



2019 ANNUAL REPORT

Aasaman Nepal



✓ Education
✗ Child Labor

From the Desk of Chairperson



It gives me immense pleasure to announce that Aasaman Nepal has successfully been working for almost two decades in its service for children, women, and youth from marginalized communities in a variety of ways, from education, health and nutrition, DRR, and good governance. We remain committed to ensuring quality education for all children.

It is important to remind us all that we work on a diverse set of issues that children from different marginalized communities face. From girls' education and keeping children away from violence to increased accessibility of out of school children and children with disability, Aasaman Nepal uses multi-faceted and innovative approaches to achieve our goals. This is a complex task but our staff has been sensitive to many problems that the children face while receiving a quality education.

We have implemented some of the highly successful and innovative programs this year: Breaking the Bond, Nik Siksha Dia, Aarambha, Sisters for Sisters, Marginalized No More, Functional Literacy Program, Provision of follow up support to out of schools adolescent's girls and young women who completed vocational skills training, that has benefitted as many as 33,964 young girls. We have initiated work on campaigns like 'Full Day-Full Time-Formal School' and the *Beti Padhau - Beti Bachau* throughout province 2 and plan to continue it in the future. Besides, the internal review/reflection meeting has allowed us to review the successes and lessons learned among the staff and members and provided us with a unique way forward.

This report celebrates some of Aasaman's success stories. You will learn more about our work through the words of the people we have reached. Furthermore, we hope this report will convey the color and vibrancy of the communities we serve, as well as the people of Province 2: the parents, the children, the teachers, the cherished friends.

I would like to thank our staff for their hard work and achievements and encourage them to keep up their good work and continue to build on it. I would also like to thank our stakeholders and partners for believing in Aasaman Nepal, its vision, and mission. Our work would not be possible without your incredible support.

Thank you

Harischandra Yadav
Chairperson
Aasaman Nepal

From the Desk of Executive Director



We are pleased to inform you that we have ended yet another successful year with satisfactory results. Despite the increasingly challenging environment, we continue our efforts to live up to a vision of a society where all the children are grown up in an enabling environment enjoying all their rights to achieve their full potential.

Aasaman Nepal has particularly focused on promoting increased accessibility, enhanced child-friendly, gender-responsive, and quality education for girls and marginalized. Besides it has also been working towards identifying good and bad practices, decreasing the gap between what communities know and what they should know, to make lives happier through better health and informed education.

Highlights from the year include 33, 964 young girls directly or indirectly benefitting through various project interventions carried out at the community level. The Emergency Fund has been set up by the staff members of the organisation for crises like natural disasters, accidents, sickness & any kind of emergency. With the emergency fund in place- employees who face unforeseen hardships, infirmity, tragedy, catastrophe or sudden disaster will be supported immediately without recourse to complex administrative procedures. Besides, the internal review/reflection meeting was conducted among staff in August in the presence of the senior management team (SMT) on self-analysis & reflection on the practices that can contribute towards sustainable organisation performance & development. Moreover, Aasaman with support of development partners like UNICEF, WHH & Christian AID, has distributed emergency relief support materials to a total of 4431 HHs.

Aasaman Nepal plans to continue working with women, youth, and children from marginalized communities. Special attention would be towards the increased accessibility of education for out of school children and differently-abled children. Advocacy and work for campaigns like 'Full Day-Full Time-Formal School' and the *BetiPadhau - BetiBachau* are also work in progress.

This would not have been possible without our people. At Aasaman, our members are passionate about making a measurable impact in everything we do. It is the power of our people, our unique culture, and an innovative approach, which helps us deliver enduring results. I thank you for your diligence and commitment to our mission and goals. Aasaman could also not thrive without the guidance and support of our partners and stakeholders. I would like to thank you and look forward to partnering with you and forging a successful future in achieving quality education for all the children.

Thank you

Nawal Kishor Yadav
Executive Director
Aasaman Nepal

Content

From the Desk of Chairperson	1
From the Desk of Executive Director	2
Acronyms	4
Section -A	7
Aasaman Nepal (ASN) at a Glance	7
Section-B	11
2019- Year in Review	11
Key Accomplishments and Learnings: Thematic Wise	13
Section- C	23
Personal Reflection	23
Section-D	29
Leading by Examples: Case Stories	29
Section-E	42
Future Ahead: Ambition and Long Term Strategies	42
Section-F	45
Organizational Capacity & Growth	45

Acronyms

AGM	Annual General Meeting
ALP	Accelerated Learning Program
ASER	Annual Status of Education Report
ASN	Aasaman Nepal
AHW	Auxiliary Health Worker
BS	Big Sister
BTB	Breaking the Bond
CBO	Community Based Organization
CDC	Community Dialogue Centre
CE	Community Educator
CEHRD	Centre for Education and Human Resource Development
CLA	Citizen's Led Assessment
CM	Community Mobiliser
COVID	Coronavirus Disease
CSC	Community Score Card
CSS	Comprehensive School Safety
CSSMPCR	Comprehensive School safety Minimum Package Climate Resilience
CSO	Civil Society Organisation
DAO	District Administrative Office
DCC	District Coordination Committee
DDMC	District Disaster Management Committee
DDG	Deputy Director-General
DFID	Department for International Development
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
ED	Executive Director
EDD	Education Development Directorate
EU	European Union
FP	Family Planning
FCHV	Female Community Health Volunteer
GESI	Gender Equality and Social Inclusion
HH	Household
ILO	International Labour Organisation
IUCD	Intra-Uterine Contraceptive Device

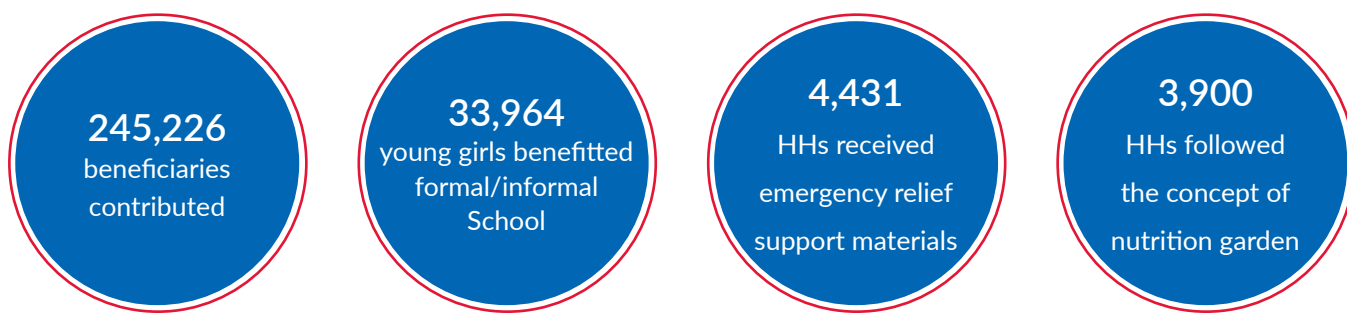
KNH	Kindernothilfe
LANN	Linking Agriculture and Natural resource Management towards Nutrition Security
LARC	Long-Acting Reversible Contraceptives
LG	Local Government
LSAR	Light Search & Rescue
LWR	Lutheran World Relief
MA	Medical Abortion
MAM	Moderate Acute Malnutrition
M&E	Monitoring & Evaluation
M&M	Marginalized No More
MUAC	Mid-Upper Arm Circumference
NERP	Nutrition Education and Rehabilitation Program
NPR	Nepali Rupees
NGO	Non-Government
OB-GYN	Obstetrics and Gynecology
PIN	People In Need
PTA	Parents Teacher Association
PSI	Population Service International
RM	Rural Municipality
SAM	Severe Acute Malnutrition
SAS	Safe Abortion Sites
SDG	Sustainable Development Goal
SHG	Self Help Group
SIFS	Sustainable Integrated Farming System
SMC	School Management committee
SS	Small Sister
SMT	Senior Management Team
SWC	Social Welfare Council
UNESCO	United Nations Educational, Scientific & Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
USD	United States Dollar
VSO	Voluntary Service Overseas
WASH	Water, Sanitation & Hygiene
WHH	Welthungerhilfe
WHP	Women's Health Project
YEP	Youth Employment Project

Executive Summary

Through the partnership with various government departments, INGOs, NGOs, CSOs, & CBOs ASN creates opportunities for the most underprivileged & disadvantaged group in Province 2, thereby, contributing to the national priorities & goals including the SDGs 2030 (2, 3, 4, 5, 6, 8, 11).

In line with the national level goals & priorities, ASN in the year 2019 has worked in close coordination with the federal, provincial & local level government including various development stakeholders - bilateral organizations & INGOs (The Royal Norwegian Embassy, EU, UNESCO, UNICEF, UN WOMEN, VSO, PIN, World Education, Street Child, PSI, WHH, LWR, Swiss Contact, Christian AiD, and KNH) to promote increased accessibility, enhanced child friendly, gender-responsive & quality education for all regardless of their differences (age, gender, disability, caste, religion).

Major Highlights of the Year 2019:



Apart from this, through its good governance project, the organization reached out to 13,000 HHs (approximately 71,000 people) in two municipalities from each of Rautahat, Siraha & Saptari and will further reach out to 10,685 Dalits (including 10,225 Musahar and 460 Dom) and 32,560 Muslim in the upcoming year.

The Emergency Fund has been set up by the staff members of the organisation for crises like natural disasters, accidents, sickness & any kind of emergency. With the emergency fund in place- employees who face unforeseen hardships, infirmity, tragedy, catastrophe or sudden disaster will be supported immediately without recourse to complex administrative procedures.

The internal review/reflection meeting was conducted among staff in August in the presence of the senior management team (SMT) on self-analysis & reflection on the practices that can contribute towards sustainable organisation performance & development.

ASN as a committed organization in the upcoming years will work on its Full-Day Full-Time Formal-School campaign to leave a long-lasting impact on communities by creating an environment that says yes to education and no to child labor for the children/students in Province 2.

SECTION - A

Aasaman Nepal (ASN) at a Glance

About us

Aligned with the national priorities and needs of the marginalized community of province 2, ASN – a leading national NGO has been serving the country for the last two decades. The organisation has worked for the overall well-being of the underprivileged children, girls, youth – *Dalits (Mushar), Janajatis, Muslims*, women, & community people since its establishment in Dhanusha, Janakpur in 1999.

It has a strong and inclusive team of dedicated professionals, specialized in social mobilization and community development works. The entire team of ASN is continuously making effort to work at the community level to ensure that every individual regardless of their differences (caste, class, gender, age, socioeconomic status, academic qualification) is enabled to enjoy their basic rights without undergoing any forms of discrimination.

Currently, the organisation is working with more than a *hundred and fifty thousand (150000)* children in **10 districts** to mobilize community stakeholders and local resources on child labor and education issues. It is a participatory organization managed in a transparent, inclusive, and responsible manner at the local and national levels.

Legal Status, registration & affiliation

The organisation is registered with the District Administrative Office (DAO) – R. No: 693/055/056, affiliated with the Social Welfare Council (SWC) – M. No: 10365, Inland Revenue office, Kathmandu – PAN No: 301419332.



Vision

ASN 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

ASN 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.



Goal

ASN 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.

Principles (Non - Negotiable)

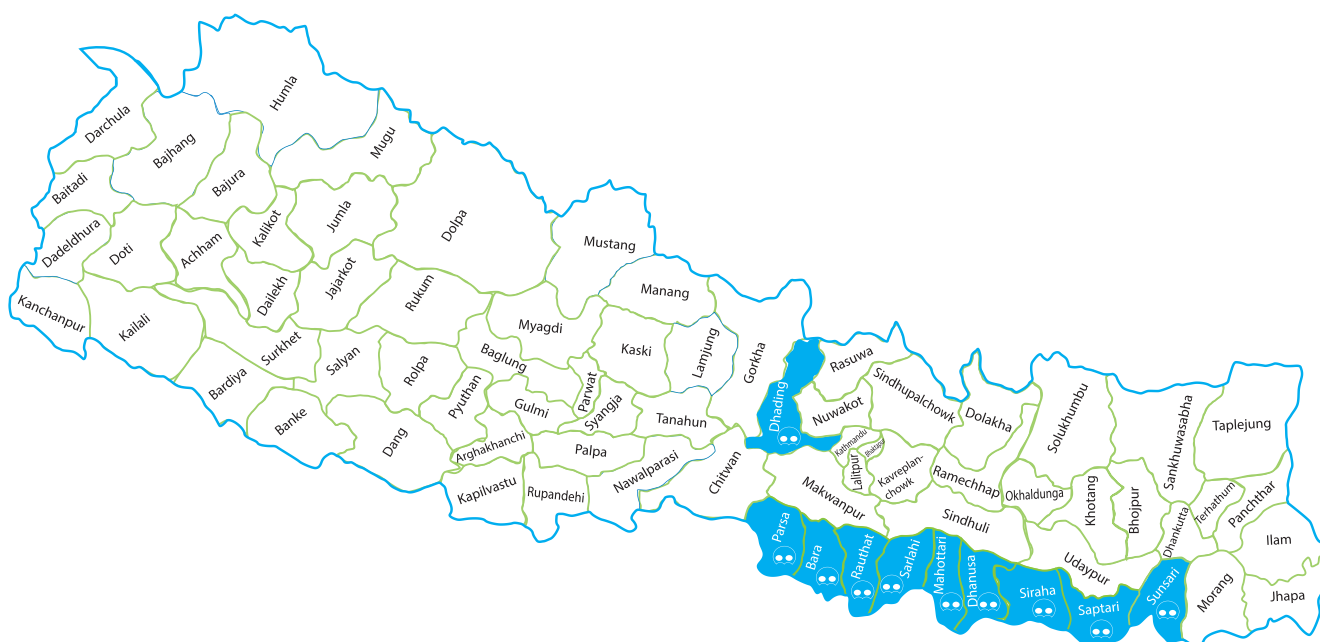
ASN strongly believes and advocates the following principles to eradicate child labor & ensure that every child attends Full Day-Full Time-Formal School:

- **All children should be enabled to attend 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.

Core Values

- **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 make a conscious effort to eradicate all forms of discrimination based on caste/ethnicity, gender, economic status, and/or political ideology, among others.
- **Human Right-based Approach to Development:** ASN see 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.

Aasaman Nepal Working Area



Our Role as an Organisation

Facilitator/Mobiliser

ASN does not create structures parallel to existing government structures. The organisation works as a facilitator and organizer. It works closely with the local communities.

Capacity Builder

ASN builds the capacity of the communities and service providers particularly VDCs, wards, and line agency staff in understanding various issues concerning child labor, good governance, health, GESI, CSS/DRR, and education for all. The stakeholders are thoroughly oriented on the harms of child labor for children, families, and society at large. Capacity building processes lead to the sustainability of activities and programs.

Advocator

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

Promoter

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

Stakeholder Engagement

We work with many actors directly and indirectly to influence the concerned decision-makers, to capacitate, empower & hold the concerned local authorities accountable to their citizens while fostering inclusive development practices. The stakeholder relation that ASN maintains with the following has contributed to building meaningful relations, conducting advocacy at required platforms, fundraising & contributing expertise to set strategic directions.



Thematic Areas we work in :

Education & Child Protection
Health & Nutrition
Governance
Disaster Risk Reduction and Livelihood

Cross-cutting issues like gender equality & social inclusion (GESI), women empowerment, human rights, environmental conservation are at the core of all these thematic areas.

SECTION - B

2019 - Year in Review

Felicitation by SWC on the occasion of 40th Social Service Day



On the occasion of 40th social service day, the Executive Director Mr. Nawal Kishor Yadav was felicitated by the SWC, Government of Nepal for his relentless service to the people of province 2 in the sector of child rights, child protection, quality education, health & nutrition, and DRR & livelihood support.

The ED has continued to be a strong advocate for children, youth, and women from downtrodden and marginalized communities especially Dalits (Mushar), Janajati's, & Muslims. His prime focus has been to ensure that they are well-nourished and are supported enough to go to the school in an inclusive, child-friendly, and safe school environment. Mr. Yadav aspires to keep working for the increased benefit of the disadvantaged with higher enthusiasm in the years to come.

18th Annual General Meeting (AGM)

In presence of Honorable Minister Mr. Gyanendra Kumar Yadav (Ministry of Law Justice & Parliamentary Affairs, Province - 2), other various government & non-government organizations, the 18th annual general meeting was conducted on September 30, 2019. The chief guest and other guests lauded the kind of work and initiatives taken by Aasaman, and how they have reached to the poor and the marginalized communities (Dalits, Janajatis, Muslims, and Women) and channelized their effort in empowering them through education projects, nutrition initiatives, livelihood, disaster risk reduction, and climate change awareness programs.



Accredited Guests during the AGM -2019

Minister Mr. Gyanendra Yadav said *"The status of education/literacy in the Plains that used to be the higher than that of the nation's average in the 1960s-70s has now faltered much below and remains the most backward province till date in Nepal. The literacy rate of the entire province is low, specifically, the literacy rate of women needs to be taken care of. This has stymied the development of the Plains. Thus all responsible stakeholders (private/public sectors, media, civil society, non-profit organizations) must work towards the betterment and all-round development of Madhes."*

Mrs. Bimala Manandhar from United Nations International Children's Emergency Fund (UNICEF) said that UNICEF has always supported Aasaman and shall continue to support the institution in the future. She further added that *"the two institutions worked together on response and preparatory works in disaster risk reduction in the vulnerable areas with the vulnerable communities which have had the better impact on the communities"*

Mr. Mahendra Mahato (Ministry of Social Development, Province -2, Education Planning & Research Division, Chief) highlighted the fact that – “ASN’s 20 years of work experience has created a niche and a brand for itself in health, education and livelihood sectors. Showing serious concern for prevalent child labor and their migration to different cities in search of a better life, he stressed on introducing helpline for such children”

The acclaimed theatre actor and film personality Mr. Ramesh Ranjan expressed that – “ASN has put serious effort in bringing forth the darker aspects of our society like caste and gender-based discrimination, poverty, inequality, poor health status and has been working towards better society mitigating such social evil slowly and gradually”. He further suggested the organisation to dream big and work towards a bigger vision of the transformation of the society.

Internal Review/Reflection with ASN Staff members

The internal review/reflection meeting was conducted on 24-25 August 2019 in the presence of the senior management team (SMT) with all the concerned project managers, coordinators & officers. The two days review meeting provided an opportunity for all the staff members to undertake self-analysis & reflect on the practices that can contribute to sustainable organisation performance & development. The key learnings, & experiences were shared by the SMT with a special focus on team building, leadership, meaningful engagement, organisation culture, knowledge sharing, communication, and M&E to envision a bigger picture & work towards the fulfillment of the organization’s goal.



Emergency Fund created through the voluntary contribution of the staff members

The need for the Emergency Fund was long felt by the staff members of the organisation as under crisis (natural disaster, accident, sickness) & emergency the staff members are in immediate need of financial support. Through the emergency fund - employees who face unforeseen hardships, infirmity, tragedy, catastrophe, or sudden disaster will be supported immediately without recourse to complex administrative procedures.

The emergency fund is set up by the staff member through the on-time voluntary contribution of 5% of their salary. As per the decision of the staff members, the contribution of 5% salary was done in November 2019. The amount of NPR 800,000 is deposited in the emergency fund.

Agendas for 2020 as reflected in the Annual General Meeting (AGM) - 2019

Our prime agenda for the year 2020 would be to support the initiatives of the Government of Nepal & contribute towards the SDG’s 2, 3, 4, 5, 6, 8, & 11:

- Advocate for the campaign ‘Full Day-Full Time-Formal School’
- Contribute to the Beti Padhau – Beti Bachau campaign
- Strengthen the M&E section of the organisation
- Support to establish child helpline & promote child protection

Key Accomplishments and Learnings: Thematic Wise

Thematic Area 1: Education & Child Protection

Beti Padhau Beti Bachau Abhiyaan

The major initiative we focused in 2019 within the thematic area education & child protection



Participants from 'Marginalized No More - MNM' Project, Sunsari

The **Annual Status of Education Report (ASER) – 2019** is a consultative report prepared after a household-based citizen-led assessment (CLA) carried out in Province 2 using the ASER Nepal methodology & testing tools. A total of 44,000 households (HH's) were surveyed & 136 local government units/Palikas visited throughout the eight districts in Province 2. The assessment work was jointly implemented by Street Child Nepal, ASER Nepal & ASN, and the report is published by ASER Nepal in support of DFID.

As per the findings of the ASER:

- Among the **137,698** surveyed children (aged 5-16 years) in province two, 9.1% children are out-of-school which is **171,168** children. Where the female out-of-school percentage is 10.4% which leads to the projection of **85,254** out-of-school girls.
- Females underperform in both learning and enrollment
- Female performance is weaker than average across the board, indicating that gender gap in foundational skills persists.
- Female dropout rate increases relative to the male as children age.
- Female out-of-school rates are uniformly higher than average, across all age groups and all geographical areas, thus suggesting that **gender remains a significant factor in determining if students stay in school.**
- Even though a significantly higher percentage of female students in metro areas are enrolled in private schools when compared to all students (28.8% vs 53.6%), it is still lower than male enrollment.

As stated per the findings of the ASER & despite various educational reforms and improvements such as infrastructures, logistic support, alteration of curricula, training for teachers and officials, access to education for girls have not much improved in province 2. Access to schooling for girls still hinges on social acceptance and approval. The situation will not improve much until society embarks on a new thought process to change the underlying social structure and until leadership strives to replace the negative reinforcement with positive. A large number of the female population remaining illiterate in the province would lead to consequences like child marriage, dowry, disproportionate access to health and education & an increased rate in child labor fostering various other prevailing societal prejudices against women.

ASN in its initiative to support girls' education is affiliated with the Girls Education Network established at the department of education under the gender equity branch. In this network, there is a presence of INGOs/NGOs working especially in the area of girls' education. The network works intending to ensure quality education to all children even with different conditions and statuses. ASN has contributed financially and technically to the Girls' Education and Gender Equity Network. The network holds the overall responsibility of capacity building of Girls Education Network, & its expansion at the school level to start adolescent targeted counseling and to develop an integrated plan of the network. ASN also participated in the Girls' Education and Gender Equity Network National Workshop and developed an action plan of the organization targeting girls' education in the coming days.

As per the commitment of the organisation to support the initiative of the government & contribute towards girls' education - ASN through its various project interventions have directly and indirectly benefitted 33,947 girls throughout the eight districts in province 2, Sunsari of Province 1 & in Dhading of Province 3.

Altogether 33,964 Young girls are directly or indirectly benefitted through various project interventions carried out at the community level in province 2.

3,000 Mushar Girls 15-18 years old	Project: Breaking the Bond Coverage Area: Dhanusha, Mahottari, Siraha, Saptari, Sunsari Funding: DFID, Street Child of Nepal
10,132 School going girls	Project: Nik Siksha Dia - Promoting Quality Education for Girls and Marginalized Children of Dhanusha, Terai Nepal Coverage Area: Dhanusha Funding: The Royal Norwegian Embassy
1,709 Marginalized Girls 10-19 Years	Project: Aarambha – Leave No Girl Behind Coverage Area: Rautahat & Bara Funding: People In Need
9,628 School going girls	Project: Sisters for Sisters Coverage Area: Parsa & Dhading Funding: VSO
7,500 Mushar Girls 10-19 Years	Project: Marginalized No More Coverage Area: Mahottari, Dhanusha, Siraha, Saptari & Sunsari Funding: Street Child of Nepal
495 Girls 10-24 years	Project: Functional Literacy program Coverage Area: Rautahat & Sarlahi Funding: UNESCO
1,500 young girls 16-24 Years	Project: Provision of follow up support to out of schools adolescent's girls and young women who completed vocational skills training Coverage Area: Rautahat & Sarlahi Funding: UNWOMEN

Sakriya - Civil Society Action to End Exploitative Child Labour

With the support of World Education currently, the project Sakriya is ongoing with a focus to improve the capacity of civil society organisation (CSO) to:

- Identify and document accurate, independent, and objective information on the nature and scope of child labor and or forced child labor and violations of acceptable conditions of work in the brick, zari, and carpet sectors.
- Raise awareness for the protection of workers from child labor and or forced labor abuses and violations of acceptable conditions of work.
- Implement initiatives to address child labor and or forced labor and violations of acceptable conditions of work.



Brick-Kiln Industry children counselled on the importance of schooling



A woman at the learning centre...Rautahat, Aarambha Project



Group Leader Mentoring – Dhading, Sister for sister Project



Big sisters training – Dhanusha, Nik Siksha Dia Project



Interaction with female student – Dhanusha, Nik Siksha Dia project

Thematic Area 2: Health & Nutrition

As ASN upholds the vision of healthier children & mother, the organisation with the support of donors PSI, & WHH have worked with the underprivileged & core community in 26 Palikas of Saptari, Siraha, Dhanusha, Mahottari, Sarlahi, Rautahat, Bara and Parsa districts of Province 2 to Improve Women's Health, Promote a Multisectoral approach for Nutrition Smart Villages & to ensure livelihood resilience & nutrition security in the Kamala river basin (Siraha).

Major Highlights:

<p>1. Multisectoral approach for Nutrition Smart Village Contribute to food and nutrition security (SDG 2) amongst women of reproductive age and young children from vulnerable and food insecure families in Province 2.</p>	<p>2. Women's Health Project The poor and marginalized population who were unable to access the private sector services in the districts covered, were supported through increasing access to safe medical abortion (MA) and long acting reversible contraceptives (LARC) particularly Intra uterine contraceptive device (IUCD) to establish and sustain provision of Family Planning (FP).</p>
<p>Worked with</p> <ul style="list-style-type: none"> ■ 13,382 HH's, 66,912 Individuals ■ 10,000 women (15-49 yrs.) & ■ 6000 children (0-5 yrs.) 	<p>Worked with</p> <ul style="list-style-type: none"> ■ 45,659 HH's ■ 3,698 IUCD Insertion ■ 1011 FP services ■ 97 MA services ■ 15,713 total referrals
<ul style="list-style-type: none"> ■ Altogether, 42 Nutrition Education & Rehabilitation Program (NERP) camps organized (20 in Saptari and 22 in Rautahat) - 869 MAM children (418 in Saptari and 451 in Rautahat) attended the camp and 91.1 percent children were rehabilitated to the normal stage with increment of 847 grams weight (Rautahat-794 and Saptari- 900 Grams) in average. ■ 3900 households (1457 HHs in Saptari and 2443 HHs in Rautahat) have developed nutrition garden and grown the diverse types of vegetables. ■ 3600 members of 120 Linking Agriculture and Natural Resource management towards Nutrition Security (LANN+) groups attended 7 sessions facilitated by 15 female community health volunteers - FCHV with an objective to have enhanced knowledge & raised awareness on nutrition education. ■ 300 HH's with 1,500 individuals have improved access to the safe drinking water, sanitation & hygiene (WASH). ■ 150 participants (80 in Saptari and 70 in Rautahat) including elected members, ward secretaries & project staff benefitted by the capacity building event conducted on the topic - Nutrition sensitive microplanning & local level planning process. ■ Out of 120 Farmer's Group (48 in Saptari and 72 in Rautahat), 30 model farms (12 in Saptari and 18 in Rautahat) have started to develop as an excellent model of SIFS and 90 (36 in Saptari and 54 in Rautahat) as a good SIFS farms. Model farms are now used as a Learning Center of Farmer Field School. ■ The manual of SIFS prepared The LANN+ manual was contextualized and published and used for the LANN+ session. ■ More than 20,000 community people of targeted area were reached with the health, WASH, agriculture and Nutrition related message aired on local FM's. 	<ul style="list-style-type: none"> ■ The project worked with 200 OK network providers (mid -level), 30 OK+ network providers (OBGYNs) ■ 75 OK sites in the network registered as the safe abortion sites (SAS) providing MA services by the end of the year 2019. ■ Community awareness program conducted in the target area to enhance knowledge on FP & SAS. ■ 40 MA services expanded in the coverage districts for easy access of poor, marginalized population in SAS. ■ Service providers oriented on informed choice and safe abortion counseling ■ 108 .12% (3698) IUCD insertion took place in year 2019 ■ 69. 65% (225 out of 323) PAFP IUCD implants were done. ■ 76.04 % (73 out of 96) Implant insertion were done. ■ 33 out of 36 OK network facilities contracted. ■ 4 out of 4 OK+ network facilities contracted. ■ 3 out of 4 OK+ network facilities provided MA services in the target area ■ 32 % out of 27% target youths took the MA services. ■ 26 % out Of 27% youths took the FP services in the target area.

3. Building livelihood resilience & nutrition security in the Kamala river basin (Siraha).

- Total NERP camps organized in Siraha district were 33 where 739 MAM children attended the camp.
- After attending the 15 days camp, 97 percent of children were rehabilitated to the normal state & the average weight gain of children was 720 grams with 97% of the rehabilitation rate.



Screening of Under 5 children -Rautahat



MAM children at the NERP center



LANN+ session by FCHV - Saptari



Mr. Rajendra Prasad - a farmer with model farm - Rautahat



MPAC meeting



Meeting with service providers & Private clinic owners



Free Health Camps



NERP & LANN+ training for FCHV, health workers & project team -Rautahat

Thematic Area 3: Governance

With Nepal's recent switch to a Federal state, ASN promotes governance through people's participation so that the *socially marginalized and economically poor citizens have access to accountable governmental services and actively participate in inclusive local development processes*. In 2019 the organisation in support of donors EU & BMZ/WHH have worked in two municipalities from each of Siraha, Saptari & Rautahat district through the projects: (i) Promoting citizen empowerment & inclusive democracy in 2 municipalities of Rautahat & Saptari & (ii) Promoting citizen empowerment & inclusive democracy in province 2 encouraged the citizens to:

- Support the local government to deliver citizen-friendly and accountable services.
- Strengthen the capacity of local CBOs and CSOs
- Enhance the knowledge and skill of CBOs to engage in local planning and decision- making
- Empower citizens/community peoples by enabling their involvement in planning, budgeting, and decision-making
- Bridge the gap between the community members and the government
- Youth-led CSOs to engage in policy and governance processes
- To contribute to enhanced citizens' participation in sub-national good governance in Province 2.

Major Highlights:

- 433 people (139 in Rautahat, 253 in Siraha and 41 in Saptari) from the marginalized communities have received the followings services by the LG through the project initiation.
 - 292 individuals received citizenship certificates from DAO
 - 89 children received birth registration certificates
 - 19 couples got marriage certificates
 - 33 children received nutrition allowance cards from the local government office.
- The percentage of target population receiving health services has increased from **39% to 48%** (collectively in Saptari, Siraha & Rautahat).
- **68% of 13,000 population** in Rajpur municipality of Rautahat & Dakneshwori municipality of Saptari district have access to government health services.
- The Participatory Organizational Capacity Assessment Process (POCAP) of all 54 CSOs have been completed & action plans were prepared.
- **93% of 13, 000 population** in Rajpur municipality of Rautahat & Dakneshwori municipality of Saptari district are aware on social security services.
- **11% of 13, 000 population** actively participated in the annual planning process in Rajpur municipality of Rautahat & Dakneshwori municipality of Saptari district.
- **60%** of issues officially raised in periodic planning process by local civil society representatives were fully addressed by the local government in Rautahat & Saptari.
- **3 draft policies** of accountability (public hearing, public audit and social audit), GESI and MSNP II are prepared by the local government in Rautahat & Saptari.
- **164** local level plans have been submitted to the wards in Rautahat & Saptari, Of those, 105 have been endorsed by local governments
- **6 out of 21** local government have prepared the annual participatory plans
- **Isnath palika in Rautahat** submitted annual plan within the given timeline and received fiscal equalization grant from Provincial and Federal government.
- **13** community score card (CSC) exercise has been completed in 13 health institution and the action plan for improvement has been prepared. Altogether, there were 1262 participants (512 men and 753 women) in 13 CSC exercise meeting. The follow up will be carried out in 2020.

- Kalyanpur Palika in Siraha district conducted public hearing and rest of other five Palikas are in the process.
- The percentage of CSOs aware on seven-step planning process, available governmental services and right to information has increased from 19.6% to 41% (collectively in Saptari, Siraha & Rautahat)
- 22 CBOs mapping & POCAP exercise were completed (out of 22 CBOs, 13 CBOs are at low level and 9 CBOs are at medium level) in Rautahat & Saptari.



CDC members trying to write their name by themselves



NERP camp in Dakneshwari Municipality, Saptari



Women using community score card to assess the quality of health services - Rajpur Municipality, Rautahat



Citizens after receiving their citizenship certificate

Thematic Area 4: DRR & Livelihood

Reflecting to the recent past, one can assume that despite being the most predictable event, the recurring water-induced disasters (flooding - flash floods, riverine floods, and landslides) and earthquake have exposed the vulnerability of Nepal's education sector and generated many barriers to education. Further, for the first time in history, in March 2019 the two districts – Bara & Parsa of Province 2 were hit by the powerful windstorm – Tornado. Considering the disastrous situation, ASN is working with the local communities & local government in province 2 to ensure that: (i) capacities are in place for immediate and effective response, (ii) preparedness & resilience to disaster is increased (iii) risk reduction approaches are well followed by all concerned and (iv) opportunities for sustainable livelihood exists for marginalized youths with weak socio-economic status.

ASN in the year 2019 with support of LWR/WHH, UNICEF had two projects focusing on DRR & three projects focusing on sustainable livelihood opportunities in support of Swiss Contact, KNH, & UNWOMEN. The livelihood projects were implemented in a total of 46 municipalities in 10 districts of Province 2.

Major Highlights (DRR)

Local Curriculum Textbook Launch as part of the CSS.MP.CR Project

The local curriculum text-book book was launched by Mr. Gyanendra Yadav (Minister, Ministry of Law Justice & Parliamentary Affairs, Province - 2), in presence of Mr. Ima Narayan Shrestha (DDG, CEHRD), Mr. Chudamani Phuyal (Director-EDD, Province-2), Mr. Ram DEV Barnait Yadav (District Coordination Committee – President). The textbook is based on local hazards, disaster, and safety measures in local languages and will be incorporated as a local curriculum in the schools of Province 2. The textbooks have been designed for grade ECD, 1-8 including a guideline for the proper usage of the textbook by all concerned. The introduction of the local curriculum will help empower the local stakeholders in terms of DRR, increase emergency preparedness, and decrease the number of absentees at school. The adoption of the local curriculum by schools will help enrich the knowledge of students on CSS and Climate Resilience. The enhanced knowledge of the school students will later contribute towards building resilience and enhanced emergency preparedness. The curriculum is developed considering the local hazards of province 2.



Local curriculum textbook launch

Emergency Response during Flood

Heavy rainfall that started from 26th Asadh, 2076 (11th July 2019), Thursday to 29th Asadh, 2076 (14th July 2019) resulted in floods and landslides affecting around 27 districts of Nepal. The rainfall badly affected all the districts of province 2 while more terribly to Rautahat, Mahottari, and Siraha districts. ASN with support of donors like UNICEF, WHH & Christian AID has distributed emergency relief support materials to a total of 4431 HHs as detailed in the table given below:

District wise support			
District	No. of HH's	Relief Materials	Support from
Siraha	100	Kitchen Kits	Lutheran World Relief (LWR)
Siraha	600	Hygiene Kits	Welthungerhilfe (WHH)
Rautahat	2044	Hygiene, Kitchen & Shelter Kit	Welthungerhilfe (WHH)
Rautahat	800	Hygiene kit, Dignity Kits, Toilet Construction and Raised Hand Pump	Christian Aid (CAID)
Mahottari	700	Hygiene Kits, Shelter Kits	Christian Aid (CAID)
Total	4431		Lutheran World Relief (LWR)

Major Highlights (Livelihood):

- 140 youths trained in 4 different trades – *dress-making, mobile repairing, motorcycle service & building electrician training* in the Swiss Contact funded *Youth Employment Project* in five municipalities of Mahottari district. Out of the total participants, 86.42% trainees passed the skill test after the completion of the training and 72.15% trainees were employed.
- 1500 out-of-school adolescent girls and young women in six municipalities of Rautahat & Sarlahi (3 municipalities in each of the two districts) were provided with an opportunity to build their skills/ technical capacity through vocational training in 10 different trades – *Bindi making, embroidery, incense stick making, lac bangles making, off-season vegetable farming, soap & detergent powder making, sweater knitting, tailoring, Muda making & doll/cushion making* to support their income generation, entrepreneurship, and economic empowerment. The impact of the training is such that some trainees have now become trainers reaching out to many like them, many are busy in a tailoring shop, Lac bangles making, Embroidery, Sweater knitting, Muda making, Incense stick making & other small scale business activities, whereas, others are on their way to move towards the path of improved & sustainable livelihoods.
- 718 women from the HH's of Ganeshman Chharnath and Bideh municipalities of Dhanusha District were benefitted from the KNH funded Shashakta project. The project has helped ensure a dignified living standard of women, young mother, early married girls, and their children through the Self Help Approach (SHA) forming 30 'Self Help Groups' (SHG's) – *breaking socio-economic barriers & raising voice* against many discriminatory practices hindering the progress of women in general.



Dressmaking training



Bangle made by the trainees



Embroidery Training



Sharing experience, raising voice



Building Electrician Training

SECTION – C

Personal Reflection

ASN as an NGO has been serving the community in Province 2 since the last two decades. Many youths, & local individuals including the local community were/are associated with the organisation in one way or another. Many of them as an employee has accomplished the task in hand, fulfilled the responsibility of the project & the organisation and have experienced a change in their own life – change that is meaningful & have created a lasting impact. This section collectively presents the personal stories/opinions as expressed by the individuals who experienced change – a change that reflects personal opinions, beliefs, and experiences of associating with ASN directly or indirectly.

संस्थालाई बाहिरबाट नियाल्दा र संस्थामा आबद्ध भए पश्चातको मेरो अनुभूति

सरकारी सेवामा रहँदा मलाई लाग्थ्यो, गैह्र सरकारी संस्थाले मोटा र चिल्ला रिपोर्ट मात्र तयार पारी दातालाई खुशि बनाउने गर्छन भनेर । यो अवधारणा मेरो मन मस्तिष्कमा लामो समय सम्म रहि रह्यो । एक पटक एउटा गैह्र सरकारी संस्थाले गरेका कामको संयुक्त अनुगमनका लागि अनुरोध गर्‍यो । बिहान अनुगमनमा प्रस्थान गर्नु अघि निर्वाचित पदाधिकारीहरूले मेरो सामु भने “व्यर्थमा किन अनुगमनमा जाने, संस्थाको भत्ता र खाजा खर्च मात्र हुने हो, काम गरेको छैन । हामी साक्षी मात्र किन बस्ने ? तथापि वहाँहरूलाई सम्झाई बुझाइ गरेर अनुगमनमा गयौं र त्यो दिनभरी संस्थाले गरेको विभिन्न कामहरू हेरियो र साँझ पख अनुगमनको पुनरावलोकन गर्न छोटो बैठक बस्यो । त्यो बैठकमा सबैले भने, सरकारले गर्न नसकेको काम यो संस्थाले गरेको रहेछ । त्यो दिन देखि निर्वाचित पदाधिकारीहरूको साथै मेरो पनि बिकास साभेदारलाई हेर्ने दृष्टिकोण फेरियो ।

अहिले म आसमान नेपालसंग सम्बद्ध रही सुशासन प्रवर्द्धनका लागि पालिकाहरूलाई सहयोग गर्नुका साथै संस्थाको आन्तरिक सुशासन कायम गर्ने काममा प्रत्यक्ष संलग्न रहेको छु । यो संस्थाले सरकारको नीति, कानून र कार्य पद्धतिको पूर्ण पालना गर्दै विकास प्रक्रियामा सामेल भएको पाएँ साथै संस्थाले आफ्ना अनेक विधि निर्माण गरि विधि भित्रको कठोर अनुशासन पालना गरेको पाइयो । संस्था भित्र सरकारी नीति र कानूनका अतिरिक्त आफ्नै नीति, कानून भन्नु कडा हुने रहेछन् ।

गैह्र सरकारी संस्थालाई बाहिर बसेर हेर्ने भन्दा संस्थामै संलग्न भएर काम गरेपछि मात्र बुझिने रहेछ भन्ने कुरा अहिले म प्रत्यक्ष अनुभव गरिरहेछु ।

यो तपाईंको हातमा भएको बार्षिक प्रतिवेदन आसमान नेपालको ऐना हो । संस्थाका अनुभवी र पेशाविद कर्मचारीहरूले बर्षभरी समुदायको बिकास र सम्बृद्धिका लागि गरेको सहयोग र सरकारलाई सघाएको फलक यसमा उल्लेख गरिएको छ यो नै आसमान नेपालको गौरव हो ।



गुरु प्रसाद सुबेदी
सुशासन सल्लाहकार
आसमान नेपाल

Hope matters:

The untold and unique story of a young boy named - *ASN Thakur*

It is quite a unique and interesting story that a boy immediately after his birth on his 'naming ceremony' was named 'ASN Thakur'. Years later, through our field level staffs we came to know about the unique name provided to a young boy in Dhanusha. The surprising information led us to delve deep and check the ground reality. Our team went to his house and had a conversation with his family (father, mother, the boy himself and his siblings) and the nearby community. Mr. Bhutta Thakur - father of the boy shared us the reason behind naming his son as 'ASN Thakur'.



Aasaman Nepal Thakur, Dhanusha

Mr. Thakur stated that – fourteen years ago on the day of 'naming ceremony' of his youngest son, a program was organized by ASN at one of the schools (Aadharbhoot Vidyalaya, Bhangha, ward no. 5) of his village.

As usual, Mr. Thakur also went to see the program at the school and he shares – *“I have heard good things about the organisation – ASN and was quite impressed with all that it has been doing for the community. Since, it was naming ceremony and I had to give a name to my son, while still in the program at the school without a second thought I decided to name my son – ‘ASN Thakur’. I don’t know what pushed me to do so but it felt right. May be my son is destined to something amazing in the future.”* Mr. Thakur later officially named his son **ASN Thakur** as this name appears in the birth certificate of his son.

Mr. Bhutta Thakur father of **ASN Thakur** previously used to work in India but currently he drives an Auto rickshaw to earn a living while his mother works at farm. Mr. Thakur has five children- three sons and two daughters, ASN is the youngest of all. His two elder sisters are already married. Despite of the weak economic condition of the family, Mr. Thakur hopes to see 'ASN' getting good education and earning a decent living in the future.

ASN Thakur now is 14 years old and he is a soft spoken, young lad with decent demeanor. He loves painting and is good at studies. He wish to become a doctor in the future.

मेरो अनभूति



पर्सा जिल्लाको सदरमुकाम बीरगंज देखि २० कि. मि. पश्चिम दिशामा पर्ने कालिकामाई गा.पा. को वडा नं १ मूडली निवासी म राजू प्र. पटेलको घर परिवारमा हजूरबुवा, बुवा, आमा, र सानो भाई एक जना लगयत मेरो श्रीमती, २ जना छोरी र १ जना छोरा गरी जम्मा ९ जनाको परिवार रहेको अवस्था छ। मेरो परिवारको मुख्य पेशा तथा आमदानीको स्रोत कृषि र ज्यालादारी मात्र रहेको छ। त्यस्तै आर्थिक क्षेत्रमा ७ कठ्ठा खेत, खण्डाको घर र फुसको गोठ मात्र रहेको अवस्था छ। घर परिवारको आर्थिक अवस्था कमजोर भएको कारण गाउँकै सरकारी विद्यालयमा अध्ययन गरि २०६१ सालको एस.एल.सि. परिक्षामा दोस्रो श्रेणीमा उत्तिर्ण भइसकेपछि परिवारिक अवस्था दयनीय भएको कारण उच्च शिक्षा अध्ययन नगरी काम गर्न थालें। त्यो कामबाट केही रकम जम्मा भइसके पछि उच्च शिक्षा अध्ययनको लागि वीरगंजको ठाकुरराम बहुमुखी क्याम्पसमा आइ.एड्.मा भर्ना भई अध्ययन गर्दागदै आइ. एड्. पास गरी घरको गाह्रो अवस्था हेरी कामको खोज तलास गर्न थालें।

सामाजिक क्षेत्रमा काम गर्न बढी चासो भएको हुनाले स्थानीय (NGO) हरूमा विज्ञापन भर्दा- भर्दै काम नपाएपछि घर चलाउन गाह्रो भएको अवस्थामा बाध्य भई गाउँकै साथको कुखुरा फारममा कुखुरालाई दाना पानी दिने र रेख देख गर्ने जस्ता काम गरे वापत मासिक तलब रु ६०००/- मा ८ महिना सम्म काम गरें। त्यही समयमा आसमान नेपाल संस्थामा (Strengthening Local Governance For Inclusive Quality Education Program) मा सामूदायिक सहजकर्ता पदमा भएको विज्ञापन बारे थाहा पाई विज्ञापन भरीसके पछि संस्थाले लिएको लिखित तथा मौखिक परिक्षाबाट यस कार्यक्रमको सामूदायिक सहजकर्ता पदमा २ वर्षको लागि नियुक्त भई पर्साको २ वटा गा.वि.स भित्रका १० वटा विद्यालयहरू र सामूदायमा ड्रप आउट न्यूनिकरण, विद्यालय शान्ति क्षेत्र र गुणस्तरीय शिक्षा सन्दर्भमा कामगर्न थालें। जस अन्तर्गत यस संस्थाबाट पाएको पटक पटकका तालिमहरू तथा विभिन्न गोष्ठीहरू लगायत स्टाफ बैठकहरू र सिनियर सरहरूको सल्लाह, सुझाव र दिशा निर्देशन अनुसार सामूदाय र व्यक्तिहरूलाई मोटिभेसन तथा फेसलिटेसन लगायत बोल्ने क्षमताको विकास हुन थाल्यो र कुनै पनि विषयबारे प्रस्ताव र निर्णय लेख्ने सिकाइ भएको छ। जसको फलस्वरूप मेरो कार्यक्रम अनुसार उपलब्धीहरू संस्थामा आउन थालेपछि संस्थाले गरेको पटक पटक कर्मचारी मूल्याङ्कन अनुसार (Feb 2016 - Feb 2020) सम्म ३ वटा कार्यक्रममा काम गरीसकेको र (July 2020) देखि विद्यालय सुरक्षित सिकाइ कार्यक्रममा हाल काम गरिरहेको अवस्था छ।

यस संस्थामा काम गर्ने मौका नपाएको भए अहिले पनि कुखुरा फारममा वा कुनै कामको लेबर ग्रेडमा काम गरिरहेको वा बेरोजगारीमा बसेको अवस्था हुन्थ्यो। यस संस्थाले मेरो जिवन शैलीमा नयाँ बाटोको सिर्जना गरी महत्वपूर्ण बदलाव गरेको छ। जस्तै :

- पर्सा जिल्लाको जिल्ला देखि लिएर १४ वटा गा.पा., न.पा., अधिकांश विद्यालयहरू, सामूदाय तथा सरकारी र गैरसरकारी संघ संस्थाहरूमा राम्रो तथा सुमधुर सम्बन्ध लगायत चिनजान र पहिचान बनेको अवस्था छ।
- पहिले आफ्नो खेतबाट ६ महिना मात्र खान पुगिरहेको अवस्था थियो हाल यस संस्थामा काम गरिरहेको हुनाले १० कठ्ठा धरौटि खेत राखि अब खेती गरेपछि पर्याप्त मात्रमा खाना पुगिरहेको छ।
- आफ्नो छोराछोरीहरूलाई गाउँकै बोर्डिङ स्कूलमा पढाउन सहज भएको छ।
- आफ्नो गाउँ सामाजमा मानमर्यादा तथा प्रतिष्ठा बढेको छ।
- यस संस्थामा काम गरेवापत आफ्नो तलबबाट बचत गरी बचत गरेको रकमबाट खरीद गरीएको एउटा भैंसीको पालन पोषण गराई दैनिक रूपमा रु २५०/- दुध बिक्रीबाट आमदानीको स्रोत बढेको छ।
- म एउटा असल नागरिक तथा सहजकर्ता भएकोले मेरो छरछिमेक तथा नातादारहरूले मलाई देखेर आ-आफ्नो छोराछोरीहरूलाई पनि म जस्तै बनाउनको लागि शिक्षा दिने काम बढेको छ।

राजू प्रसाद पटेल
सामाजिक परिचालक
आसमान नेपाल

मेरो यात्रा आसमान संग



म नरेन्द्र कुमार पासमान । साविक गा.वि.स. ईटहर्वाकी वार्ड न.७ हाल मनरा सिस्वा नगरपालिका वार्ड न.२ ईटहर्वा महोत्तरीमा २०४६ सालमा मेरो जन्मभएको हो । मेरो जन्म एउटा गरीब परिवारमा भए पनि आमा र बुवाको कडा मेहनत र छोरालाई पढाउने दृढ संकल्पको कारण विद्यालय शिक्षा शुरु गरेको थिएँ । विद्यालय शिक्षा शुरु त गर्ने तर त्यस बेला किताब, कापी, कलम, परिक्षा शुल्क र ट्युसन शुल्क तिर्न आमा बुवालालाई धेरै नै गाह्रो हुन्थ्यो तर पनि कहिले काँही पसले संग खानको लागि किनेको चामल पनि त्यसै संग कमभाउमा बेचेर शुल्क तिर्न बाध्य हुन्थ्यो ।

जब म कक्षा ५ को बोर्ड परिक्षामा प्रथम श्रेणीबाट पास गरेँ तब विद्यालयले मलाई विभिन्न अतिरिक्त त्रिलयाकलापहरूको साथै बालक्लबमा सामिल गराएको थियो । बालक्लबमा सामिलभएको कारण विद्यालयमा सबै संग परिचित भएँ र मलाई शिक्षक लगायत विद्यालय संस्थापक सिन्हा परिवारको निरन्तर सहयोगले गाउँको विद्यालय कक्षा ८ पास गरी माध्यमिक शिक्षा श्री दुर्गा मा.वि.मनराबाट २०६२ मा पुरा गरेँ । घरको अवस्था कमजोर भएको र बहिनीको विवाह, २ जना भाईको पढाई गराउनु परेकोले कामगर्न भारतको मुम्बई गएँ तर मुम्बईमा ८ महिना कामको दौरानमा नै पढाई अति महत्वपूर्ण छ , पढ्ने पछि जस्ता कुरा मनमा खेल्नरहेको हुन्थ्यो ।

अन्तः सन् २००८ मा घर फर्केँ । घरमा १५-२० दिनको बसाई पछि आसमान नेपालद्वारा संचालित परियोजना “हमहु स्कुल पढ जाएव” मा प्रति बच्चा अनुगमन गर्न मान्छे चाहियो भन्ने कुरा आफ्नै विद्यालयको शिक्षकबाट सुनेँ । १-२ दिन पछि आसमान नेपालका तत्कालिन कार्यक्रम संयोजक पंकज यादव मैरे गाँउको विद्यालयमा आउनुभयो र शिक्षकहरूको समन्वयमा मलाई मेरो घरबाट बोलाउनु भयो र केहि प्रश्न सोधेर हामी संग १ जनाको काम छ तपाई कामगर्नु हुन्छ ? भन्ने प्रश्नगर्नु भो । मैले पनि मेरो आवश्यकताको मध्यनजर गरी गर्छु भन्ने जवाफ दिएँ, अन्तमा वहाँले हाम्रो कार्यालयमा म संग भेट्न जलेश्वर बोलाउनु भयो र म वहाँ संग जलेश्वर भेट्न गएँ । भेट पछि वहाँले मलाई शुरुमा तपाईलाई १५ दिन प्रति बच्चा अनुगमन गर्नु भनेर काम दिनुभो । त्यस पछाडी आसमान नेपालमा औपचारिक रुपमा सन् २००८-जुन देखि बालअधिकार संरक्षकको रुपमा काम शुरु गरेँ ।

यस यात्राको साथ साथ मैले मेरो इन्टरको पढाई पनि शुरु गरेँ । त्यस पछाडी १९ महिना पछि सन् २०१० मा मेरो मेहनत र राम्रो काम देखेर आसमान नेपालको JICA 3rd मा सामाजिक परिचालक JICA SSRP मा सामाजिक परिचालकको रुपमाकाम गरेँ । सन् २०१५ मा आफ्नो जिल्ला महोत्तरी भन्दा बाहिर धनुषामा सवल शिक्षा दिअ परियोजना र पुन २०१७ देखी कन्सैटिम परियोजना निक शिक्षा दिअमा काम गरेँ । यात्रालाई निरन्तरता दिदैँ आसमान नेपालले म माथि विश्वास गरी २०१९ डिसेम्बर देखी फरक जिम्मेवारी दिदैँ निक शिक्षा दिअ भाग-२ मा गनेशमान चारनाथ नगरपालिकाको पालिका संयोजकको रुपमा मलाई नियुक्त गर्नु भएको छ । यस जिम्मेवारीलाई मैले पुरै मेहनत र इमान्दारीताको साथ वहन गर्छु भन्ने मेरो प्रतिवद्धता छ ।

अन्तमा आसमान नेपाल सम्पूर्ण परिवार र विशेष रुपमा कार्यक्रम व्यवस्थापक श्री दिलिप कुमार यादव, कार्यक्रम प्रमुख श्री दिनेश्वर साह र कार्यकारी निर्देशक श्री नवल यादव सरलाई म माथि विश्वास गर्नुभएकोमा मेरो व्यक्तीगत तर्फबाट आभार व्यक्त गर्न चाहन्छु ।

नरेन्द्र कुमार पासमान
गणेशमानचारनाथ नगरपालिका
पालिका संयोजक
आसमान नेपाल

मेरो अनुभूति



जिल्ला धनुषा गणेशमान चारनाथ नगरपालिका (वरमभ्रिया-९) मेरो घर हो । म रेखा यादव जब म घरमा बिहे गरेर आएँ त्यति बेला म कक्षा ८ मा पढ्थे, पढ्दा पढ्दै बेला मलाई धेरै समस्या आयो । म आफ्नो ससुरालीबाटै नै वरमभ्रिया देखी वरकुर्वा जान्थेँ पढ्न त्यति खेर हिडेर १ घण्टा लाग्थ्यो । सबै जना कुरा काट्थे वुहारी भएर पढ्न जान्छे भनेर लाज लाग्दैन । सबैलाई मुख देखाउँछ भन्ने गर्थ्यो । त्यति खेर साथीहरु पनि भन्थ्यो कि तिम्रो मधेशीमा विहे भएपछि पढ्न दिदैन तर मलाई कि म पढेर छाड्छु भने आँट गर्ने । म पढाइको महत्व बुझाइ पढ्न सफल भएँ । अर्को कुरा म मा केही अनुभव थिएन केही ज्ञान थिएन र मलाई जहिले पनि लाग्थ्यो कि म काम गरेर जागिर भएपनि सानो तिनो काम गर्छु । र गरेर यो समाजमा एउटा असल नमुना महिला बनेर देखाउँछु भन्ने कुरा प्रतिज्ञा गरेँ ।

मेरो जिवनमा धेरै उतार चढाव आयो तर मैले संघर्ष गर्न छोडेन । मलाई समाजमा महिला सेवा र बालबालिका संग कामगर्ने धेरै इच्छा थियो । मेरो गाँउमा त्यस बेला महिलाहरु धेरै नै कम पढेलेखेको थियो त्यस बेला मलाई आसमान नेपालबाट अफर आयो कामगर्न मैले आफ्नो घरमा सल्लाह लिएर स्वास्थ्य प्रोग्राममा काम गर्न थालेँ त्यतिखेर Community Facilitator को रुपमा काम गर्थेँ । कामगर्दा गर्दै हिडेर २ घण्टा जानु पर्थ्यो । सबैला ।

फिल्डमा पछि महिलाको नाताले आउन जान पनि गाह्रो हुने गर्थ्यो । पछि म साइकल सिकेँ र चलाउन थालेँ । त्यस बेला साइकल चढ्ने महिला म नै थिएँ । साइकल चढ्दा पनि मान्छेहरु कुरा काट्थे कि वुहारी भएर साइकल चढ्छ । आसमान नेपालमा कम्तिमा ६ वर्ष काम गरेँ । सिएफ देखी सामाजिक परिचालक सम्म पोस्टमा काम गरेँ । आसमान नेपालमा जब मैले काम गरेँ तब मलाई धेरै सिकाइ भयो । म धेरै तालिम गोस्टीमा भागलिएर समाजमा परिवर्तन ल्याएँ । म यस गाउँ वा न.पा.मा उदाहरणीय महिला बनेको छु । म कुनै काम राम्रो संग गर्न सक्छु र निर्धक संग बोल्न सक्छु । विशेषगरी महिला र बालबालिकाको हक र अधिकारको लागि डिलिङ गर्न सक्छु । महिला अगुवा रुपमा काम गर्न सक्छु । समाजको लागि जुनसुकै बेला पनि कामगर्न सक्छु । म आफु जिवन निर्वाह गर्न सक्षम भएको छु ।

हाल अहिले आसमान नेपालमा बोर्ड मेम्बरको रुपमा वसेको छु । आसमान नेपाललाई धेरै धन्यवाद छ, म सुरु देखी आसमान नेपालमा काम गरेर अहिले पनि सेवा दिइरहेको छु । यस संस्थामा काम गरेर मलाई अहिले सम्म धेरै संस्थामा कामगर्न सजिलो भएको छ । अहिले म धेरै खुसी छु, मलाई लाग्छ कि म मा यहि काम गुण लुटेको छैन , धेरै नै सिप ज्ञान र अनुभव भएको छ । अहिले म यही ज्ञान सिप र अनुभवलाई प्रयोग आफ्नो टोल, छिमेकमा गएको छु र अहिले महिलाको आवश्यकता अनुसारको सरसल्लाह र जनचेतनाका कुरा पनि दिने गरेकी छु । हाल यति काम गर्दा गर्दै म अहिले शिक्षिका पनि भएको छु ।

रेखा यादव

गणेशमानचारनाथ नगरपालिका
बोर्ड मेम्बर, आसमान नेपाल

शिक्षा क्षेत्रमा मेरो यात्रा.....



आसमान नेपालसंग सन् २००४ मा तथ्यांक तथा सूचना व्यवस्थापन कार्यको लागि एक स्वयंसेवकको रूपमा आवद्ध भएँ। काम छोडाउ, स्कूल पठाउ परियोजना अन्तर्गत धनुषा र महोत्तरी जिल्लाका विभिन्न गाउँ टोलहरूका बालबालिकाहरूको तथ्यांक र सूचना व्यवस्थापन गर्ने काम थियो। सेवा क्षेत्रका प्रत्येक घरमा भएका विद्यालय उमेरका बालबालिकाहरूको तथ्यांक संकलन गरि कम्प्युटर सफ्टवेयरमा सूचना व्यवस्थापन गर्थौँ। जसलाई प्रति बच्चा अनुगमन (Each Child Monitoring अर्थात ECM) को नामले चिनाउँथौँ। घरधुरी सहितको नक्शा समेटिएको यस सफ्टवेयरको विशेषता भनेको कुनै घरमा थिच्दा त्यस घरको सबै सूचना (विद्यालय जाने, नजाने, जन्म दर्ता भएको, नभएको, बाल श्रममा लागेका आदि) थाहा हुन्थ्यो। अहिले पनि प्रति बच्चा अनुगमन समुदायमा प्रवेश गर्ने आसमान नेपालका मुख्य केन्द्र बिन्दुको रूपमा रहेको छ।

यसले पछि आसमान नेपालको तर्फबाट शैक्षिक व्यवस्थापन सूचना प्रणाली (Education Management Information System) मा काम गर्न EMIS Consultant भएर जिल्ला शिक्षा कार्यालय तथा शिक्षा विभाग संगको सहकार्यमा तीन वर्षसम्म धनुषा, महोत्तरी, सर्लाही र रौतहट जिल्लाको EMIS व्यवस्थापन गर्ने अवसर प्राप्त भयो। क्रमशः जिल्लाको जिल्ला शिक्षा योजना र गाँउ शिक्षा योजना निर्माण गर्ने कार्यमा प्रत्यक्ष रूपमा सहभागी भएर शैक्षिक क्रियाकलाप, सुचकहरू र शिक्षा सुधारका विभिन्न पाटाहरू बारे बुझ्ने मौका पाएँ। संस्थाद्वारा संचालित विभिन्न परियोजना (जनम् देलि त पढ दिअ, हमहु स्कूल पढ ज्याव र ज्ञानक इजोरिया) हरूमा तथ्याङ्क व्यवस्थापन अधिकृतको रूपमा निरन्तर चार वर्षसम्म काम गर्दा र डाटा एक्सपर्टको रूपमा विभिन्न अन्तर्राष्ट्रिय र राष्ट्रिय गैर सरकारी संघ संस्थाहरूमा प्रति बच्चा अनुगमन र तथ्याङ्क व्यवस्थापनका लागि तालिमहरू सहजीकरण गर्दा त्यसबाट फिल्डमा परेको प्रभाव, आएका चुनौती र शिक्षा क्षेत्रमा सुधारका गतिविधिहरू सिक्न र कार्यक्रम व्यवस्थापन गर्न सहज भयो।

सन् २०१२ मा जाईका एस.एस.आर.पी.कार्यक्रम “सवमे समभदारी असल शिक्षाके तैयारी” परियोजनाबाट जिल्ला संयोजकको भूमिकामा आएदेखि सामाजिक परिचालन, गुणस्तरीय शिक्षामा सबै बालबालिकाको पहुँच, विद्यालयको शिक्षण सिकाइ प्रक्रियामा सुधार, विद्यालय सुशासन र विभिन्न सरकारी तथा गैरसरकारी नियकायसंग सहकार्य कुराहरू सिक्ने र सिकाउने मौका पाएँ। सन् २०१६ देखि अहिले सम्म कार्यक्रम व्यवस्थापकको रूपमा यस धनुषा जिल्लाका चार पालिकाहरूमा “निक शिक्षा दिअ” परियोजना मार्फत सबै बालबालिकाको लागि समावेशी गुणस्तरीय शिक्षाको सुनिश्चितता, बालश्रम मुक्त र बालमैत्री पालिका बनाउने अभियानको नेतृत्व गरि अगाडी बढ्दैछु।

दिलिपकुमार यादव
कार्यक्रम व्यवस्थापक
आसमान नेपाल

SECTION – D

Leading by Examples: Case Stories

Story 1: Freedom from debt bondage: Rescuing a young girl from becoming a bonded labor

Project:

Breaking the Bonds: Freedom through Education and Economic Empowerment for Musahar Girls in Nepal.

Project Aim:

The project broadly aims to build a foundation through accelerated learning program - ALP classes so that Mushar girls have increased access to: (i) educational opportunities (ii) Life skill support circles and (iii) social networks and services.

Development Partner:

Street Child

Thematic Area:

Education/Child protection



Pooja Sada

Lohana Sikai Kendra is located in Ward number – 25, Lohana of Janakpur Sub Metropolitan City, Dhanusha. Pooja Sada, a 13-year old student at Lohana Sikai Kendra (Accelerated Learning Program Centre). She comes from a financially downtrodden family from the Mushar community. In her family, she has her mother, elder brother, and grandmother. Her father died when she was a child. Pooja's elder brother used to earn a living for the family. The unfortunate and distressing thing that occurred to the family in 2019 was that they had to lose Pooja's brother due to severe illness. The young girl's mother has borrowed NPR. 50,000 for treatment of her son with a businessperson (Pratap Sah) from the same village at a high-interest rate. Even though Pooja's mother tried her best and did not leave any stones unturned, she was unsuccessful in saving the life of her son.

Now it was all on Pooja's young shoulder to help her mother repay the loan (NPR. 50, 000). Since, it was getting tough for the family to earn a living, repaying the loan was a big deal for them. The businessperson then convinced Pooja's mother to let her daughter (Pooja) stay at his house and help in household chores. Doing so her mother would not have to pay back the loan to the businessperson. Pooja's mother was compelled to give her consent and allow the businessperson to take her daughter at his house in a substitute for the loan amount -

NPR. 50,000. The community educator (CE) Sabita Sah of Lohana Sikai Kendra came to know that one of the students of her center - Pooja is soon going to be child labor. The CE says – *“It was devastating news for me. I was completely outraged at the brutality involved, as there was no surety of when will Pooja be back to her home and who will be responsible for any physical and mental torture that she had to undergo leaving her home and giving up on her childhood. At the moment all I wanted to do was to find a way out to rescue Pooja”*.

The CE then reported Pooja's story to her immediate supervisor - 'Umesh Mandal' - the project coordinator (BTB, MNM Project), and then went on to report the story to the Ward Chairperson of Lohana (Pooja's village) – Umesh Yadav. The ward chairperson was supportive and agreed that this is solely a case of child labor and the life of the young girl's entire life is at stake – unprotected, vulnerable, and at risk. However, he wanted the CE to write a letter of complaint against the businessperson. The CE said that this is the case of his (ward chairperson's) village and area so; he should immediately initiate an action to save the young girl from becoming child labor.

The ward chairperson called Pooja's mother and the businessperson to his office. Pooja's mother arrived immediately; however, the businessperson sent his house help.

The ward chairperson strictly asked the house help to send the businessperson to his office. The businessperson agreed that he has asked the young girl's mother to send her daughter with him. To this, the ward chairperson strictly said that – do you know this is illegal and a case of child labor. You cannot take a child as a house help in a substitute of the money you have lent to her mother. You will be subjected to penalties as per the law. Not only this, the ward chairperson even warned Pooja's mother to not take any such decision in the future, or else she will be considered guilty.

After the meeting held with the ward chairperson, Pooja's mother decided to repay the borrowed amount gradually by taking a loan from the government under a scheme that lends money to women at a very low- interest rate. Hadn't the CE and Ward Chairperson been supportive, Pooja's mother would surely have made the unwise move of persuading her daughter to become child labor.

Story 2: When learning is put into practice

Project:

Enhancing Children Safety and Community Resilience through Operationalization of Comprehensive School Safety Minimum Package Climate Resilience (CSS. MP.CR) program in Saptari, Dhanusha, Sarlahi, Parsa, and Dhading Districts in Nepal.

Project Goal:

The project goal is to build knowledge, raise awareness, increase preparedness & improve rights, & safety of students, teachers, SMC, PTA, local community & the relevant government bodies.

Development Partner:

UNICEF

Thematic Area:

Disaster Risk Reduction – DRR & Climate Change/ Livelihood



Mr. Shukla with Medal

The greatest achievements are when the learning is put into practice benefiting all. A resident of Parsagadhi Municipality-3, Mr. Keshwor Nath Shukla has achieved praises and honor by putting in learning into practice for others. The chairperson of the Parent-Teacher Association (PTA) – Mr. Shukla had an opportunity to participate in the 3-days training on ‘First Aid & Light Search and Rescue (LSAR)’ organized by ASN with the financial support of UNICEF Nepal. The training taught him about disaster preparedness & prevention through various drills on fire, flood & earthquake.

Following the practice of inclusion, the ‘First Aid & LSAR Training’ brought concerned stakeholders (schools, students & community members) at a common ground to learn safety measures to be adopted by all during the face of disaster. The training was facilitated by the expert trainer from Red Cross. The major aim of the training was to sensitize the participants regarding the techniques of search & rescue efforts that will enable them to assist people during disaster.

Days passed by from the training and Mr. Shukla went back to his normal life. One day however when he was returning home from the temple in the early hours of the day, he saw a girl of around 7 years of age caught in fire crying for help. Her parents and relatives were crying outside the house as the fire was getting out of control. Some soldiers of the Nepal Army too were at the spot of the incident but were not able to help. Mr. Shukla was later felicitated by the Nepal Army (Pashupati Prasad Gan).

“I knew I had to step in and save her. I recollected all the learnings from the training and went ahead” Mr. Shukla says. Recollecting his learnings, Mr. Shukla stepped inside, used the methods taught at the fire drill, and thus was able to save the girl’s life. The good practice adopted here is that the trainee was able to put his learning into practice and thus save the life of a young girl caught in the fire.



Mr. Shukla during the training

Story 3: A case of raised self-esteem and wish fulfilled

Project:

Promoting Citizen Empowerment and Inclusive Democracy in Province 2.

Project Objective:

The overall objective of the project is to contribute towards enhanced citizens' participation in sub-national good governance in Province 2.

Development Partner:

European Union

Thematic Area:

Governance



Panchavati with citizenship

Panchavati Sada is an example of how a person is forced to live without his/her citizenship for so long. She belongs to a poor Dalit community who is now a Nepalese woman having her citizenship certificate at the age of 67 years. Now she has learned about her rights and firmly believes that she is eligible to receive social security support by the Government of Nepal.

It was not an easy task to get her citizenship. She had to go through lots of struggles. She visited the DAO many times but had to return home empty-handed after hearing excuses from a difficult bureaucratic system. Panchavati was married at an early age when she had no idea about marriage or citizenship registration certificates.

Her father died when she was very young. She had no possession of any records of her father's death registration. Due to the lack of necessary documents, the DAO staff could not cooperate and grant her citizenship card and there was barely anyone who supported Panchavati in this process. There was a campaign on citizenship certificate and vital registrations, one year before the last election took place in the country. Unfortunately, during that time she was in the hospital after a nearly fatal accident. So she was unable to register her name in the campaign. Due to which even her son, daughter-in-law, and grandchildren were unable to make their identity cards. Mukti Nepal, a partner of ASN for the Action had formed community dialogue centers (CDC) in all 23 wards of Siraha district under the project supported by the European Union. Having the aim to ensure the access of marginalized

communities to the constitutional rights guaranteed by the state, there were several rounds of discussion in the CDC on rights and entitlements provided by the local government. Finally, Panchavati got informed about the citizenship campaign being organized by MN through her daughter-in-law who is also an active member of the CDC. MN team with the support from its project staff and volunteers (change agents) through a survey came to know that 42 individuals who belonged to the Musahar community of Karjanha Palika-ward-4 of Siraha district were deprived of citizenship certificates, and Panchavati was one of them. After an interaction with the project team the Mayor of Karjanha Palika, Ganga Paswan in co-ordination with the DAO, ensured that every individual including Panchavati would receive their citizenship cards.

The effort by CDC members, Palika and DAO officials resulted in 18 out of 42 individuals receiving their citizenship cards and putting others under process. Panchavati is now motivated that group mobilization and efforts result in bringing a desired change within the society. She states, "I feel that my self-esteem has been boosted after receiving the citizenship card and I am very excited that now I am an eligible to claim social protection allowance given by the Government".

Story 4: Changing Landscapes Changing Future

Say No to Child Marriage

Project:

Sisters for Sisters Education (Phase II)

Project Objective:

Enable out-of-school girls to access education and to complete a full cycle of secondary education to grade 12 and to demonstrate improved learning outcomes.

Development Partner:

VSO Nepal

Thematic Area:

Education/Child protection



Little Sister - Sunita Shah

Torus Prasad Shah (Father of Sunita Shah) lives in Bindyabasini - 02. There are 3 sons and 2 daughters in his family. Sunita Shah has been studying in Shri Radha Krishna Chaurasiya Secondary School-Dhading since 2072. She is weak in her studies, the economic condition of her family is poor. Due to the poor condition of the family, Sunita has been shortlisted as 'Little Sister' in the program 'Sisters for Sisters'. Sunita didn't use to go to school regularly, neither did her homework, & used to be a backbencher in her class.

When the Big sister (BS) used to go to her home, she used to hide and avoid meeting them. Big sisters saw her attendance record and found that she used to be absent most of the time. They went to her home and started counseling about the significance of schooling in one's life. After several counseling sessions, she became regular in school.

When she was in class 9, Big sisters found out that her parents were planning to get her married. Then the Big sisters went to Sunita's home and tried to convince her parents for not doing so. They came to know that her mother forcibly wanted to get her married. The next day, Sunita's dad went to one of the big sisters' home and told her parents that your daughter doesn't want my daughter to get married. He threatened them and also talked to the C.M.

Big sister's parents tried to convince her not to get involved in such issues and let them continue their life the way they want. However, Big sisters held a meeting with C.M and again went to Sunita's home and tried to

convince her parents. But her parents were adamant about getting Sunita married. His father told the Big sisters & the CM that they will be responsible in the future if Sunita elopes with another man. We tried to convince her father that they should at least wait for her marriage until she completes class 10. While we were returning from Sunita's home, her grandfather stopped us on our way and begged us that let this marriage happen. We have already given 1 lakh to the groom's side. Let this marriage happen and we will send her to her in-laws two years later.

The next day president of the ward came to us and told us not to stop her marriage. We argued that she has not reached the legal age for marriage and that it is child marriage and it is a crime. Ward president told us that he can increase Sunita's age in paper and the next day again we held a meeting and discussed holding a meeting together with parents, ward president. The meeting was held again at Radha Krishna Chaurasiya Secondary School and with the long healthy and unhealthy discussion, ultimately an agreement was made with the groom's side that this marriage will happen after Sunita completes her SEE. Now Sunita has started attending school regularly and she has been taking her study seriously.

Story 5 : Education for Better Future

“How Can I Not Be Happy When My Daughter is learning?”

Project:

Aarambha – Leave No Girl Behind

Project Objective:

Improving life choices and opportunities of married out-of-school adolescent girls in Province 2 through increased literacy and numeracy and enhanced life skills.

Development Partner:

UK Aid

Partner:

People in Need (PIN)



Akhlima

Akhlima is a fifteen-year-old married girl who is waiting for her Gauna. Gauna is a customary ceremony that takes place after several months or years of marriage. Before Gauna, the bride stays at her parents' house for a specific period. Akhlima got married at an early age and is currently living with her parents. This is a common practice in her community. Girls marry as a minor and have to cover their face with a scarf or, more typically, a sari. As they are never provided with opportunities and access to education, they acquire zero bargaining power in the house. They have null or low literacy and numeracy skills and lack information about their rights, equality, sexuality, and contraception, and life skills.

With the support of Girls' Education Challenge funded by UK Aid from the UK government, People in Need started the five-year-long project Aarambha - Leave No Girl Behind with its local partner ASN in 2018 to improve the life chances of married, out-of-school, adolescent girls aged between 10-19 years, through literacy, numeracy, life skills, and community mobilization for social transformation.

Akhlima hadn't thought of joining school again after she dropped out, as she hadn't had the opportunity and had never realized the importance of education. *“I had no idea of numbers, alphabets, or anything. I used to do household chores. I sometimes feel very low because I fail to do my work properly,”* shares Akhlima. *“Some surveyor was collecting data on married out-of-school adolescent girls in the village. I thought that this could be an opportunity for my daughter to enroll. My neighbors were also sharing information about the program with their daughter-in-law. I took the surveyor to my home and gave them my daughter's information,”* her father explains, recalling

how he first gained information about the learning centers opportunity.

Akhlima has now been enrolled for several months in the Saheli Kishori Community Learning Centre, together with 20 other girls in her village of Bara District. *“My husband knows about my participation in the program and he supports that I am a part of it. I have new friends here and having friends means adding happiness. I also feel comfortable and glad to be part of the program,”* says Akhlima. Her life is changing with improved literacy and numeracy skills. She can write her name in front of the family and community members now. *“I can read and write from books. This is something I have never thought of,”* she explains. Akhlima's parents are happy to see their female child studying despite being married and living with a physical disability. Out of five daughters, she is the first one who has learned how to write and recognize alphabets and numbers. Her parents are now supporting her. *“Education is most important to be confident and independent. People get a job if they are educated. How can I not be happy when my daughter is learning?”* says her father.



Akhlima's Parent

Story 6: Story of Mandira

“We need an opportunity to excel”

Project:

Provision of follow up support to out of schools adolescents' girls and young women who completed vocational skills training in Rautahat and Sarlahi district

Project Objective:

Leverage the vocational and entrepreneurial skills of out-of-school adolescent girls and young women to support their entry and retention in the labour market in Rautahat and Sarlahi districts

Development Partner:

UNWOMEN

Thematic Area:

DRR & Climate Change/Livelihood



Mandira

Mandira Magar, 21 years school dropout girl from a marginalized family of Lalbandi municipality, was passing her time supporting her mom in household chores. There was no sufficient earning of the family from the daily wages of her mom. Mandira was looking for some way-out to have a source of income so that she can contribute to her family living. Mandira heard of soap and detergent making training which was going to be organized by ASN in her community. She got attracted to training because of the opportunity to enhance skills as well as employment opportunities after training. With the hope of financial support to the family after training, she joined sixteen days of Soap and Detergent making training organized by ASN.

Mandira gave her full attention and worked hard to develop a better skill while attending the training. She graduated with further confidence and skill. Relying on her skill of making detergent, soap, and communication skills as well, ASN recruited her as an assistant trainer for training organized in Lalbandi in May 2018. Participants were impressed by here delivery style while training and she proved to be a successful trainer in her trade. *"Initially I feel hesitant to teach because some of the participants were older than me too. Later on, I got confident and able to concentrate on teaching" said Mandira. She further added that "ASN believed in my confidence and skill and I had the opportunity to become an assistant trainer".*

Not only this, Mandira later was hired by Manakamana Training Institute as assistant trainer to train two sessions in the Sunsari district. *"I'm lucky that my parents permitted to travel out of the district for training delivery. Being a girl it's not easy to be travel here and there as a trainer, especially in our community. But I convinced my parents and I had earned some money from these events along with better learning to be a trainer"* she said. Similarly, she traveled to Achham and Bajura for training delivery. She is happy to travel to different places and interact with different people that enhanced her confidence. "They have time to earn and learn skill, so it's not good to stop their progress keeping them within the house only" said Mandira's grandmother. Mandira sees the potential market of soap and detergent in her community and is, therefore planning to start her own business by utilizing skill gained through the training.

Story 7 : Story of Aman

Project:

Promoting Quality Education for Girls and Marginalized Children of Dhanusha, Terai Nepal.

Project Objective:

Empowering marginalized children and girls including those with disabilities

Development Partner:

The Royal Norwegian Embassy

Thematic Area:

Education/Child Protection



Aman

Aman Paswan is a young boy, studying in Grade 2 in Mithila Ra Pra Vi, located in the Ghod Ghas Nagarain Municipality ward number 9. His father is working abroad while his mother performs household chores. He stays in a family of 5 with his parents and two sisters. At first, Aman attended school regularly like any other school-age child. However, when he was 5 years old, he started having problems with the functioning of his legs. Over time, his legs grew weak and he had difficulty walking. When he visited the doctor, he was, unfortunately, diagnosed with Polio, a muscle weakness disease in which the virus spreads through fecal matter.

In areas of poor sanitation, the disease spreads more easily. As Aman could no longer walk to school, he was forced to drop out. To pay for his treatment, his parents had to sell a piece of their land. The economic status of Aman's parents is very low, and his illness caused further harm to their livelihood. Not only was his disease affecting his health and well-being, but it has also caused serious issues for his family members as well. When the education ambassador, Archana Thakur, began working in the Mithila Primary School Godhghas, she checked the attendance register and found Aman being frequently absent. Archana, curious about Aman, asked the HT about the cause of his absence. They replied that he used to be a regular student until he became sick. Archana then visited his home to meet with Aman and his mother. Aware of the importance of a child's education, she assured Aman's mother that if he was strongly interested in continuing his studies, then she will support him.

After visiting his home, Thakur approached the homework facilitator of the school, Mamata Paswan, to support the boy in his studies. Paswan agreed and began coaching him. For Aman to attend school with ease, Archana put forth his situation in a meeting with the school. After this, the office provided a wheelchair, the school uniform, stationaries, and a school bag for Aman. Aman greatly enjoys attending schools, as he can meet with his friends, play, study, and laugh. Depending on the day, his mother, sister, or the homework facilitator will bring him to school. He has received a great amount of support from his teachers, friends, and family as well.

He has succeeded in his education and has made a great deal of progress. Now, he can read on his own, and additionally, write Ka to Gya, 1 to 100, A to Z, and Hamar Ka Kha Ra. Lending a supportive hand to a child in need, the project has helped a child reach school and get an education which will be essential for him to build a better future for himself.

Story 8 : Mobilization of the Muslim Mother's Group

Project:

Promoting Quality Education for Girls and Marginalized Children of Dhanusha, Terai Nepal.

Project Objective:

Empowering marginalized children and girls including those with disabilities

Development Partner:

The Royal Norwegian Embassy

Thematic Area:

Education/Child Protection



Mother's Group at the Madrasa

Three years ago, in 2016, the Nik Shiksha Dia Project began in Madrasa Bakatiya Kadariya, Lohana Ward Number 25 in the Janakpur Municipality. For this project to fully be sustained, the implementation of a mothers' group was essential in this process. For the marginalized students of the Dhanusha district to succeed at school, it was crucial that the mothers of the students take an active part in their children's education. Therefore, the project focused on creating mothers' groups in the community. However, when the project first began, it was very difficult to create these groups. Many of the mothers were uninterested in participating in any such group and no one took it seriously. Even after three months of project implementation, no one had formed a Mothers' Group and many of the mothers expressed that they would not go outside of their yards.

To create some more initiative in attendance, there was a prize available in the distribution program for students in the Madrasa with the highest attendance. This started to draw some attention, and during that period, one mother, Jubeda Khatun, accompanied the mobilizer in the Madrasa. This was an especially important moment in the community and a step forward in our project, as previously, many women had never stepped foot in a school, given that they had never received an education.

In 2017, a homework facilitator (HF), Kuslam Siddhiki, was selected to order to facilitate the students' activity in a closer setting. She began coaching the children with Hamar Ka Kha Book in the Madrasa of that community and assisting them with homework completion and their learnings. After watching her activities with their children, some of the mothers grew curious and began asking her about their child's progress. These mothers started to take more interest in the education of their children and began taking a more active role in their improvement. Therefore, after two months of the facilitator selection, there was enough interest to form a Mothers' Group in the community. However, despite its creation and

acknowledgment of their roles and responsibilities, many of the mothers did not support the group.

On the other hand, three women group members - Jubeda Khatun, Sakina Khatun, and Rukai Khatun, showed their commitment to support the group by performing home visits to students who were irregular at school, and counseling mothers, visiting the Madrasa and observing the student's studies. These women have acted as models to the rest of the community and have sparked interest in other mothers of the community. Because of this, many mothers began bringing their children, who were either irregular or disinterested in school, up to the Madrasa. Currently, there are 25 members in the group.

Previously, there had been many restrictions for the mothers in terms of their participation and their mobility. Mothers were not allowed to visit madrasa as it was considered a sin - that Allah would become angry at them. Also, the male members of the family did not allow them to visit or speak with the Maulana. However, there has been a huge shift in these restrictions, as now mothers are coming to the Madrasa where they can observe classes and speak with the Maulana about their child's progress. Mothers now attend meetings, share their inputs and ideas, and no longer hesitate to speak with new and unknown individuals and are happily performing their roles in the Mothers' Group.



HF Kuslam Siddhiki

Story 9: Case Study of MAM children

“NSV Improved My Child's Nutrition Status”

Project:

Regional Program for Promoting a Multisectoral Approach for Nutrition Smart Villages in Bangladesh, Nepal, and India

Project Objective:

To contribute to food and nutrition security (SDG 2) amongst women of reproductive age and young children from vulnerable and food-insecure families in Nepal (Bangladesh and India)

Development Partner:

WHH

Thematic Area:

Health & Nutrition



Saad Ansari at NERP

Aklima Khatoon, 24 years old of Paroha Municipality - 3, Madarsa Tole had an early marriage and has two children. Her husband does tailoring in Mumbai, India and this is the main source of their livelihood. She has around 5 Kattha (0.17 hectares) land in which she used to grow seasonal cereals only and had to depend on the market for vegetables. She has two children and was unaware of a good way of child-caring practices due to which here children suffered from illness. They seek health services from medical shops rather than going to government health facilities. Saad Ansari, her younger children, 23 months old was found moderately acute malnourished (MAM) during the screening, an anthropometric measurement of under 5 children, carried out by local health post (Tejapakad Health Post) in coordination with the Nutrition Smart Village Project funded by BMZ/WHH and implemented by ASN and FORWARD Nepal.

After finding that the child is malnourished, she was counseled to attend the NERP camp carried out by the project. Furthermore, she regularly attended NERP with her children for 14 days. She fed her child in NERP and used to prepare and cook the food menu in her home what she learned from NERP feed her child accordingly. During NERP she was followed by the FCHV and the child's health was found improving. After completion of 14 days NERP, Saad was completely rehabilitated to normal children. Barefoot planner supported her in micro sensitive planning and had a clear cut plan to sustain her children healthy. She utilized services provided by Health Facilities, ward offices, and so on. Project supported her by providing seeds and saplings

for Nutrition Garden. She has her nutrition garden having diverse crops in it.

Aklima Khatoon, said," I am lucky to be a member of Chand LANN+ Group. I got the opportunity to learn about Agriculture, Natural Resource Management, and WASH. After joining the LANN+ group, project staff oriented me on nutrition gardening at the local level and supported me with various local nutritious vegetable seeds kits and saplings. Short duration fruit saplings are now ready to give fruit. I am self-dependent for vegetables now and distribute surplus preserved nutritious local vegetables seed to other members. Thanks to Nutrition Smart Village Project for making my children healthy.



After the NERP camp

Story 10: NERP Camp was blessing for my child

Project Name:

Utthan- Promoting citizen empowerment and inclusive democracy in 2 Municipalities of Rautahat and Saptari district, Nepal

Project Goal/Objective:

Citizen Participation of disadvantaged population groups is strengthened through the institutionalisation of participatory and integrative development processes in two communities in the districts of Rautahat and Saptari.

Funding:

WHH

Thematic Area:

Governance



Rampari with her child Anju after NERP camp

Forty years old Mrs. Rampari Devi Yadav of Dakneshwori-10, Saptari is really happy about the improved condition of her younger daughter. Her child Anju was suffering from malnutrition and was unable to move anywhere - due to severe weakness. Rampari was worried about her daughter Anju's health. A community member staying nearby her house observed the condition of the child -Anju and told the mother that *her daughter's condition is getting worse, however, the mother in lack of required information was unaware of the severity & somehow was assured that her child will get healthy by herself.*

Once, the Auxiliary Health Worker (AHW) & some change agents came to Mrs. Rampari's home for other activities, & saw the poor health status of the child. They suggested/counseled Rampari regarding the importance of nutritious food. Not only this, the staff member from the Nutrition program of Utthan project of ASN visited her house & convinced the parents of the child for immediate medical care of their malnourished child. After that the child was referred to the Outpatient Therapeutic Center (OTC) center of Brahmpur with coordination of Brahmpur health post - ward 07. Rampari started following the health advices and took the suggestion of ASN's staff seriously. With the required care & use of nutritious diet, slowly there was improvement in the condition of Mrs. Rampari's child. According to the doctor in the

beginning Mid- Upper Arm circumference (MUAC) of children was 140 whereas at the end MUAC was 147.

Mrs. Rampari is now happy seeing the improved condition of her daughter, Anju, who can now walk by herself. Rampari wants to thank the Utthan project's staff of ASN for their timely suggestion and counselling that helped save her child's life. According to Mr. Chandankumar Shah, Banaula Health Post In charge *"Utthan project of ASN has helped improve the condition of malnourished children in the marginalized community and has contributed to create positive impact in the society"*.

Utthan project has enabled the individual coming from the marginalized, financially downtrodden community in the Dakneshwari Palika to bring change in their personal hygiene and has promoted the use of locally available nutritious food items. Mr. Jogandramukhiya the Doctor (Dakneshwari Palika, ward - 01, Banaula Health Post) says that "Utthan Project has played vital role for the improvement in health condition of the children and the community people". As per Mr. Mukhiya the rate of malnutrition now have reduced to 7 percent from 45 percent within his working area - Dakneshwari Palika.

Story 11: Happiness after Family Planning

Project:

Women's Health Project 2019

Project Objective:

Improve maternal and child health in Nepal by increasing contraceptive prevalence rate, specifically by increasing women's access to IUCDs and decrease maternal mortality by raising awareness and ensuring access to safe medical abortion service when needed

Development Partner:

PSI

Thematic Area:

Health & Nutrition



8 years ago Ms. Soni Sah moved to Malangwa-8, Sarlahi with her husband in search of a job. Coming from a financially weak background, Soni Sah had lived all her life in financial hardship. Thus, to support her family financially, Soni started her beauty parlor near her home. But as she got married at a very early age and became a mother of 1 child she had to stop her work/service for more than a year which directly impacted her family's financial condition.

Being pregnant at a very early age did hamper the health of both mother and child due to which, Soni looked for a family planning option. She states that *"I was very shy to speak about the pregnancy and ask for the permanent option on family planning. I had no clue to whom I should ask for help about family planning. So, I seek for the temporary option like pills to avoid pregnancy. But again on some days, I used to forget to take my pills, as a result, I got pregnant for the second time"*. Being a mother to the 2 children, Soni tried to discuss with her husband regarding long term family planning methods to avoid another pregnancy. But due to a busy schedule, her husband couldn't give his time and attention regarding the matter.

In March 2019, Soni came to know about the IUCD method of family planning when one of our OK DIDI, Ms. Sita Kumari made home visits under Women's Health Project to give information about the various tools of family planning. Soni stated that *"Ms. Sita*

visited my beauty parlor and while discussing family planning, Sita Ji told me about the family planning option and tools that we could receive from the nearby O.K. Clinic". When Sita Ji told me about the family planning tool, I didn't waste much time. I talked with my husband about the family planning tool and went to Om Health Care, Malangwa, Sarlahi to take the 12-year IUCD service. *"Meeting with Sita Ji has changed my life. I got to know about long term solutions to the family planning and adopted it, due to which I feel satisfied and don't need to worry much of future uncertainties."* Nowadays Soni also gives information about long term solutions on family planning to the girls and women who visit her parlor.

Story 12: Planting a Resilient Future through Sustainable Integrated Farming System

Project Name:

Trans Boundary Flood Resilience Project in Kamala River Basin

Project Goal/Objective:

Flood affected household of trans-boundary communities at Kamala River basin in Nepal and India are less vulnerable and more resilient to monsoonal flooding

Development Partner:

Lutheran World Relief (LWR) and Welthungerhilfe (WHH)

Thematic Area:

DRR & Climate Change/Livelihood



Mr. Bhogi Mahato showing his scientific vegetable farming land

Mr. Bhogi Mahato, a permanent resident of Malhaniya, ward number 13 is renowned as a laborious farmer within his community. In the past, he was practicing traditional farming, through which he had a low return on his investment of time and money. His family has 7 members and income source is vegetable farming in 1 Bigha (0.16 ha) of land. However, over time he came into contact with TBR/ AASAMAN Nepal staff/ requesting training on a sustainable integrated farming system (SIFS).

After receiving the training, Mr. Bhogi Mahato started cultivation Brinjal, bottle gourd, bean, ladyfinger, and sponge guard under a plastic mulching system which is an improved farming practice which drastically changed the level of his production and increased his income accordingly. He earned NPR. 180,000 (USD: 1800; 1 USD= 100 NPR) in one cropping season, which is double as compared to his traditional farming practice. Also, he was able to produce tomatoes even in the off-season (the winter season), during which time he was able to fetch higher prices.

"Mr. Mahato says, for a long time, I was following traditional practices that my father and forefather had adopted in their time. But my attitude and skills are changing after receiving the training for which I am grateful to the TBR project. I learned about using the comparative advantage to favor the farming practice where I shifted from growing different varieties of

vegetables, where I can reap a greater return as compared to the past.

Again, he added, "In the early days, it was a matter of surprise for villagers and they used to gather around to observe as they were unfamiliar with this technology and the new agricultural practices". With the income from his off-season cultivation, he can now afford his family's requirements and is making good earning which improved their living standard as compared to the past. Mr. Mahato is a role model in the community, from him every youth and farmer can learn to increase the income within the community. His status has been changed from a farmer to lead farmer in the community and his knowledge is being transferred from farmer to farmer, ensuring that the benefits of his training are felt even beyond his household. His advice to every youth is *"not to leave the country in search of foreign jobs, as there are many things that can be done in our own country and community"*.

Story 13: Changing Landscape through Women Empowerment

Project Name:

Shasakta

Project Goal/Objective:

Ensure dignified living standard of women, young mother and early married girls & their children in the households of Ganeshman Chharnath and Bideh Municipalities of Dhanusha District

Development Partner:

Kindernothife (KNH)

Thematic Area:

DRR & Climate Change/Livelihood



Lila Devi Paswan

Lila Devi Paswan, aged 32, is a member of Sahlesh SHG, Mahinathpur-1, Bideh Municipality. She is the second wife of Naresh Paswan who is also a Dalit ward Member of Mahinathpur. She has 11 members in the family. She is in the self-help group (SHG) since the beginning of the group formation. Before associating with the SHG she even hesitated to speak in the group with other women. She never had any financial savings. As shared by her, there was no proper bonding within the family member & also there was discrimination in the family. Her husband used to spend NPR 500 every day in the alcohol and come home drunk.

After joining the group, she started understanding the importance of SHG, the concept of self-empowerment & saving. Through many counseling sessions, & learning sharing events, Lila became confident to voice her opinion in front of others. She is now an active group member and performs regular savings. She also started sharing the group activities and everything she learned from the meeting to her husband. Her raised confidence enabled her to talk to her husband & suggest to him about the negative consequences of drinking, she kept encouraging her husband to stop drinking alcohol. The husband the family member was surprised to see the positive

changes in her. The learning sharing done at the family level had a positive impact. Now there is no discrimination and bonding has been better within the family members. Most importantly, her husband has completely stopped drinking alcohol.

Lila's husband Naresh Paswan says *"Now I have come to know that alcohol does only harm and I have stopped drinking. I rather spend that money on the children's stationery, education, and nutrition. I am happy that my wife joined the group and I have also learned from her"* - Mr. Paswan was in tears while saying this.

SECTION – E

Future Ahead: Ambition and Long Term strategies

Full Day-Full Time-Formal School

A campaign that the organisation will promote in the upcoming years.

Contextual Scenario

As per the National (Preliminary) Report on Sustainable Development Goals (2016 -2030) by the National Planning Commission-2015, *“Nepal is a least developed country characterized by slow economic growth, underdevelopment & a low level of human development”*. The report also asserts that the country’s target for 2030 is to help eliminate gender disparity in all levels of education, attain equal wages for all regardless of their gender. Further, data shows that province 2 is lagging in various indicators such as literacy, poverty & health. The condition is further worse for children with disabilities.

In the context of Nepal, 3.14 million children from the age group 5-17 years are working and the majority of them are in the rural area. Out of which 1.6 million are categorized as child laborer & are the victims of child labor. The number of child laborers under hazardous conditions is also quite high accounting for 621,000; these children are engaged in the worst form of labors (ILO, 2010). The statistics are overwhelming and worsens with the fact that the number is understated in the light of children engaged in domestic works and informal sectors and in India were missed in the analysis. The victims of child labor, who are considered as breadwinners in their families and societies don’t realize that they are being exposed to the vulnerabilities of multi-dimensional poverty.

Our Statement on Child Labour

As a committed organization working towards creating an environment that says yes to education and no to child labor, ASN would like to vow to leave a long-lasting impact on communities. This will be ensured by eliminating any forms of child labor and by promoting full day-full-time formal schooling for the children/students in Province 2. As the condition of child labor is more critical in province-2 in Nepal because of higher illiteracy, cultural rigidity, social asymmetry, and a higher prevalence of poverty. The decision to send one’s offspring to work at an early age reflects the intertemporal sharing and allocation of resources and the long-term benefit/returns of education versus work. As stated by Doftori, 2004, poverty should not be a reason behind a child leaving their education.

The provision of sending children to attain full day-full time-formals school will help curb the prevalence and intensity of layers of social discrimination (child labor, child marriage, gender inequity) and improve the likelihood of them staying in school (Ersado, 2005). So, ASN in coordination with Palikas and local communities would like to sustain the momentum of “no to child labor and yes to school” by declaring communities and Palika- a child labor free zone (communities/Palika).

Considering the transformative power of education, we believe that sending children to Full-Day Full-Time Formal-School & providing free and quality public education can be a sustainable approach to overcome the problem. The movement will be initiated throughout the 1,271 wards & 136 Palikas in Province 2.

In doing so, ASN has set four criteria which will be the indicators for evaluating our work and for declaring communities and Palika- Child labor Free Zone.

Please find the criteria as stated below:

1	100% children in the communities & Palikas are enrolled and regular at school
2	Any immigration or emigration of child for any forms of labor will be considered as child labor A child is a child in his/her native or emigrated communities and ASN will not discriminate against any child based on his/her geographical belonging. ASN will work with Palikas to ensure that the immigrated children are entitled to their right to education.
3	No children (0% children) are engaged in any form of child labor at home or farm or any enterprise in the communities and Palikas The condition of Child labour is more critical in province-2 because of higher illiteracy, cultural rigidity, social asymmetry, and higher prevalence of poverty. Evidences suggest that the children are engaged in income generating activities to support family income or to avoid opportunity cost of education.
4	ASN will coordinate & work with Palikas on eliminating child labor of any forms We will support Palika members in internalizing the common interest of declaring “Child Labor Free Zones” by building capacity of Palika members.

Each Child Monitoring (ECM) is devised as a tool for community mobilization and a movement to get all the children into schools

ASN aimed to bring every child of its working area into school. For this, ASN initiated several movements. The most remarkable of which was – ‘kaam chodau school pathau’ movement. The organisation largely got success in getting children out of work and into the schools. But it was difficult to ensure that each child of school going age (i.e., 5-14 years) in its working areas is retained in school once they are enrolled. For ASN, one child is 100 percent in itself, meaning no single child should be outside the school (otherwise, they are at work – a child labour), and should not be dropped out untimely. It was a responsibility as well as a challenge for ASN at the same time. From the very beginning of its program, ASN involves community and the issues of children of out of work.

ASN in the past has launched campaign like – ‘Kaam Chodau, School Pathau’. Our experience of working with children suggests that only sending an out-of-school children to the school is not enough, the task of retaining these children at school, maintaining their regularity & to check the dropout rates is even more crucial. Therefore, ASN in collaboration with support structures monitors - whether every child in the village is going to school or not, if not, what are the reasons, how the regularity in the school is affected, what is drop out ratio, and what are the reasons behind, and so on. ASN prepares community to involve in this new discourse.

किउछ बातसब

कोरोना भाइरसके महामारीबीच सुरक्षा आ बचावके उपाय अपनवैत इएहे जेठ २३ गतेक दिन आसमान नेपाल अपन एकिसम् स्थापना दिवस मनौलक । अर्थात संस्था अपन जवानी अवस्थामे प्रवेश कयलकैअ । बहुत लोकेके श्रमपसिनासङ्गे तरह तरहके उतार चढाव भेलैत यि अखनुका अवस्थामे आयल हइ । धियापुत्ताके भविष्य सुरक्षित होइ तहि खातिर “काम छोडाउ आ स्कूल पठाउ” अभियानसङ्गे अपन यात्राके आरम्भ कयने यि संस्था सब धियापुत्ताकेलेल गुणस्तरिय शिक्षामे सहज पहुँच सुनिश्चित करैत बालश्रमके अन्त करकेलेल अनवरत अपन डेग आगा बढारहल हय । एकिसम् वर्षके अहि दरमियानमे बौवाबुचिके विद्यालय भर्ना दर ४९ प्रतिशतसं बढिक ९७ प्रतिशत भगेलैअ । स्कूलेमे नवका भवन, कम्प्युटर आ आनो आनो बहुत सुधारसब भेलैअ । मुदा बहुतो निक बातबिचार, अपनपन आ सामाजिक रहनसहनसब कतौ नकतौ छुइगेल या बिसरागेल बात महशुश कयलकैअ । पढाइ लिखाइमे संख्यात्मक बृद्धि भेल हइ, लेकिन सिखाइ स्तरमे ह्रास, सामाजिक सद्भाव, समन्वय आ उत्तरदायित्वमे कमी आ शिक्षामे व्यवसायिकरण । यि बातबिचारसब पहिने अतेक नहिरहइ । शिक्षा आब सेवा नहिरहगेल व्यपार बनिगेल हय । जत विशेष त नाफा आ नेक्सानक बात हो इतहय ।

अहि समस्याबिच तारतम्य मिलवैत, तिन तिन तहके सरकारसङ्गे कान्हमे कान्ह मिलवैत, समन्वय सहकार्य करैत गरिब, दलित आ सामाजिकरूपस पाछापरल समुदायकेलेल शिक्षाके सङ्गसङ्ग परिवारिकरूपमे देखलगेल आनो आनो समस्यासब जेना स्वास्थ्य, जनजिविका, विपत व्यवस्थापन, विभिन्न प्रकारक हिंसा आ पिछलगुपनके अन्त करैके दिश निरन्तर प्रयासमे लागल हय । अनुभवस प्राप्त निक अभ्यासके एक गामसं दोसर गाम, एक जिल्लास. देसर जिल्ला आ प्रदेशमे फैलबके लेल अपन उपस्थिति दर्ज करओने हय । संस्थाके अप्पन आदर्श, मूलमान्यता आ उदेश्यपर तटस्थभक अहि कर्मपथपर चलमे यिनका पाँचसय अधिक स्वयंसेवक आ कार्यकर्तासब सङ्ग पुगिरहल हइ । अतः अपन जावबदेहिता आ जिम्मेबारीके आत्मसात् करैत अहि प्रदेशके सब बौवबुचिकेलेल गुणस्तरिय शिक्षाके सुनिश्चित कक बालश्रम मुक्त करअके काजेमे अग्रसर रहके प्रतिबद्धता जनबैतहय । आ अहि (२०१९/२०२०) आर्थिक वर्षमे संस्थासँ सम्पन्न भेल सबटा काज आ खर्चबर्चके समइटक यि बार्षिक प्रतिवेदन अपने सबके हाथमे सोइप देनेहय । अहिके एकबेर अप्पन नयनस देखक आगामी दिनमे सुधार करयकेलेल अपन अमूल्य सल्लाह आ सुभाव प्रदान कदेल जयतै । अपनेसबके यि सदासयता आ सहयोग अनवरत करबैनसे अपेक्षा कयने छि ।

सादर प्रणाम ।



दिनेश्वर साह
कार्यक्रम प्रमुख
आसमान नेपाल

SECTION-F

Organizational Capacity & Growth

Human Resource

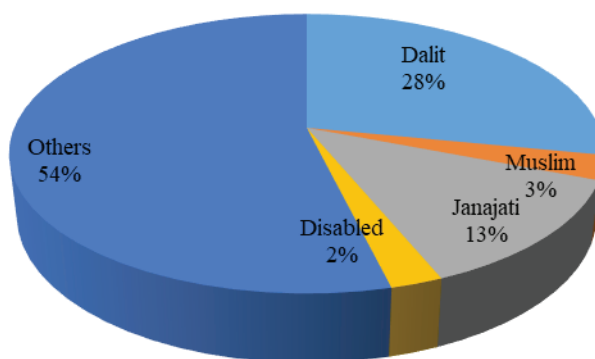
ASN considers the employee/people as the crucial organizational assets and is proud of the inclusive team of dedicated professionals holding expertise in their relevant sectors. ASN in 2019 has mobilized a total of 249 full-time staff and 500 volunteers – *most of them being female*. ASN holds extensive experience in prioritizing volunteers' development & ensures that the volunteers are professionally developed, socially empowered, and are provided with employment opportunities within the organisation & beyond.

All staff members adhere to the following conditions:

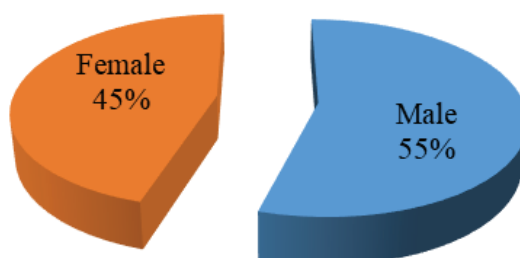
- All school-age children are in school and all members of the family are literate.
- One member of each household is affiliated or represented at least in one local institution and structure.
- Each member of a household has access to government services and entitlements including their identity
- No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

Details of the Full-Time Staff [Jan – Dec 2019]							
Total	Male	Female	Dalit	Janajati	Muslim	Disabled	Others
249	136	113	70	32	7	6	113
100%	55%	45%	28%	13%	3%	2 %	54%

Ethnic distribution of full-time staff



Genderwise distribution of full-time staff



Projects in the Fiscal year 2019

RM: Rural Municipality, M: Municipality

Name of the Project	Geographical coverage in terms of District, M/RM	Project Goal/Objective	No. of Beneficiaries contributed by the project	Donor/Funding Organisation	Duration (in Year)
Education/Child Protection	Promoting Quality Education for Girls and Marginalized Children of Dhanusha, Terai Nepal.	Empowering marginalized children and girls including those with disabilities.	Total: 33,831 schoolchildren, SMC, PTA & Teachers, Mother's group	The Royal Norwegian Embassy	Oct 2019- Sept 2022
Education/Child Protection	Sisters for Sisters Education (Phase II)	Enable out-of-school girls to access education and to complete a full cycle of secondary education to grade 12 and to demonstrate improved learning outcomes.	Total: 9000 school going girls	Voluntary Service Overseas/ DFID	Apr 2017- Mar 2021
Education/Child Protection	International Citizen Service Programme	Promote youth engagement in community development and seek youth to promote as an active citizen to uplift education system of Dhading project school	Total: 5500 Youths	Voluntary Service Overseas/ DFID	Oct 2019- Oct 2020
Education/Child Protection	Functional Literacy Class Programme and Awareness Raising on Comprehensive Sexuality Education and	To provide functional literacy to young women and adolescent girls (10-24 yrs) in local language i.e. Maithali & aware the participants on comprehensive sexuality education on a day to day life- related matter e.g. health, sanitation, environment as well as functional activities.	Total: 3,425 young women & adolescent girls (10 – 24 Yrs.)	UNESCO	Apr 2019- Oct 2019
Education	Our Turn - Leave No Girl Behind	Improving life choices and opportunities of married out-of-school adolescent girls in Province 2 through increased literacy and numeracy and enhanced life skills.	Total: 8,500 Married Out-of-School adolescents girls	UK Aid, People in Need (PIN)	Nov 2018- Jan 2024

Education / Child Protection	Sakriya- Civil Society Action to End Exploitative Child Labour	<p>Dhanusha Mithila Bihari M, Bideha M</p> <p>Sunsari Bara M, Inarwa M, Duhabi M, Koshi RM, Bhokaraha RM, Gadhi RM, Barju RM</p> <p>Saptari Shambhunatha M, Bode Barsain M, Dakneshwari M, Rupani RM, Surunga M, Agnisair Krishan Savaran RM, Balan Bihul RM, Khadak M, Mahadewa RM, Rajgard RM, Chinamasta RM, Belahi RM</p> <p>Mahottari Bhangaha M, Loharpatti M, Aurahai M, Ramgopalpur M, Balwa M, Pipara RM, Mahottari RM</p> <p>Dhanusha Janakpur Sub Metropolitan City, GanehsnmanCharnath M, Dhanushadham M</p> <p>Siraha Lahan M, Dhangadi M, Golbazar M, Mirchiya M, Karjahana M, Kalyanpur M, Arnama RM</p>	<p>Improved capacity of CSO to: Identify and document accurate, independent and objective information on the nature and scope of child labor; Raise awareness for the protection of workers from child labor and or forced labor abuses and violations of acceptable conditions of work Implement initiatives to address child labor and or forced labor and violations of the acceptable condition of work.</p> <p>To overcome poverty and marginalization, empower the Mushar girls through education & livelihood support so that they can access employment, and ultimately, break free from bonded labor.</p>	<p>Total: 4,750 HH's & 175 children</p> <p>Total: 3000 Musahar girls</p>	World Education	Oct 2019- Sep 2020
Education/Child Protection	Breaking the Bond (BTB) & Marginalized No More (MNIM)					<p>BTB: Jan 2018 – Mar 2021</p> <p>MNIM: Sept 2019- Sept 2021</p>

Health/ Nutrition	Women's Health Project 2019	<p>Dhanusha Janakpur Sub Metropolitan City, GanehsmanChamath M, Dhanushadham M</p> <p>Sarlahi Barahathawa M, Malangwa M, Lalbandi M, Hariwan M, Haripurwa M</p> <p>Mahottari Gaushala M, Jaleshwar M, Bardibas M</p> <p>Bara KalaiyaSubmetroPolitan City, Nijgadh M, Kolhabhi M, JitpurSimaraSubmetropolitan City</p> <p>Parsa Birgunj Metropolitan City, Pokhariya M</p> <p>Rautahat Gaur M, Garuda M, Chandrapur M Baudhimai M, Durgabhagwati RM</p>	<p>Improve maternal and child health in Nepal by increasing contraceptive prevalence rate, specifically by increasing women's access to IUCDs and decrease maternal mortality by raising awareness and ensuring access to safe medical abortion service when needed</p>	<p>Total: 30,780 HH's</p>	Population Service International	Jan 2019- Nov 2019
Health/ Nutrition	Regional Program on Multi-sectoral Approach Promote Nutrition Smart Village in Bangladesh, Nepal, India (Phase I)	<p>Rautahat Paroha M</p> <p>Saptari Rajgadh RM</p>	<p>Contribute to food and nutrition security (SDG 2) amongst women of reproductive age and young children from vulnerable and food-insecure families in Nepal, Bangladesh, and India.</p>	<p>Total: 13,382 HH's, 66,912 population (age 0-5 yrs children & women of reproductive age)</p>	Welthungerhilfe (WHH)	Sep 2018- Aug 2019
Nutrition	Building Livelihood Resilience and Nutrition Security in the Kamala River Basin in Siraha District	<p>Siraha Siraha Karjamba Kalyanpur M</p>	<p>Improvement of resilience and food security of vulnerable communities in the catchment area of the Kamla River in Siraha District</p>	<p>Total: 5000 HH's</p>	Welthungerhilfe (WHH)	Sept 2018- Dec 2020
DRR /Livelihood	Trans Boundary Flood Resilience Project in Kamala River Basin	<p>Siraha Siraha M</p>	<p>Flood-affected household of trans-boundary communities at Kamala River basin in Nepal and India are less vulnerable and more resilient to monsoonal flooding</p>	<p>Total: 22, 267 Direct beneficiaries: 3,467 Indirect beneficiaries: 18, 800</p>	Luthern World Relief (LWR) and Welthungerhilfe (WHH)	Jan 2018- Dec 2019
DRR	Youth Employment Project	<p>Mahottari Ramgopalur M, Bhangaha M, Jaleshwar M, Mathiyani M</p>	<p>Creating better opportunities for wage and self-employment and improve the livelihood of target youths (16-40 years old, unemployed) by increasing their incomes</p>	<p>Total: 140 unemployed young men and women</p>	Swiss Contact	Jan 2019- Dec 2019
DRR /Livelihood	Provision of vocational and entrepreneurship development skills training to the out-of-school adolescent girls and young women from conflict-affected vulnerable families	<p>Rautahat Rajdevi M, Rajpur M, DevahiGonahi M</p> <p>Sarlahi Balara M, Lalbandi M, Haripurwa M</p>	<p>Enhance vocational and entrepreneurial skills of out-of-school adolescent girls and young women from conflict-affected and vulnerable families.</p>	<p>Total: 1500 adolescents girls and women of age 16-24</p>	UN Women	Sep 2019- May 2020

DRR /Livelihood	Enhancing Children Safety and Community Resilience through Operationalization of Comprehensive School Safety (CSS) Minimum Package	<p>Saptari BalanBihul RM, Bishnupur RM, Bodebarsai M, Chinnamasta RM, HanumannagarKankalini M, KanchanrupM, AgnisairKrishnaasabaran RM, Saptakoshi M, Suruga M, TilathiKoiladi RM, Tirhut R, and Khadak Municipality</p> <p>Dhanusha Aurahi RM, MukhiyapattiMusharmiya RM, Bideha RM, Janaknandini RM, Sahidnagar M, Janakpur Submetropolitan City, Kamala M, Mithilabihari M, Mithila, Nagrain M, Sabaila Municipality</p> <p>Parsa Birgunj Metropolitan City, Bindabasini RM, Chhipharmai RM, Dhobini RM, Jagarnathpur RM, Jirabhawani RM, Parsagadhi RM, and Thori RM</p> <p>Sarlahi Godaita M</p> <p>Dhading Gajuri M</p>	<p>School students, SMC, PTA, Teachers, Local Education Authorities have enhanced basic knowledge and skills on risk assessment, preparedness & mitigation activities; have regular consultation platform interface with local stakeholders & implement school safety & CR action plans</p>	<p>Total: 39,913 students Female students: 19,734 Male students: 20,179 Schools: 191 Local Education Authorities: 33</p>	UNICEF	Mar 2019- Feb 2020
DRR /Livelihood	Shashakta (Empowered)	<p>Dhanusha Ganeshman Charmath M, Bideha M</p>	Ensure a dignified living standard of women, young mother and early married girls and their children in the households of Ganeshman Chharnath and Bideh municipalities of Dhanusha District	<p>Total: 718 women</p>	Kindermothilfe (KNH)	Sept 2018- Aug 2020
Governance	Promoting Citizen Empowerment and Inclusive Democracy in 2 Municipalities of Rautahat and Saptari	<p>Rautahat Rajpur M</p> <p>Saptari Dakneshwori M</p>	The living condition of disadvantaged population groups in the areas of hygiene, nutrition, and social protection in the communities of Rajpur, Rautahat District, and Dakneshwori, Saptari district have improved through increased citizen participation.	<p>Total: 13,000 HH's</p>	Welthungerhilfe (WHH)	Aug 2018- Jul 2021
Governance	Promoting Citizen Empowerment and Inclusive Democracy in Province 2	<p>Rautahat Ishnath M, Baudhimai M</p> <p>Siraha Kalyanpur M, Karjanha M</p> <p>Saptari Rajgadh M, Bishnupur RM</p>	Socially marginalized and economically poor citizens to have access to accountable government services and actively participate in inclusive local development processes.	<p>Total: 43, 245 Individuals from Marginalized Communities 10,685 Dalits (10,225 Musahar, 460 Dom) 32,560 Muslim citizen</p>	European Union (EU)	Jan 2019- Dec 2022

Financials

DINESH K.C. & ASSOCIATES
Chartered Accountants

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Email address: cadineshkc@gmail.com

INDEPENDENT AUDITOR'S REPORT

Introduction

We have audited the accompanying Financial Statements of **Aasaman Nepal (ASN)** as of 31 Ashad 2076 which includes Statement of Financial Position, Statement of Income & Expenditure, Statement of Cash Flow and Fund Accountability Statement for the year then ended, and a summary of significant accounting policies and other explanatory notes.

Management's Responsibility for the financial statements

Management is responsible for fair presentation of these financial statements in accordance with Nepal Accounting Standards (NAS) and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Nepal Auditing Standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether financial statements are free of any material misstatement. An audit includes examining, on a test basis, evidence supporting amounts and disclosures in the financial statements. An audit also includes assessing accounting principles used and significant estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that our audit provides a reasonable basis for our opinion.

Opinion

In our opinion, the financial statements read with notes to account present a true and fair view of the financial position of **Aasaman Nepal (ASN)** as at 31 Ashad 2076 and of the operational result for the financial period then ended.

Furthermore we are of the opinion that all expenditures accounted for in the financial statements included in our auditors' report meet the requirements of legitimacy as stipulated.

CA. Dinesh K.C.
Proprietor
Place: Kathmandu, Nepal
Date: 17 September 2019



Aasaman Nepal
Janakpurdham, Janakpur, Nepal

Statement of Financial Position
As on 31st Ashadh, 2076 (July 16th, 2019)

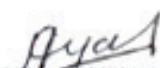

Amount in NPR


Particulars	Sch.	Current Year	Previous year
Assets			
Non Current Assets			
Fixed assets	3	14,186,601.79	11,281,497.93
Total Non-Current Assets		14,186,601.79	11,281,497.93
Current Assets			
Cash and Cash Equivalents	6	68,202,870.33	30,066,344.48
Advance, Deposit and Prepaid	7	15,746,404.77	13,037,404.90
Debtors and Account Receivables			
Total Current Assets		83,949,275.10	43,103,749.38
Total Assets		98,135,876.89	54,385,247.31
Funds & Liabilities			
Capital Reserve (Project Assets)	3	10,817,101.79	7,889,797.93
Corups Fund	3	3,369,500.00	3,391,700.00
Restricted Fund Balance	9	59,290,539.06	30,536,248.78
Total Funds		73,477,140.85	41,817,746.71
Non Current Liabilities:			
Total Non-Current Liabilities		-	-
Current Liabilities:			
Creditors and Payables	8	24,658,736.04	12,567,500.60
Total Current Liabilities		24,658,736.04	12,567,500.60
Total Liabilities		24,658,736.04	12,567,500.60
Total Funds and Liabilities		98,135,876.89	54,385,247.31


Notes to Financial Statement
Schedule 1-10 form integral part of this Financial Statements

10

As per our report of even date


 Harish Chandra Yadav
 Chairman



 Nawal Kishor Yadav
 Executive Director


 Rakesh Songamikha
 Finance Manager


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


Date: 17 September, 2019
Place: Kathmandu

Aasaman Nepal
Janakpurdham, Janakpur, Nepal

Statement of Income and Expenditure
For the period from 1st Shrawan 2075 to 31st Ashadh 2076

Amount in NPR

Income	Sch	Current Year	Previous Year
Restricted Grant Income		266,569,107.03	185,695,227.11
Total Income (A)		266,569,107.03	185,695,227.11

Expenditure	Sch	Current Year	Previous Year
Project Expenditure	4	266,569,107.03	185,695,227.11
Total Expenditure (B)		266,569,107.03	185,695,227.11
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

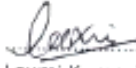
As per our report of even date


.....
Harish Chandra Yadav
Chairman


.....
Nawal Kishor Yadav
Executive Director


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




.....
Laxmi Kumari
Bishwakarma
Treasurer




.....
Rakesh Songamikha
Finance Manager

Date: 17 September, 2019

Place: Kathmandu

Aasaman Nepal
Janakpurdham, Janakpur, Nepal
Fund Accountability Statement

Particulars	Sch	Operational Fund	Organizational Fund	Aide et Action (AEA)	Norwegian Ministry of Foreign Affairs (MFA)	Poverty Alleviation Fund (PAF) - Dhannsha	Poverty Alleviation (PAF) - Sariahi (Phase 1)	Poverty Alleviation (PAF) - Sariahi (Phase 2)	Population Service International (PSI)	Swiss Contact	WHH - NPL 1036/BMZ	WHH - NPL 1057
Surplus Carried Forward		16,773,870.41	1,694,749.49	107,790.76	9,955,744.80	(36,378.72)	(314,591.16)	(174,167.00)	1,260,466.44	(295,904.50)	(225,840.84)	651,881.20
Fund Received	1	11,129,100.12	-	804,588.47	36,321,503.05	-	-	-	16,491,536.22	-	6,207,730.25	6,322,145.41
Other Income	2	25,998.85	-	-	-	-	-	-	-	-	-	-
Assets received	3	2,905,103.85	-	-	-	-	-	-	-	-	-	-
Previous Year Adjustment		-	-	-	-	-	-	-	-	-	-	-
Total Available Fund		30,834,073.24	1,694,749.49	912,379.23	46,277,247.85	(36,378.72)	(314,591.16)	(174,167.00)	17,752,002.66	(295,904.50)	5,981,889.41	6,974,026.61
Expenditure	4	10,103,847.25	-	1,002,820.00	37,897,293.24	-	-	-	15,589,248.69	-	6,088,176.35	6,974,026.61
Balance of Fund Represented by	9	20,730,225.99	1,694,749.49	(90,440.77)	8,379,954.61	(36,378.72)	(314,591.16)	(174,167.00)	2,162,753.97	(295,904.50)	(106,286.94)	-
Fixed Assets	3	14,186,601.79	-	-	-	-	-	-	-	-	-	-
Cash & Bank Balances	6	7,138,099.69	1,022,123.36	11,112.23	7,361,804.18	3,000.00	5,297.00	32,074.00	2,116,329.22	1,000.00	143,314.10	143,922.68
Advances/Receivables	7	4,048,564.51	672,626.13	-	2,105,085.00	-	157,687.56	-	214,650.00	145,346.50	68,792.00	92,030.00
Payable	8	(4,643,040.00)	-	(101,553.00)	(1,086,934.57)	(39,378.72)	(477,575.72)	(206,241.00)	(168,225.25)	(442,251.00)	(318,393.04)	(235,952.68)
Balance		20,730,225.99	1,694,749.49	(90,440.77)	8,379,954.61	(36,378.72)	(314,591.16)	(174,167.00)	2,162,753.97	(295,904.50)	(106,286.94)	-

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

Lawmi Kumari Bishwokarma
Lawmi Kumari Bishwokarma
Treasurer

Nawal Kishor Yadav
Nawal Kishor Yadav
Executive Director

Harjeet Chandra Yadav
Harjeet Chandra Yadav
Chairman

Rakesh Songamlicha
Rakesh Songamlicha
Finance Manager

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



Date: 17 September, 2019
Place: Kathmandu, Nepal

Asaman Nepal
Janakpurdham, Janakpur, Nepal
Fund Accountability Statement

Particulars	Sch	WHH - NPL 1058	WHH - NPL 1059	WHH - NPL 1054	VSO - GECT	VSO - ICS	VSO - V4D	BC - EDGE	UNESCO	UNWomen	Ncell - CSR	LWR_TBR	UNICEF- DRR
Surplus Carried Forward					5,419,162.01				2,375,493.92	(3,493,581.62)	123,059.76	(194,051.95)	6,816,836.04
Fund Received	1	10,244,008.00	18,568,842.39	23,179,368.54	39,056,810.28	2,406,383.00	3,408,718.03	2,961,351.00	1,761,150.00	4,572,368.45	-	17,732,973.05	3,004,695.00
Other Income	2									15,488.60			
Assets received	3												
Previous Year Adjustment													
Total Available Fund		10,244,008.00	18,568,842.39	23,179,368.54	44,475,972.29	2,406,383.00	3,408,718.03	2,961,351.00	4,136,643.92	1,094,275.43	123,059.76	17,538,921.10	9,821,531.04
Expenditure	4	8,608,746.93	20,816,410.98	15,620,052.79	38,012,634.98	1,852,204.27	3,408,718.03	12,900.00	326,144.00	4,229,045.00	-	13,327,527.84	9,821,531.05
Balance of Fund	9	1,635,261.07	(2,247,568.59)	7,559,315.75	6,463,337.31	554,178.73	-	2,948,451.00	3,810,499.92	(3,134,769.57)	123,059.76	4,211,393.26	(0.01)
Represented by													
Fixed Assets	3												
Cash & Bank Balances	6	1,873,237.37	2,859,992.38	8,026,955.25	6,670,815.27	760,545.73	1,026,648.45	2,961,351.00	1,063,235.11	3,263.33	35,389.76	5,380,191.59	0.59
Advances/Receivables	7	429,710.50	431,561.70	477,029.00	126,082.94	-	-	-	2,818,873.81	137,069.00	149,670.00	130,246.00	(0.60)
Payable	8	(667,686.80)	(5,539,122.67)	(944,668.50)	(333,560.90)	(206,367.00)	(1,026,648.45)	(12,900.00)	(71,609.00)	(3,275,101.90)	(62,000.00)	(1,299,044.33)	-
Balance		1,635,261.07	(2,247,568.59)	7,559,315.75	6,463,337.31	554,178.73	-	2,948,451.00	3,810,499.92	(3,134,769.57)	123,059.76	4,211,393.26	(0.01)

Notes to the Account
Schedules 1- 10 form integral part

Laxmi Kumari Bishwokarma
Laxmi Kumari Bishwokarma
Treasurer

Date: 17 September, 2019
Place: Kathmandu, Nepal

Harish Chandra Yadav
Harish Chandra Yadav
Chairman

Rakesh Songamikhha
Rakesh Songamikhha
Finance Manager

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

Nawal Kishor Yadav
Nawal Kishor Yadav
Executive Director





Aasaman Nepal
Janakpurdham, Janakpur, Nepal
Fund Accountability Statement


Amount in NPR

Particulars	Sch	UNICEF-CSS	Australian Embassy_DAP	Swiss Contact_YEP II	EU	KNH	PIN	SC	Current Year Total	Previous Year Total
Surplus Carried Forward.			1,814,396.50	(441,188.83)					41,817,746.71	41,330,243.88
Fund Received	1	10,867,611.00	-	2,832,055.65	24,549,893.65	6,019,213.30	5,028,317.00	41,811,548.00	295,281,909.86	181,652,888.73
Other Income	2								41,487.45	35,149.66
Assets received	3								2,905,103.85	4,414,846.80
Previous Year Adjustment									-	79,844.75
Total Available Fund		10,867,611.00	1,814,396.50	2,390,866.82	24,549,893.65	6,019,213.30	5,028,317.00	41,811,548.00	340,046,247.88	227,512,973.82
Expenditure	4	8,293,513.15	1,814,751.06	3,288,895.00	8,954,596.44	4,447,666.59	5,108,949.58	40,969,407.20	266,569,107.03	185,695,227.11
Balance of Fund Represented by	9	2,574,097.85	(354.56)	(898,028.18)	15,595,297.21	1,571,546.71	(80,632.58)	842,140.80	73,477,140.85	41,817,746.71
Fixed Assets	3								14,186,601.79	11,281,497.93
Cash & Bank Balances	6	2,187,460.95	27,400.35	187,971.13	15,000,965.41	1,615,404.26	330,514.42	213,451.52	68,202,870.33	30,066,344.48
Advances/Receivables	7	717,571.00	21,745.09	-	713,635.80	115,173.00	109,416.66	1,863,839.17	15,746,404.77	13,037,404.90
Payable	8	(330,934.10)	(49,500.00)	(1,085,999.31)	(119,304.00)	(159,030.55)	(520,563.66)	(1,235,149.89)	(24,658,736.04)	(12,567,500.60)
Balance		2,574,097.85	(354.56)	(898,028.18)	15,595,297.21	1,571,546.71	(80,632.58)	842,140.80	73,477,140.85	41,817,746.71


Notes to the Account 10
Schedules 1- 10 form integral part


Laxmi Kumari Bishwokarma
Treasurer


Nawal Kishor Yadav
Executive Director


Harish Chandra Yadav
Chairman


Rakesh Songamikhya
Finance Manager


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



Date: 17 September, 2019
Place: Kathmandu, Nepal

Partner Organizations





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