted across the five districts from July to December. As a whole, 5856 (3719 men, 2137 women along with 3943 Dalits, and 345 Muslims) CAC, WCF members participated in the classes. Those classes were vital in helping local citizens learn about educational issues. Many OOSC are from Dalit or Muslim backgrounds which shows that these communities may not have been sensitized on the value of education. By conducting these classes, ASN helped inform many different people about the importance of local education, and the challenges it faces.



Advocacy

No use of children in political activities/SZOP

Five radio PSAs (Public Service Announcements) especially on SZOP highlighting not to use children in election from child rights protection perspective were broadcasted in all 5 project districts by local radio FM stations in local languages i.e. Bhojpuri and Maithili in collaboration with the respective DEOs. About 5000 people from five districts reached through this radio PSAs and they became aware mainly on SZOP issues through this initiative along with disturbing pamphlets, slogan and rallies.



As a result, there were much fewer children used in political campaigns in ASN's working area than there had been previously. This was true for both local and national elections (1st and 2nd

phase). ASN made appeals to political parties not to mobilize children in rallies, as well as for distributing pamphlets and flyers related to election campaign.



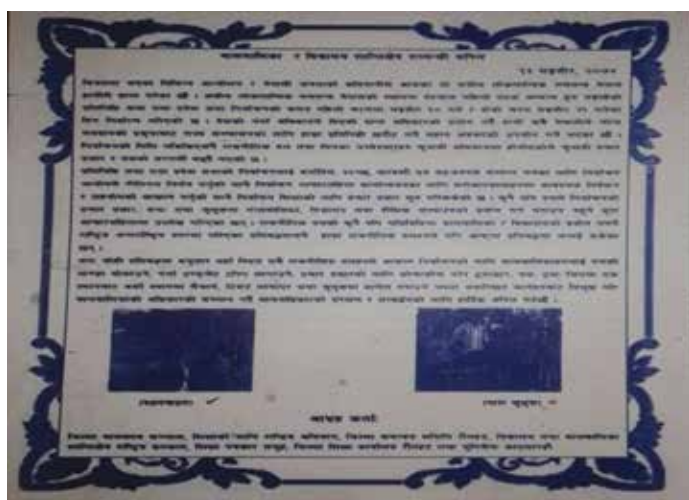
ASN led local communities on the entire SZOP process, from orientation to monitoring. By curbing political influence, children were able to go to school on a more consistently. The result was encouraging and led ASN to believe that with time, political parties will stop mobilizing children in rallies and

demonstrations entirely. Eight newly elected ward chair persons and members ensured that there was no use of children in the election because they were former WCF, CAC, SMC members and they were familiar with the SZOP and child rights protection issues through their engagement in this program. Finally, there was no use of any children in the election in four settlement of

Mithila Bihari rural municipality and Kamala municipality of Dhanusha district. Besides that, all 175 schools reflected SZOP/CFS in their SIP. This is to ensure a safe and stable learning environment for children. Similarly, it contributed to increase the school opening and class conduction days. Initially, school opening day was 167 in one academic year while teaching days was 139. After the advocacy on SZOP, it was improved to 237 school opening days and 197 class conduction days.

National level program learning sharing workshop

Aasaman Nepal is a non-governmental organization working in the educational sector having Memorandum of Understanding (MoU) with Department of Education. It also works in close



partnership with government institutions and local groups such as political parties, CSOs, local informal groups, teachers' unions and journalists. It reviews, plans and monitors project activities together with government institutions and shares the findings and learning at larger forums among NGOs and government institutions.

As part of sharing and interaction program of ASN, a national event was conducted on

21st July 2017 with objective of sharing good practices, learning, innovation with districts and national level governmental authority and to collect recommendation/ suggestion for next year program implementation. There were 30 participants from different Central Line Agencies from education sector, journalists, project members, experts and stakeholders.

Various members of District Education Office, District Development Committee, District Health Office, NCED (National Center of Educational Department), CDC (Circular Development Center), NFEC (Non- Educational Center), ERO (Educational Review Office), NGO and network partner, Aajako Shiksha, Media Service Nepal, journalists and reporters expressed their views on the current education status and suggested Aasaman Nepal for targeting such issues (making schools a learning center, low learning achievements in higher classes, co-ordination with local levels in education, knowledge sharing) in the day to come.

Regional level (province 2) learning sharing workshop

A regional level workshop was conducted at Janakpur, with 78 participants (66 were male and 12 were female including 1 Dalit and 2 Muslims who are newly elected mayors, ward representatives, representatives from DOE, DEOs, DDCs, district women and child development offices, and journalists. The main objective of the regional workshop was to share how the project was started targeting OOSC and their retention in the schools. Further, this workshop highlighted



the major efforts (best practices) made by the project in consultation and coordination with respective ministries, departments, district offices, VDCs in the mobilization of CAC, WCF members in the area of local level governance, planning and implementation. The major concern was how such an effort should be continued in changed structure after federalism by the newly elected bodies. Finally, they realized the need of continuation of such efforts and they made their commitments as well

Selected Quotes from Mayors, Deputy Mayor and Ward Member:

- ▶ “I will implement what I learned from this regional workshop at the local level.”
-Mayor, Bagaha Municipality
- ▶ “Female education must be increased at the local level; Aasaman Nepal should take the initiative to this end.”
- Ward Member, Saptari
- ▶ “After the enrollment of out of school children, children are not retained, especially from marginalized communities. The Department of Education must take responsibility.”
- Deputy Mayor, Loharpati Rural Municipality.

Finally, newly elected bodies are taking SIP as the key document (unit) for the educational improvement in its area in the absence of other educational plan. Besides that, Loharpatti municipality continued two child rights protectors (community volunteer) for regular attendance and improvement in learning of children from marginalized communities.



Organizational Development

ASN Board

- ▶ General assembly and program annual review meeting conducted from 1-2 January 2017 and 19-20 December 2017
- ▶ Three board meetings were conducted where key decisions were made regarding context based policies revision and changing bank account
- ▶ Program monitoring by board members
- ▶ Staff selection for the different projects
- ▶ Strategic plan 2013-2017 of Aasaman Nepal reviewed and new plan for 2018-2022 was developed through strategic planning workshop 6-8 August 2017
- ▶ Weekly program organized on the occasion of ASN's establishment day
- ▶ Increased the general members of ASN to make it more inclusive and democratic

IEC materials

- ▶ Publication of Annual Report 2016
- ▶ Website update
- ▶ Facebook update
- ▶ Publication of Year planner 2017/18
- ▶ Jointly published educational calendar of 2017 with government of Nepal
- ▶ Poster, flip chart and pamphlets publication
- ▶ Publication of newsletter, message folder, information book in different language (Maithili, Bhojpuri)
- ▶ Video documentary preparation
- ▶ Process documentation of programs

Capacity Building

- ▶ Capacity build up of staffs through training and participation in various training, meetings, seminars, conferences, visits and workshops (India and within country)
- ▶ Yearly performance evaluation and review of staffs

Institutional Development

- ▶ Expression of Interest, Concept Note, Technical and Financial Proposal submission to different funding agencies and embassies
- ▶ MOU with different funding agencies likewise WHH, Save the Children, DOE, Street Child, VSO, UNICEF for strategic partnership

Social /Audit

- Quarterly program review meeting with district stakeholders
- Joint monitoring

Human Resource Mobilization

Aasaman Nepal mobilized total 194 (female- 71, male-23, including dalit 24, janjati-100) full time and fully paid staffs in this year through its various programs

S.N.	Name of Project	Human Resources
1	Promoting Quality of Education for Girls and Marginalized Children.	16 (Dalit-2, Janajati-12, Female-6)
2	Strengthening Local Governance for Inclusive Quality Education	34 (Dalit-7, Janajati-25, Female-9)
3	Teaching to Learn	14 (Dalit-5, Janajati-2, Female-5)
4	Sisters for Sisters Education in Nepal	25 (Dalit-2, Janajati-13, Female-16, Minority-1)
5	Improving the quality of primary education	22 (Dalit-2, Female-9, Janajati- 4, Minority- 1)
6	Technical Assistant and Advocacy support for effective Implementation of Comprehensive Nutrition Specific Interventions in line with Multi-sectoral Nutrition Plan (MNSP)	11 (Janajati-5, Female-4)
7	Life saving comprehensive nutrition response including integrated management of acute malnutrition in flood affected areas of The Terai	13 (Dalit-2, Janajati-8, Female-4, Minority-1)
8	Women's Health Project Phase-4	9 (Janajati-7, Female-2, Minority-1)
9	Improving the quality of livelihood of marginalized community	5 (Janajati-3, Female-2, Minority-1)
10	Youth Employment Project	21 (Dalit-4, Janajati-6, Female-10, Minority-1)
11	Provision of Vocational and entrepreneurship development skills training to the out of school adolescent girls and young women from conflict affected and vulnerable families	2 (Janajati-1, Female-1)
12	Poverty alleviation fund	8 Janajati
13	School reconstruction	11 (Dalit 2, Janajati 4, Female 3)
14	CSS-DRR Program	3 (Janajati-2)

Way forward

- ▶ Aasaman Nepal will focus its program and centered presence in province no 2
- ▶ Capacity building and facilitation to civil society and local government
- ▶ New partnership building with local, provincial, and federal government, funding agencies based on the strategic plan (2018-2022) of Aasaman Nepal

Aasaman Nepal
Janakpurdham, Janakpur, Nepal

Statement of Financial Position
As on 31st Ashad, 2074 (July 15th, 2017)

Amount in NPR

Particulars	Sch.	Current Year	Previous year
Assets			
Non Current Assets			
Fixed assets	5	6,866,651.13	5,276,664.13
Total Non-Current Assets		6,866,651.13	5,276,664.13
Current Assets			
Cash and Cash Equivalents	6	31,811,582.10	15,387,255.78
Advance, Deposit and Prepaid	7	9,067,888.42	3,559,168.00
Debtors and Account Receivables			
Total Current Assets		40,879,470.52	18,946,423.78
Total Assets		47,746,121.65	24,223,087.91
Funds & Liabilities			
Capital Reserve (Project Assets Fund)	5	6,866,651.13	5,276,664.13
Restricted Fund Balance	9	34,463,592.75	16,632,644.83
Total Funds		41,330,243.88	21,909,308.96
Non Current Liabilities:			
Total Non-Current Liabilities		-	-
Current Liabilities:			
Creditors and Payables	8	6,415,877.77	2,313,778.95
Total Current Liabilities		6,415,877.77	2,313,778.95
Total Liabilities		6,415,877.77	2,313,778.95
Total Funds and Liabilities		47,746,121.65	24,223,087.91

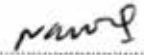
Notes to Financial Statement


10

Schedule 1-10 form integral part of this Financial Statements

As per our report of even date


Laxmi Kumari Bishwokarma
Treasurer


Nawal Kishor Yadav
Executive Director


Surendra Bahadur Karki
Chairman


Rakesh Songamikhya
Finance Manager




CA Dinesh K.C.
For, Dinesh K.C. & Associates
Chartered Accountants

Date: 2 October, 2017

Place: Kathmandu

Aasaman Nepal
Janakpurdham, Janakpur, Nepal

Statement of Income and Expenditure
For the period from 1st Shrawan 2073 to 31st Ashad 2074

Amount in NPR

Income	Sch	Current Year	Previous Year
Restricted Grant Income		173,119,352.38	108,573,228.24
Total Income (A)		173,119,352.38	108,573,228.24


Expenditure			
Administrative and General expenses			
Project Cost	4	173,119,352.38	108,573,228.24
Total Expenditure (B)		173,119,352.38	108,573,228.24
Excess of Income over Expenditure (A-B)		-	-
Surplus/deficit balance transferred to Balance Sheet		-	-

Notes to Financial Statement


10

Schedule 1-10 form integral part of this Financial Statements

As per our report of even date


Laxmi Kumari Bishwokarma
Treasurer


Nawal Kishor Yadav
Executive Director


Surendra Bahadur Karki
Chairman


Rakesh Songamikhya
Finance Manager




CA Dinesh K.C.
For, Dinesh K.C. & Associates
Chartered Accountants

Date: 2 October, 2017

Place: Kathmandu

Aasaman Nepal
Janakpurdham, Janakpur, Nepal

Fund Accountability Statement
For the Financial Period From 1 Shrawan 2073 to 31 Ashadh 2074

Particulars	Sch	Organizational Fund	Core Fund	Aide et Action (A.A.)	Norwegian Ministry of Foreign Affairs (MFA)	Poverty Alleviation Fund (PAF) - Dhanusha	Poverty Alleviation (PAF) - Sarlahi (Phase 1)	Poverty Alleviation (PAF) - Sarlahi (Phase 2)	Population Service International (PSI)	Salus Contract	WHH - NPL 1036/BNMZ	WHH - NPL 1040
Surplus Carried Forward		1,381,953.81	6,283,697.12	946,990.28	90.56	197,461.28	1587,724.16		818,071.41	(157,810.58)	578,820.69	3,477,974.52
Fund Received	1	7,200.00	8,158,393.94	3,692,175.96	27,032,901.74	195,463.28	273,133.00	922,674.00	12,389,893.06	1,082,833.91	7,215,813.40	41,109,916.00
Other Income	2	-	21,868.00							2,713.59		
Assets received	3		1,589,987.00									
Previous Year Adjustment			-									
Total Available Fund		1,389,153.81	16,253,945.97	4,639,116.24	27,032,992.50	(36,378.72)	(314,591.16)	922,674.00	13,207,966.47	931,916.92	7,294,634.09	47,587,896.54
Expenditure	4	-	5,053,711.22	4,762,521.61	20,789,691.06	-	-	1,098,841.00	11,151,153.82	1,227,841.42	7,539,255.66	41,002,211.41
Balance of Fund	9	1,389,153.81	11,200,234.75	(123,405.37)	6,243,300.64	(36,378.72)	(314,591.16)	(174,167.00)	2,056,812.65	(295,964.50)	255,378.43	6,585,679.13
Represented by												
Fixed Assets	5		6,866,651.13									
Cash & Bank Balances	6	1,075,527.68	3,625,669.04	16,662.63	4,114,722.14	3,500.00	5,297.00	32,074.00	1,731,282.65	1,000.00	435,007.75	6,951,500.32
Advances and Receivables	7	313,636.17	1,379,226.58	10,000.00	2,314,170.00	-	157,187.56	-	305,500.00	144,741.50	110,500.00	432,192.45
Payable	8	-	671,312.00	150,008.00	85,591.50	39,378.72	477,075.72	206,241.00	70,000.00	441,646.00	290,128.83	798,013.64
Balance		1,389,153.81	11,200,234.75	(123,405.37)	6,243,300.64	(36,378.72)	(314,591.16)	(174,167.00)	2,056,812.65	(295,964.50)	255,378.43	6,585,679.13

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

Laxmi
Laxmi Kumari Bishwakarma
Treasurer

Nawal
Nawal Kishor Yadav
Executive Director

Surendra
Surendra Bahadur Karki
Chairman

Rakesh
Rakesh Sengamisha
Finance Manager

Pranish
Pranish K.C. & Associates
Chartered Accountants



Date: 2 October, 2017
Place: Kathmandu, Nepal

Aasaman Nepal
Janakpurdham, Janakpur, Nepal

Fund Accountability Statement
For the Financial Period from 1 Shrawan 2073 to 31 Ashadh 2074

Particulars	VSO - GEC T	VSO - GEC	VSO - T2L	UNICEF - Education	UNICEF - Nutrition	UNESCO	NedB - CSR	UN Women	Current Year Total	Previous Year Total
Surplus Carried Forward		4,161,728.89	330,025.90	2,264,216.52		1,526,125.60	1,078,389.76		21,909,308.96	8,346,273.58
Fund Received	3,000,000.00	21,226,347.74	13,755,513.69	23,687,977.00	21,333,000.00	1,612,754.32		1,069,161.38	190,960,097.43	114,788,216.13
Other Income									24,581.59	2,071,183.36
Assets received									1,589,987.00	5,276,664.13
Previous Year Adjustment									(34,378.72)	0.00
Total Available Fund	3,000,000.00	25,388,076.63	14,085,539.59	25,947,208.52	21,333,000.00	3,138,879.92	1,078,389.76	1,069,161.38	214,449,596.26	130,482,537.20
Expenditure	1,731,796.00	25,386,096.63	13,618,841.59	19,699,086.61	19,130,323.75	472,885.00	48,000.00	419,093.00	173,119,352.38	108,571,238.24
Balance of Fund	1,268,204.00	1,980.00	466,698.00	6,248,121.91	2,212,674.25	2,665,994.92	1,030,389.76	650,068.38	41,330,243.88	21,909,308.96
Represented by										
Fixed Assets									6,866,651.13	5,276,564.13
Cash & Bank Balances	1,433,292.93	3,030.56	1,059,958.00	5,816,587.10	4,472,188.00	370,861.65	35,389.76	628,431.38	31,811,582.10	15,287,255.78
Advances and Receivables	40,595.00	1,980.00	-	478,360.93	42,150.00	2,510,568.37	998,000.00	39,000.00	9,067,888.42	3,559,168.00
Payable	205,683.93	3,030.56	593,260.00	46,826.12	2,301,663.75	15,435.00	3,000.00	17,463.00	6,415,877.77	2,313,778.95
Balance	1,268,204.00	1,980.00	466,698.00	6,248,121.91	2,212,674.25	2,665,994.92	1,030,389.76	650,068.38	41,330,243.88	21,909,308.96

Notes to the Account
Schedules 1- 10 forms integral

Laxmi
Laxmi Kumari Bishwakarma
Treasurer

Nawal
Nawal Kishor Yadav
Executive Director

Surendra
Surendra Bahadur Karki
Chairman

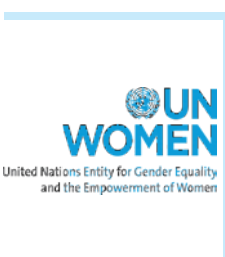
Rakesh
Rakesh Sengupta
Finance Manager

Dinesh K.C.
CA Dinesh K.C. & Associates
For: Dinesh K.C. & Associates
Chartered Accountants



Date: 2 October, 2017
Place: Kathmandu, Nepal

Our Supporters





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