

Aasaman Nepal



✓ Education
✗ Child Labor

2014

Annual Report



Message from Chairperson

Aasaman Nepal since last 15 years has been working in health, education, livelihood and child protection through social mobilization and campaigns. This year too, we continued to work extensively in the local level in our focused area from Koshi to Pathlaiya. From this year, we have expanded to 29 districts of Nepal; however, we have always been concerned to stand on quality rather than expanding the geographical coverage. In the year 2014, we have made some structural change within; we have also revised our organizational constitution including human resource policy, which we expect proves to be instrumental in institutional efficiency.

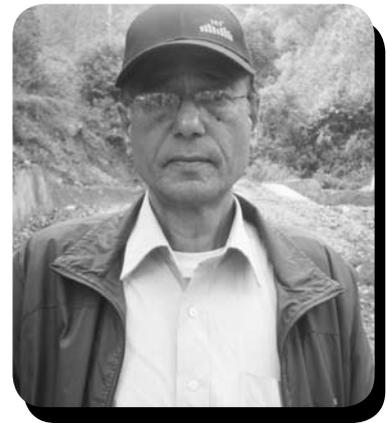
This Annual Report embraces and provides glimpses of activities that we accomplished in the year 2014. This report also contains the audit report of 2014, as a mark of our commitment to transparency.

Since this is my first year as the Chairperson of Aasaman, I made several field visits to have firsthand understanding of ongoing activities. It is not a surprise to know that meeting the expectation of the communities and the local people is a real challenge for us, in the year ahead, too. And, our staffs in the field and in the offices in Dhanusa and Kathmandu are putting their effort to realize the goals of organization and the expectation of the communities. I also would like to appreciate the dedication and aspiration of all our colleagues; and, credit for the success goes to them.

Last but not the least, my sincere gratitude goes to all our development partners, individuals and organizations, who have entrusted Aasaman and its mission, and look forward to similar cooperation in the years to come, too.

Thank You.

Surendra Bahadur Karki
Chairperson



Acknowledgement from Executive Director



The year 2014 added yet another successful year in Aasaman Nepal's timeline in achieving quality in the work.

In the year 2014, Aasaman continued working in its four thematic areas: education, health, livelihood and child protection; and, was able to strengthen and expand the substantially. The focus of the year was to enhance the quality education for the children and addressing malnutrition through Integrated Management of Acute Malnutrition (IMAM). We also worked on awareness campaign on malaria, targeting to more than one hundred seventy five thousand schoolchildren of 24 districts of Nepa. We were successful in expanding our programs in additional five districts of Nepal, namely, Parsa, Bara, Jumla, Jajarkot and Bhojpur. Hence, from this year, we will be operating 29 districts. With all continued success , we believe that we have been successful in further consolidating our relationships with partners. Lessons learnt in the previous year were taken to heart which helped to lay its focus on projects benefiting the needy, giving us direction and motivation in our work and efforts and thus reinforcing the year to be more productive. We are making extra efforts to address the health problems and issues of child protection .Equal emphasis has been placed in the research to document the learning so far, to share the knowledge to the wider audience, for evidence based advocacy and to design the future strategies of Aasaman.

Our many projects are phasing out this year , including the ones in Dhanusa and Mahottari districts ,where Aasaman had started working some 15 years ago. Therefore , the key challenges for us are to continue the support to the needy children in those areas where Aasaman is looked up and expected to be there to solve their problems. Nevertheless, based on the trust we have gained from the development partners within and outside the country, our aspiring and experienced staffs, and our commitment to the mission, we will continue our efforts to make the nation a better place for the children.

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

Thank You.

Nawal Kishor Yadav
Executive Director

List of Abbreviations and Acronyms

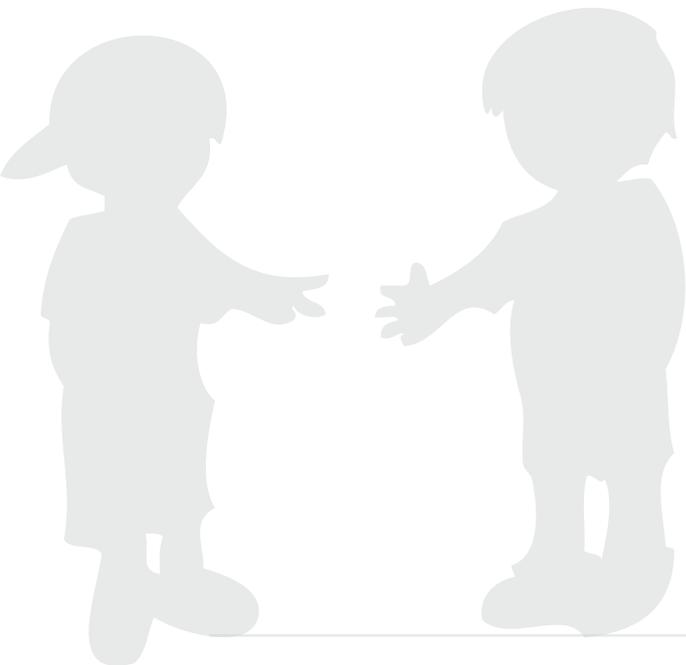
ASN	Aasaman-Nepal
CAAFAG	Children Associated with Armed Force and Armed Group
CCWB	Central Child Welfare Board
CFLG	Child Friendly Local Governance
CFS	Child Friendly School
CO/CBO	Community Organization/Community Based organization
CoC	Code of Conduct
CRPF/CC	Child Right Protection Forum/Child Clubs
DACC	District Aids Coordination Committee
DCPC	District Child Protection Committee
DCWB	District Child Welfare Board
DDC	District Development Committee
DEO	District Education Office
ECM	Each Child Monitoring
EFA	Education for All
GO	Government Organization
HDI	Human Development Index
HFMC	Health Facilities Management Committee
HP	Health Post
HSS:	Higher Secondary School
IEC	Information, Education and Communication
IPFC	Integrated Plan Formulation Committee
LGCDP	Local Governance and Community Development Program
LSS	Lower Secondary School
MDG	Millennium Development Goal
MoFALD	Ministry of Federal Affairs and Local Development
MoWCSW	Ministry of Women, Children and Social Welfare
NGO	Non-government Organization
NRCS	Nepal Red Cross Society
NTU	Nepal Teacher Union
PAF	Poverty Alleviation Fund
PS	Primary School
PTA	Parents Teachers Association
RP	Resource Person
SC	Save the Children
SCPC	School Child Protection Committee
SIP	School Improvement Plan
SMC	School Management Committee
SS	Secondary School
SSRP	School Sector Reform Plan
STR	Student Teacher Ratio
C/SZOP	Children/School as Zone of Peace
UNCRC	United National Convention on the Rights of the Child
VCPC	Village Child Protection Committee
VDC	Village Development Committee
WCF	Ward Citizen Forum

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CHAPTER 1





Aasaman Brief

Introduction

Introduction

Aasaman Nepal (ASN) is a rights-based non-governmental organization dedicated for/with children and marginalized people. It is a leading terai based NGO established in 1999 with its active engagement in developing and implementing programs aimed at protection, promotion and fulfillment of child rights in Nepal. It has strong community mobilization base with its involvement and collaborative work with 12,418 community-based support structures' (networks) members which include women's groups, youth groups, School Management Committee (SMC), teachers, Community-Based Organizations (CBOs) and other stakeholders. It has been significantly contributing to uplift the marginalized communities in 11 districts, mainly regarding educational issues, in close collaboration with concerned government line agencies. ASN has, since its genesis, started to work on increasing access of children to school. It aims to ensure access of each child to quality education for better health, protection, livelihood, and meaningful participation in the society. It also works with women and marginalized people to enable them in raising their voices and claiming rights and entitlements from the state mechanisms and service providing agencies.

ASN concentrates its work in Terai (south) districts from Pathlaiya to Koshi but learns and profiles the organization working in other districts especially in Kathmandu valley and Janakpur zone. It expands and strengthens its network with other like-minded organizations within and outside the country for better learning, policy advocacy and resource mobilization. Aasaman capitalizes the indigenous knowledge, local structures and mechanisms for better result, ownership, and sustainability. ASN advocates and drives for good governance in all sectors and all levels especially to facilitate empowered (informed) citizens as well as accountable and responsive local government on human capability development and economic growth.

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

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

ASN strives to work with multiple development partners. It targets to mobilize an annual turn-over of budget of NRs 50 million to achieve the strategic objectives. Annual Plan and Budget, Annual Report including Financial Statements and Audit Report will be shared with concerned government offices and development partners in every 3 months of the calendar year. The progress/achievements of this plan will be reviewed in 2015. Annual plan and annual report will be discussed and reviewed each year in its annual general meeting.

Vision

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

Mission

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

Goal

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

Objectives

- Conservation and utilization of Natural Resources and Biodiversity in local level through training, meeting, etc and raise awareness with development in knowledge, skills for their conservation
- Inform stakeholders of various levels on local services, resources and materials and provide its information, uses and benefits along with efforts laid on implementation in behavior
- Coordination with various government, Non Government and International Non Government Organizations along with capacity building of CBOs by increasing effort to have active participation of all level and local people in country development
- Increase access of rights holders to government entitlements and service provisions including improving access to and quality of services in education, health and social sectors
- Increase participation and representation of rights holders as a meaningful decision makers at local institutions and government mechanism in education, health and local development
- Activate and strengthen rights holders capacity and associations/networks to enable them to claim their rights at local to national levels
- Improve documentation and institutionalization of learning and good practices for policy advocacy, replication/scaling up and public awareness

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

- Any child out of school is to be considered as child labor.
- All children must attend full-time formal day schools.
- All work/labor for children is hazardous; it harms the overall growth and development of children.

- There must be total abolition of child labor. Any law regulating child work is unacceptable.
- Any justification perpetuating the existence of child labor must be condemned.

Core Values and Principles

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

Strategies

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

Role of the Organization

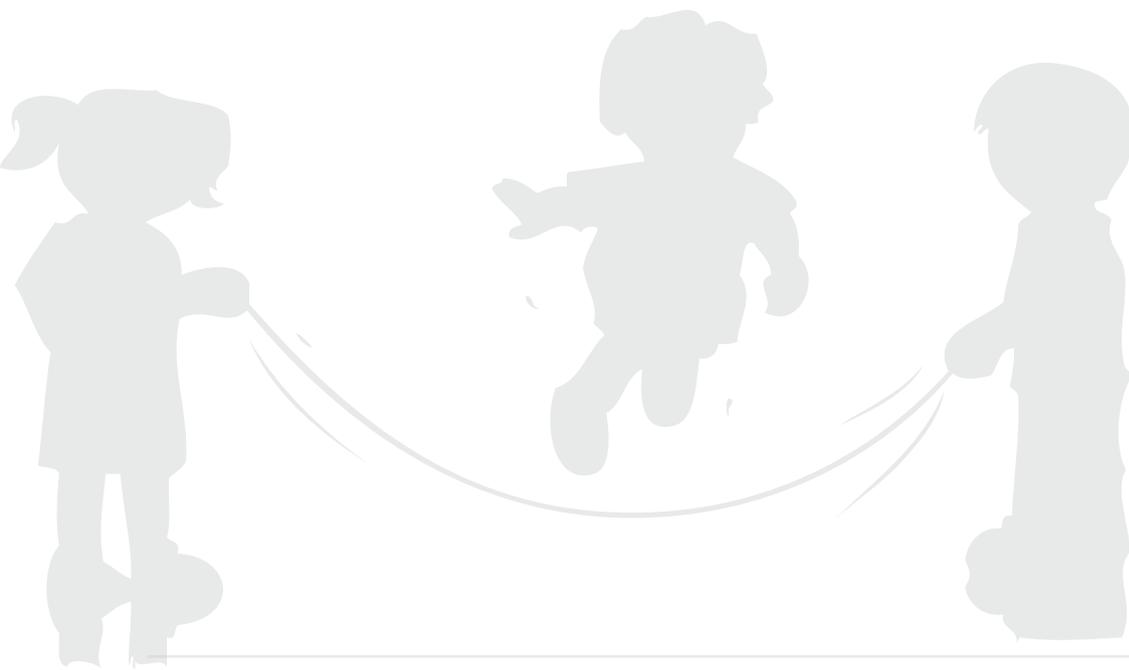
- Facilitator/ Organizer/ Mobilizer
- Linkage/Bridge builder
- Capacity Builder
- Advocate
- Promoter

Working Coverage

ASN has, since its inception, been working at district, regional and central levels through its continuous intervention by covering 29 districts of five development regions of Nepal. It is present in Kailali, Dadeldhura and Doti Districts in Far Western Development region, followed by in Mid Western Development region, Rupandehi, Baglung, Kaski, Kapilbastu, Nawalparasi in Western Development region, Dhanusha, Mahottari, Sarlahi, Dhading, Ramechhap, Rautahat, Chitwan, Parsa, Sindhupalchowk, Kavreplanchowk, Sindhuli, Makwanpur in Central Development region and Saptari, Siraha, Jhapa, Morang, Bhojpur in Eastern Development region, respectively.

CHAPTER 2





Aasaman Progress and Achievements

Annual Achievements against Targets

Achievements against Targets

S.N	Activities	Unit	Target	Achievements	Nature of Participants
	Education				
1	Big sisters training	Person	160	160	Adolescent girls from target school catchment area
2	Big sisters monthly meeting	Meeting (time)	24	24	Big sisters
3	Adult champion training	Person	72	72	Adult champions
4	Bridge class facilitators' training	Person	24	24	Bridge class facilitators
5	Bridge class/Learning Support Class Operation	person	420	467	Out of school girls age 6-13 years, lower performing girls
6	Bridge class facilitators' meeting	Meeting (times)	6	6	Bridge class facilitators, CM, IVE, PM and DC
7	Teacher training on gender	Person	69	77	teachers, HT and DEO officials
8	SIP training	Person	137	149	Head teacher, focal teachers, SMC PTA members, CM, and DEO representative
9	School Event	Times	24	24	Big sisters, little sisters, adult champions, bridge class community people and school teachers.
10	Community dialogue on girls rights	Person	240	269	Community people , bridge class facilitators and big sisters
11	Participatory monitoring	Person	12	7	DEO, SS, RP, DC, PM
12	Partnership review meeting	Person	47	103	DEO, VSO, Aasaman , School teacher, Adult champions, Big sisters, little sisters, RP, SS, bridge class facilitators and journalist.
13	District advisory and steering committee meeting	Meeting (times)	3	2	DEO, SS, RP, Head teacher, DC, PM, IVE

S.N	Activities	Unit	Target	Achievements	Nature of Participants
14	Stakeholders orientation	Person	100		Head teachers, SMCs, PTA, Representatives of different parties, Journalists, representatives from GOs eg DEO, DDC and DAO, teachers Union and Journalists
15	EGRA and EGMA test	School	6	6	Children studying in class 2 and 3
16	Household Survey	Household			
17	Child club formulation	Clubs	16	16	Children of working schools focused to primary children
18	Formation of Community Education Campaign(CEC)	Committee	16	16	Local community people and parents
19	Orientation to the CEC	Person	112	105	Members of the CEC committee
20	Extracurricular activities through child clubs	Events	32	32	children , teachers, parent and ASN staffs etc
21	Mobilization of CEC members for literacy and numeracy	Person	56	56	CEC members, community, teachers, students and Aasaman staffs
22	Review meeting with stakeholders	Person	40	37	DEO, VDC and municipality representatives, Head teachers, LDO and related stakeholders
23	Formation of DPAC	Committee	2	2	LDO, DEO, VDC and Municipality representatives , ASN staffs and VSO team
24	Training of Classroom Assistants	Persons	64	65	Classroom Assistants of two districts
25	Training to the teachers of early grade focused to the literacy and numeracy	Person	60	51	Teachers of early grades related to the languages and mathematics
26	Orientation to the teachers and classroom Assistants about the EGRA and EGMA	Person	70	66	Teachers of early grades, Classroom Assistants and community mobilizers
27	Role play on Street Drama	Person	30	25	Community mobilization, Classroom assistants and community people
28	Preparation of education materials from classroom Assistants	Person	65	30	Classroom Assistants
29	Support of classroom Assistants to facilitate the children of early grades in schools Jajarkot	Person	65	29	Classroom Assistants
30	Support of classrooms Assistants to the children of community to enhance their reading culture Jumla	Person	32	326	Classroom Assistants, children, Parent and Community Mobilizers of ASN
31	Preparation of structures for establishment of library	Schools	16	16	ASN staffs, Teachers and community people
32	Collection of books related to literacy and numeracy for establishment of library	Schools	16	16	Project manager of TTL, Room to Read and other team of ASN KTM
33	CCA conduction	Schools	95	95	Students, Teacher, Social Mobilizer
34	CCP files update	Schools	95	95	Students, Teacher, Social Mobilizer
35	Training of Primary Level Teachers on Child Friendly Initiatives	Teacher	60	60	Teachers

S.N	Activities	Unit	Target	Achievements	Nature of Participants
36	Teaching Learning Materials (TLM) Support to Schools	Schools	96	96	Schools
37	TRG Meeting	Times	2	2	Teachers
38	Exposure visit and workshop of 96 Head Teachers	Teacher	60	60	Acting District Education Officer, Section officer, Resource person, School Management Committee Members, Parents Teacher Association Members.
39	Community Collectives Formation and Mobilization (Mothers Group, child club ,and teachers resource group meeting, parents teacher meeting)	Time	300	300	Women, children, parents, teachers ,Social Mobilizer
40	4 District Project Advisory Committee Meeting	Time	2	2	Local development officer, Program Officer of District Development Officer ,Women Development Officer , Acting District Education Officer, project staff
Livelihood					
1	Community Mobilization Drive	Times	26	26	Social Mobilizer, project staff
2	Formation of alumni clubs and meeting	Times	6	6	Alumni of Ilead, project staff.
3	Employers meeting	Times	6	6	Potential Employers and , project staffs
4	Personality mapping and performance tracking (GCE, guest lecture)	Times	35	35	Trainees of different Trades, Guest

Project-wise Progress Status (Thematic Area-wise)

Education-Theme

"Sisters for Sisters' Education in Nepal (Baini Shiksha ko Lagi Didi Karyakram)"

With an objective of improving enrollment, retention and learning achievement of the marginalized girls, Aasaman Nepal has been implementing this project in Dhading and Parsa districts since March, 2013. The project covers 24 school catchment areas. The direct beneficiaries of the project are the little sisters who are either studying in lower secondary level or have dropped out from the school from the grades 1-4. They were identified as the marginalized girls on the basis of their ethnic and economic background during the baseline survey. EGRA and EGMA tests were also conducted during the baseline survey which also identified them as the lower performing girls and, thereby, targeting them as the group/beneficiaries of the project.

Major apparatus of the project are: big sisters, community mobilizers, Bridge Class/Learning Support Class (LSCF), Adult Champions and International Volunteer Expert (IVE) who are outright engaged in project activities by facilitating various roles and responsibilities.

Major Achievements under this Project from March 2014- February 2015:

- **Bridge Class Facilitator Training:** In order to meet the activity milestone output one-"1159 extremely marginalized girls fulfill their right to quality education and complete their basic education", bridge class/learning support class should be conducted for out of school and lower performing girls in the four different districts where the GEC program is being implemented. As Aasaman is implementing GEC's program, "Sisters for Sisters' Education" in Dhading and Parsa, the process of selecting out of school children was carried out. 240 Out Of School Children (OOSC)

were identified in Parsa. Since the community mobilizers in Dhading could not find any out of school girl in the catchment areas, 240 lower performing girls were identified for the learning support class. As per the project requirement, 12 bridge class facilitators were selected from 12 catchment areas who would be facilitating the bridge classes. 9 days training was conducted in each of the districts with the purpose of enhancing the facilitators' ability to run the bridge class and have complete knowledge of the concept of bridge class. This will lead to the enrollment of bridge class students (who have dropped out at grades 1, 2, and 3 or never went to school) in grade 4. The training was organized in June, 2014.

- **Big Sister training:** For enhancing capacity of big sisters, 3 day training was successfully completed for 80 big sisters in each of the two districts; Dhading and Parsa. They were selected from 12 school catchment area. The big sister training was organized in different sessions as the number of big sisters is 80 and providing training to all of them at a time could not have been very fruitful. The training was completed in two districts in the month of June, 2014. The main theme of discussion and brainstorming was gender under which the facilitator facilitated the discussions on gender roles, women's' access, empowerment, equity, equality, violence against women, blaming culture and discrimination. In Dhading, with the support of an IVE, they used a diversity of training methods like a digital story about violence against women in Nepal, a video.
- **Adult Champion Training:** With an objective of enhancing the capacity of the 36 adult champions to guide and support big sisters in each district, a three-day Adult Champion Training was organized in Dhading and Parsa districts respectively on July 2014. The training



was facilitated by the district coordinator and the professional mentor. It had the same content as Big Sister training. Training manual was provided by Shtrii-Shakti, the resource organization.

- **School events:** 12 school events were organized in each district from November to December 2014 in order to allow the little sisters to showcase their talents in front of their teachers, colleagues and community. The students were engaged in sports, drawing competition, dancing, singing and other extracurricular activities. All participants were provided prizes for participating. In some of the catchment areas, even boys were willing to participate with girls; hence, they were also provided the platform to showcase their talents.
- **Teacher training on gender:** The 48 subject teachers of each district were provided the training by teacher trainer IVE from July to August 2014 on how to teach in a gender friendly manner, and to create gender sensitive environment within the school premises. The training was provided in each of the project treatment schools.
- **Best school visit:** The 12 focal teachers of each district visited the best schools of the district on January 2015. The criteria to select the best schools were; clean environment, gender and child friendly teaching method and physical infrastructure and well functioning of SMC/PTA. Therefore, the schools were selected and focal teachers along with District coordinators, Professional Mentor and IVE teacher trainer visited the schools to go after the best practices.

Immediate Outputs and Effects realized from the Project:

- 12 bridge class facilitators trained on conducting non-formal classes and developed the confidence after receiving training that 15-20 students' size class can be run comfortably by themselves.
- 80 big sisters had their mentoring skills enhanced. Each big sister convinced, at least, one parent to send their daughter to school within two months after the training. Within 3-4 months, they were able to write the case studies of the little sisters whom they motivated for sending them to school after identifying the root causes of not going to school regularly.
- More than 200 little sisters in one district showcased their talents in front of the school and community, which increased their will power and confidence level.
- After the teacher training in gender, 48 teachers of Dhading and Parsa districts agreed to follow the gender friendly teaching method in their classrooms. They also prepared the action plan after the training, which incorporated the gender friendly components.
- After the visit to the best school of the district, the focal teachers noted down and shared the best practices they observed in the schools. Then they picked the 3 best practices and agreed to replicate in their own schools.

Best Practices realized from the Project:

- **Community dialogue:** Since community is one of the major stakeholders and the beneficiaries of the project, frequent community dialogues as a part of the program can be viewed as one of the best practices of the project. In the community dialogues, informal discussions are facilitated by the mobilizers in the community where they invite parents of the little sisters to engage them in dialogues about how the project is benefitting them, what changes they have experienced and how they want to involve themselves as the major stakeholders. One of the objectives of the community dialogue is also to impart awareness among the parents on the importance of education through documentary and theatre. There are altogether 12 community dialogues in two districts in a year.
- **Learning Support class:** Low performing girls can directly benefit through the learning support classes which makes it projects' one of the best practices. There are 12 learning support classes running in Dhading for the low performing girls from grades 2-4. There is one facilitator per class who helps the girls with their studies. The time and attention which the girls cannot get from their teachers is provided by the facilitators to these girls. Facilitators are trained by Aasaman to teach in child friendly manner
- **Best school visit:** 12 focal teachers of each district are taken to visit the best school of the district so that they can learn the best practices and apply in their schools. The criteria to select the best school are; child friendly environment, basic physical infrastructures, gender friendly teaching and infrastructure, clean and hygienic environment and good/functional SMC/PTA. The 12 focal teachers list down 3 best and feasible

practices they have observed about the school and then they agree to propose those practices in their own school. Since it is the practical method to involve the major stakeholder i.e. the focal teachers in meeting the project's objective of quality education delivery. Hence, this practice can be considered one of the best practices of the project.

Main Challenges:

- **Rigid timeframe for the milestones:** The project staffs are supposed to fulfill, definite sets of milestones on a quarterly basis which, sometimes, becomes difficult due to practical problems like festive season, monsoon or delay in budget approval. However, the project staffs are dedicated towards achieving the milestones to fulfill the objectives as much as possible.
- **Geographical difficulty:** Dhading District's treatment schools are in remote areas like Baseri, Jogimara and Salyantar. Due to geographical remoteness, it has made the programs more costly, since to transport the materials to the respective VDCs incurs higher transportation cost. The frequency of field visits in these areas becomes slim due to their difficult geographical location.
- **Difficulty in maintain Coordination with stakeholders:** The project involves partnership with multiple stakeholders at both local and district level. The project has 80 big sisters, 36 adult champions, HTs, focal teachers, RPs, SMC/PTAs at local level and DEO at district level. Coordinating and maintaining working relationship with the stakeholders can be challenging because of their unavailability, lack of understanding of project objectives and expectations. It is a challenging task to collaborate with the stakeholders in the districts.





Case Studies |

Knowing We are Born Equal and Living It

Mr. Shiva Pariyar from Gorkha used to live with his wife Manju and daughter Sangita. The couple worked in others' field for their livelihood. The family was so poor that Mr. Pariyar had to send one of his three daughters to Kathmandu to earn for their family's sustenance. They had to leave Gorkha in search of good job for better livelihood. Things became worse for Mrs. Pariyar after the untimely demise of her husband. Now they live in someone else's house in Salyantar, Dhading. Daughter Sangita studies in Salyantar Higher Secondary school in grade 5. After the death of her husband, she was not even able to make citizenship card for herself. She says, "Even though I m physically weak, I work very hard to earn to support my daughter's study and it's not being enough for her." Furthermore, she adds, "If the house owner asks us to leave, we don't have any place to live but I am so satisfied with my daughter's study that I am least worried about it."



It has not been long since Sangita was quite hesitant to go to school and participate in school activities. She was often bullied by her fellow classmates because of her being a Dalit. The so-called "lower castes" have to face this problem in Nepal frequently because of lack of awareness and existing superstition. Her family and teachers were not aware of the actual reason behind her not going to the school. Today, she believes that her performance in the classroom has improved. She no more wants to miss a single class now because Muna Shrestha, one of our big sisters supports in creating favorable environment for her to be able to study and participate in all kinds of school activities. Muna was also the one to identify the reason through continuous interaction with Sangita. Sangita says, "Muna sister visits my home and motivates me to study further. She also visited my school and persuaded my friends to stop discriminating and bullying me. I share my problems with her and she provides proper guidance to solve them." Big sister has also been helping with her homework.

Big sister has bonded well with the little sisters like Sangita. The counseling and guidance has proved to be a great input for their study. The teachers are also glad to see their students becoming regular in the school.

Nowadays, she completes her homework every day. She can speak for herself. She performed quite amazingly in the school event program. Sangita says, "We all are equal. Nobody can discriminate me because we were born equal". The head teacher BalKumari Shrestha is really thankful towards this project for motivating little sisters and supporting in their education.

Teaching to Learn Project

The project is being implemented by the joint intervention of Aasaman Nepal and VSO Nepal in Jajarkot and Jumla Districts of Nepal with the financial and technical support from European Union for a period of three years beginning from March 2014 and ending on December 2016. The main objective of the project is to improve the learning achievement of early grade students and it concentrates on the transition from 'learning to read to reading to learn' by improving quality of teaching and learning of marginalized children by creating child-friendly learning environment and strengthening teachers capacity.

Major Achievements under this Project from March 2014-February 2015:

Despite the MOU was signed between VSO and ASN on March 2014, the project started smoothly from only middle of the June 2014 due to three months time spent on selection process of district staffs and to finalize the working schools. However, following activities are accomplished during the project intervention:

School Identification

Altogether, 16 schools – 8 each in Jumla and Jajarkot District respectively were selected in coordination with DEO of concerned district, and on the basis of Flash Reports. Schools with low performance were given priority while selecting. ASN has implemented various activities to enhance the literacy and



numeracy skill of the early grade children in those 16 selected schools.

Project Start-up Orientation

After the completion of school selection process, one-day project start-up orientation was held on 21 June 2014 in Jajarkot and on 4 July 2014 in Jumla, respectively. In both districts, participants were of similar background. They were HTs and SMC members of schools, Journalists, DEO, LDO, RPs, VDC secretaries of working VDCs, district and central team of both VSO and ASN and representatives of various political party and other stakeholders of the districts. In the orientation, all the participants were shared and familiarized with the TTL project and description of its implementing agencies and working area. They were also informed about the roles of ASN. On the whole, 53 and 72 persons participated in Jajarkot and Jumla Districts, respectively.

Household Survey

Social mobilizers in both districts were deployed for carrying out household survey in a given format to map out the situation of school going children and out-of-school-children. It took more than one month to visit all households within the catchment area of working schools. In Jajarkot district, there were totally 1365 households within the catchment area of eight working schools, whereas in Jumla, a total of 847 households were surveyed. Prior to the survey, Social Mobilizers were given orientation on administering survey questionnaires. The survey thus conducted illustrates that in Jumla district, there are 1995 school going children, 31 out-of-school-children, out of which 24 are boys and 7 are girls. In Jajarkot district, according to household survey report, 47 were found out-of-school-children, with 31 boys and 16 girls. More than 50% of out of school children are from Dalit community. According to survey the main cause of not going school is poverty and the children. Most of the children who have crossed 16 have started to do seasonal labor work and earn pocket money for themselves. The Community mobilizers of ASN Jumla motivated two out-of-school-children to continue the school. Both of them were boys and were dropped out earlier from the school.

EGRA and EGMA

In order to implement 'Teaching to Learn' project it is required to carry out this baseline survey and the contract was awarded by VSO to National Institutes for Research and Training (NIRT). The baseline survey and analysis has been done to make it

consistent with the Early Grade Reading Assessment (EGRA) that was conducted by MOE/USAID.

Out of eight program schools, five were selected purposively in Jajarkot district, representing different locations. Altogether, 122 students were taken for the assessment from the program schools selecting almost equal number of students from each grade (2 and 3) and from both gender. In addition, three other schools were selected as control school where altogether 59 students were selected with almost equal number of students from each grade and each gender. Similarly, 6 program schools and 2 control schools were selected in Jumla, for the EGRA and EGMA assessment in Jumla. Out of total sample students, two third were selected from program school and one third from control school.

To collect the perceptions of concerned stakeholders, FGDs and KII were conducted in few locations in both districts. The participants included teacher, parents, head teachers, SMC/PTA members, and local people of the community. Discussions were done with the District Education Officer (DEO) as well. The final report of this assessment is completed and shared.

Formation and Mobilization of Community Campaign Group

A seven members committee is formed of the guardians within the community of each school. A meeting with all stakeholders of the community was organized and seven members committee was formed from the decision of this meeting. All members of this group are oriented about their roles and responsibilities for this project. Basically, they are oriented and mobilized to support for the literacy of the children.

In Jumla, each committee was oriented separately within their community and in Jajarkot it was conducted on 13 October 2014 inviting all members in Khalanga. They were oriented about their roles, collected their expectations. They have started to monitor the schools, observe the regularity of both teachers and students and the teaching learning process. They share their views, provide recommendation and raise the voice against the irregularity of teachers.

They have started to monitor the regularity of both teachers and students. ASN organizes regular monthly meeting with each committee separately. CMs facilitate each meeting and share their experiences and prepare further planning with

them. The CECC members have started to visit the parents of irregular children and encourage them to send the children regularly. The CEC of Tribhuban LSS Risang identified the community, where many children are irregular and now all they have started to be regular.

Community Volunteers established as Classroom Assistants (CAs)

Thirty two members of community volunteers are selected in each district by involving the students studying in the education faculty of +2 levels. These cohorts of community volunteers or classroom assistants support to develop a reading culture in the community/school and provide support to the children at risk of dropping out.

The students who are interested towards volunteer work and can provide their service to children without any cost are selected as volunteers. The Higher secondary schools with Education faculty running in the districts near the working schools were selected.

Training of Community Volunteers and their volunteer work

Four-day training for community volunteers was organized from 8-11 November 2014 and from 10-13 November 2014 in Jumla and Jajarkot Districts respectively. The VSO volunteers of both districts supported to prepare the training contents and facilitate the training. Thirty two volunteers of Jumla and 33 of Jajarkot actively participated in the training and they learned a lot about the teaching learning process. The training was concluded in coordination with concerned DEO, ETC of Jumla and Lead Resource of Jajarkot to inform about the training and seeking their roles as a facilitator.

Teachers of Early Grades trained on theories of Child Development and Learning

Four-day training was organized in both districts on Literacy and Numeracy combined with innovative methods while teaching in early grades. It was organized from 19 to 22 November 2014 and from 1st to 4th December 2014 in Jumla and Jajarkot Districts, respectively. The training was focused for the language and math teachers of primary level. They were facilitated about the child friendly and child centered teaching methodology to use in classroom. Simultaneously, they also learned to prepare no cost and low cost educational material and use it according to the requirement. The trained teachers of Jajarkot have started to practice their

skill gained from the training inside the classrooms. The schools of Jumla were remained closed for two months after the completion of the training.

Establishment of Simple Break-time “Libraries” to encourage interest of Children

In consultation with VSO team, break-time libraries are set-up in both districts with design of wooden frame. It was decided to prepare two types of structures. One is cupboard where the books are remained protected and another is display rack. The teachers and child club will support to display different books in display rack and it will be mobilized from classrooms to playground to establish the reading habit of children. The books will be changed every once a week and it will be ensured that all children have gained knowledge and enjoyed with it. The children will be encouraged to study the books and enjoy with learning.

It is coordinated with different organizations to collect the books and their publications. Room to read has provided support to 10 schools for Jumla and 5 for Jajarkot. They have sent 250 books per school. For the remaining six schools of both districts (3/3) ASN has purchased the books from ECEC. All 16 Schools received the books in districts and planning will be done in coordination with schools to mobilize child clubs and CAs for managing the library effectively.

Mobilization of Child Clubs to establish Extracurricular Activities (ECA)

Child clubs in each school is formed and previous clubs of schools are reformed and activated as well. In working schools of Jumla, an 11 member child club is formed in six schools. But in Kartikwaswami and Janajyoti, a 13 member committee is developed. All members of each school are oriented about their roles and responsibilities. ASN staffs of the districts supported them to prepare the planning, meeting minutes and organize the different ECA activities and wall magazine. In Jajarkot district, there is no uniformity in composition and numbers of membership of child clubs. In BheriTribeni, 24 are members and other Hanuman Pravi and DipendraPravi have developed inclusive type of clubs including the disable children.

In Jumla and Jajarkot the members of child club were oriented in their schools from the district staffs team. They organized the orientation separately in each school. In Jajarkot, it was organized from 7-22 September 2014, and in Jumla district, it was

conducted from 6-16 August 2014.

Child clubs are mobilized to promote ECA activities in schools. Aasaman Nepal facilitated working schools of both districts to run ECA activities on each Friday. ASN discussed with the members of child club to plan the activities for ECA which will support to enhance the literacy and numeracy skills of children. They prepared the list of ECA activities and shared with schools. In both districts, schools have started to organize ECA activities on every Friday. The regular activities held repeatedly in all schools are quiz contest, math race, lokgeet, Kapardi etc. Child club of each school prepared wall magazine once a month collecting different creativity of the children.

Formation of DPAC and Meeting with DPAC members

In both Jumla and Jajarkot Districts, DPAC is formed which is chaired by Local Development Officer. In Jajarkot, DPAC is formed with 11 members and 14 members in Jumla district representing from various district level organizations. The main purpose of the DPAC formation was to share the learning and challenges of the project with them and receive their support and advice to run the activities effectively. A meeting is held in both districts during the formation time and shared with them about the working modalities of the organization and project.

Stakeholder Review Meeting in District

ASN organized one day review meeting with the related stakeholders and updated the progress status of the project and planning of upcoming days, their responsibilities and received the feedback and suggestions from them.

In both districts, the review meeting was organized on 24 September 2014. The participants were head teachers of each working school, RPs, DEO, the representatives of ETC, VDC secretaries of working VDCs and school supervisors. Altogether, 39 persons including 20 from Jumla and 19 from Jajarkot attended the meeting. In both districts, discussion was done on different methods to promote and improve the quality education. They have developed the commitment paper of ten points to promote quality education and all participants have signed it to follow up.

Best Practices realized from the Project:

- Child clubs are mobilized to design and develop the ECA, which has developed their capacity to make decision and prepare plan.

- Classroom Assistants are motivated to provide their services free of cost. They contribute their time and skill to increase the literacy and numeracy skill of early grade children.
- Community Education Campaign groups are oriented about the roles of parents to enhance the quality of education. The CEC groups' are playing vital role to aware the community people voluntarily and have recognized the requirement of the parents' mobilization to promote the quality education.
- Break- time libraries are set-up in each school. Display rack with books is carried and kept to in front of children to encourage them for reading and develop their reading habit.
- ASN has coordinated with Room to Read to request for books for library establishment. It supported more than 2500 books for the working schools of both districts. Nana's House is going to

support stationary and other required materials for 20-25 out-of-school children of Jumla.

Main Challenges:

- There is no provision of financial support to mobilize Community Education Campaign and Classroom Assistants. It is hard to retain them till the project period and beyond then as well.
- Difficult to present physically in districts and monitor regularly due to far distance and fixed amount of travel cost.
- Schools and stakeholders have expected more physical support from the project. Project has emphasized to the technical support to teachers and school.



Case Studies |

A Case Study of Out-of-School-Children

Rajan Nepali, a resident of Depalgaun VDC left his school when he was in grade seven due to poverty and bad company. But now he is back to school and enjoys study. His father is a farmer and is always busy working in the field. When Rajan was reading in class seven, he was dropped out from the school. It was difficult for his father to run the house, so he sent his elder son Harsha Sarki to India to earn money, but sent two of his sons to school. Even in that situation, he was regular to school and he was good in his study. After some time, he used to spend more time with friends rather than school. They started fleeing from school and went to the bazaar. They started to go to the river side for swimming in school time. Sometimes, they did some part time labor work (packaging and carrying apples) and made some money. Gradually, he started enjoying with friends rather than school. Finally, he completely left the school.

Rajan now regularly goes to school and even attended the final exam with the effort of one of our community mobilizer Laxmi Ram Sarki. How he brought Rajan back in the school? Being a dalit and a local resident, he had closely analyzed the circumstances of his community.

Laxmiram SM of ASN went to Rajan house frequently, more than two to three times in a day and met his father, he was quite anxious as his older son left the school and went to India, and now Rajan also doesn't want to go to school. He shared that "I have not stopped him from going to school; I don't want him to be like me". He met Rajan as well and Rajan was quite regretting on his own useless activities. He agreed to go to school but he felt ashamed. After that, Laxmiram visited one of ASN's working school Satyabadi Ma Vi and talked with the headmaster to bring Rajan back in school. He advised CM to bring him in school. Now Rajan attended the final exam of grade six. He feels very happy and has started to go to school with new hopes.



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B2B Project (Back to Basic)

Aasaman is implementing B2B project in Baglung and Saptari districts with the purpose of creating a child friendly and joyful learning atmosphere for the underachievers in primary schools. This project is supported by Aide et Action International Nepal.

Major Achievements under this Project from March 2014-February 2015:

Development and Practice of Child Centric Plan (CCP)

Through this CCP, each child identified with low competency level have a plan for themselves as a route map about how to support a child to enhance competency levels, what kind of initiative the teacher need to take to ensure that the child follows the plan and what role other stakeholders like parents and peer group need to take up in support of the child. In this context, followings are accomplished:

- Practice started in 96 Schools with proactive support of the Teachers Resource Group and community members.
- CCP now integrated with Continuous Assessment System (CAS) which is government's system of assessing the learning achievement of children.
- TRG members and social mobilizers were also oriented in CAS which has helped to practice more comprehensive learning approaches among the children.



B2B Orientation to TRG members

Two sessions of orientation (one in Saptari and one in Baglung) were conducted to orient the TRG members on B2B processes. During the orientation, major focus were the concept of CCA, CCP, the role of community level collectives, role of teachers and schools, role of PTA and SMC, and government provisions and entitlements in educational sector. A total of 91 members of TRG were oriented.

Run for Inclusion

This event was organized on November 23, 2014 with the objective of empowering people for discrimination free and integrated society in Baglung, Siraha and Saptari districts. The run was organized by involving 779 participants in Baglung, 600 in Siraha and 600 in Saptari districts respectively.

Training of Primary Level Teachers on Child Friendly Initiatives

Altogether, 96 teachers were provided this training with the major objective of the training to make the teachers familiar with concept of child friendly schools, to impart the knowledge on importance of child friendly learning, to impart knowledge and skills against corporal punishment in classroom, to enable the teachers toward utilizing local resources for child friendly learning, to familiarize them with joyful learning, and to enable teachers to develop teaching learning materials at local level.

Teaching Learning Materials (TLM) Support to Schools

The 96 project schools were provided with learning materials including map, scale, chart, board, abacus, scissors, papers, pencils, colors, pencil cutter which could be utilized for child friendly learning process in the classroom. The schools were consulted by the social mobilizers to assess the existing TLM in the schools and their needs. As per the consultation with the teachers, the list of TLM was developed and distributed to the schools.

TRG Meeting

The meetings of teacher resource groups were held once in every two months as planned. The major agenda during the meeting was sharing of the good practices in the schools, sharing of learning from the training, identifying the irregular/out of school children and consulting the parents to make them send their children to schools. It was the initiative of the TRG members that led to admission of more than 500 out of school children.

Exposure Visit and Workshop for Head Teachers

Altogether, 70 head teachers including project staff from Baglung and Saptari were facilitated to exposure visit to one model school in the districts. In Baglung, the exposure visit was to Ganesh Secondary School at Narayansthan Village Development Committee. This is among the few schools which have effectively adopted English medium teaching/learning and has 100% results in SLC exam. In Saptari, Kamlipur Lower Secondary School was chosen for exposure visit which has similar type of performance to educate the children.

Joint Review Meeting in Schools

Joint review meeting of the members of school management committee, primary level teachers, mothers group's members, TRG members, child club members, local level leaders and parents were conducted in each project schools.

Immediate Outputs and Effects realized from the Project:

- CCP functional in all 96 project schools and it has helped to trace out weakness of children and serves as road map to develop further plan for improvement of each individual child.
- 96 members of TRG (one member from each school) trained.
- Run rally empowered more than 2282 people.
- Total of 96 teachers have received training on child friendly teaching method. This has enabled the teacher to impart teaching skills, and imparted skills has been implemented in classroom for better learning of children.
- There are a total of 96 members in these groups. The TRG was instrumental in the admission of 500 out of school children
- 70 head teachers participated in exposure visit though. However, the qualitative outcome of the visit was significant as the head teachers are trying to replicate good practices they have seen now.
- Joint review meetings were conducted in all 96 schools. However, it was learnt that involving representatives from DEO would make it more effective as DEO is responsible for overall management of the school system in the district.

Capacity Building Workshop for I/NGOs on “Planning Effective Delivery of Education in a Future Federal State”

In coordination with Aasaman Ministry of Education (MOE) organized two events of workshop with support from UNESCO Nepal i.e. one in Lahan and Siraha from 30-31 August 2014 and the next in Pokhara, Kaski from 17-18 September 2014, respectively.

Major Achievements under this Project from January 2014- February 2015:

The main purpose of the workshop was to increase understanding of the participants on how education should be planned in a federal structure of Nepal. The workshop wanted to collect feedbacks from the participants on education model in federalism, create awareness and understanding amongst the stakeholders, and discuss the implications of the future federal state structure in planning and managing education, establish options for inclusive coordination mechanisms during any potential future transition and put in place the resources for planning and building the capacity of main stakeholders.

The participants of the workshop held in Lahan, Siraha were from Morang, Dhanusha, Udaypur, Sindhuli and Siraha Districts. And the participants of Pokhara workshop were from Kaski, Tanahu,

Lamjung, Baglung and Parbat Districts. A total of 81 participants and four resource persons representing various government and non-government organizations and institutions attended the workshop.

Major outcomes derived from the workshop were: Increased understanding of the participants of "Education in a Federal Structure of Nepal", and Collection of feedbacks from the participants on Education Model for Federalism. In addition, meaningful discussion followed by the presentations of both workshops. Discussions thus held on "Education and Federalism in Nepal: Process, Summary and Future Steps, emphasized and agreed the following points:

- There are the examples of good schools which operate without external funding,
- Local initiative is more important than the state's policy,
- There should be uniformity in the ages of the students who are being enrolled,
- Children tracking system is very confusing and complicated in Nepal, which should be improved,
- Nepalese students are good in mathematics and science globally but not good in language, social studies which shows that we lack values; there is gap in our mindset and attitude,
- Our education system already has gaps and areas of improvement, thus it is possible that planning it in new federal structure may happen to be more complicated process,
- It is crucial that we raise concern about how our curriculum will be linked with social and domestic needs, and
- Curriculum in federal structure will be developed based on knowledge, skill, attitude and practice.

Under Livelihood/ Natural Resource Management -Theme

Initiative for Livelihood Education and Development (iLEAD)

Aasaman is implementing iLEAD project in Baglung, Siraha and Saptari Districts with the aim of increasing access of youths from excluded, marginalized and dalits to livelihood education and development through life skills and personal development. This project is supported by Aide et Action International Nepal.

Major Achievements under this Project from January 2014- February 2015:

Soft Skill Classes and Industrial Visit

A total of 40 sessions were conducted under soft skills and GCE by covering leadership skills, communication skills, job interview orientation, writing bio-data, HIV awareness, road safety and rights to information. Under GCE, gender sensitivity, peace and conflicts, role of youth, and inclusive education session were also conducted. As part of the training, 12 exposure visits were organized for the trainees' in house wiring, mobile phone repairing, and motor cycle mechanic. These visits were concluded in facilitation of iLEAD center and Federation of Nepalese Chambers of Commerce and Industries (FNCCI).

Community Mobilization Drive

A total of 35 Community Mobilization Drive (CMD) meetings were conducted to disseminate the information on iLEAD to the targeted community which helped to increase the number of youths in iLEAD from the target community. During CMD, community members were made known to the iLEAD program and benefits of getting skill training under iLEAD. Out of 900 community members, 517 were linked with iLEAD center to receive training on different trades.

Networking with Employers

Youth's frequent coordination and communication with employers and networking with government agencies created opportunities to iLEAD graduates to be placed on job and to start their own business. An agreement has been made between Aasaman Nepal, and FNCCI, in both districts to make iLEAD function more effective. iLEAD center also signed an MoU with Cottage and Small Industry Development Committee (CSIDC), Baglung District to support the iLEAD graduates who want to start their own business.

Formation of Alumni Clubs and meeting

An 11 member iLEAD alumni executive committee was formed in both iLEAD centers and meeting was conducted. More than 200 youths who were trained in iLEAD centers are the members of alumni. Altogether, 2 meetings in each center were conducted. The major agenda of the meeting was to develop cooperation between alumni and iLEAD centers

Affiliation received from CTEVT

Aasaman Nepal is affiliated with Council of Technical Education and Vocational Training (CTEVT) and has received affiliation letter on 19 January 2015 for conducting the short courses training in 4 trades such as Tailoring, Electrician, Mobile Repairing, Automobile repairing.

Immediate Outputs and Effects realized from the Project:

- Soft skill classes contributed to iLEAD graduates in personality development.
- iLEAD graduates started their own business.
- Currently the alumni members are supporting iLEAD in community mobilization drive, OJT and placement of the iLEAD trainees.



Case Studies |

Positive and expectant, yet she is deserted

Kasturi Pariyar is the inhabitant of Paiyupata -06, Baglung and student of BalPrabha Primary Secondary School. She lives with her aunt and brother as her mother passed away earlier and her father got married and migrated to India with his second wife. An innocent child girl of 8 was to be left alone at home, since her aunt works on daily wages basis for their livelihood.

Kasturi is a less outspoken child in school where she does not interact with any of her friends, remains shy and alone most of time and developed herself so stubborn. She presents herself in school in untidy form, disobeys the teachers, creates conflict among friend and always lacks concentration on her study. Henceforth, our social mobilizer met her and she was under continuous assessment facilitated by them and formation of child club supported by discussion held in different imperative topics like hygiene, child rights and education.

Life changes when efforts are made, her positive behavior reflects today, she is quite interactive with her friends and amused of playing, remains cheerful every time and take lead in many activities, cope up with friends and teacher, maintains discipline and good at her study as well.

In her word she thanks to Aasaman Nepal for spreading smile in her tiny lips and delegating her such fascinating childhood.



Aasaman Nepal Motivated to Live

Aasaram Shah, a resident of Lahan Municipality wards no. 3, Siraha district was raised by his single mother after the death of his father Jagdev Shah. Her mother was struggling with difficulties during that period. He and his mother are the only two members in his family owing only about 5 kattha land in the name of property which was merely sufficient for their survival. Despite this harsh economic situation, how he reached up to class 12 and began depressing and exhausted of life, and finally he could not pass out in the final examination. This way, he was detached himself from the study and started wandering around markets without job and no motivation to live.



After some days, he met our project staff during the conduction of CMD and motivated with the required information and followed the procedure of enrollment. Fortunately he got selected on house wiring training of 4 months. He was fully devoted to learn skills during the training period. After all, he was adjudged best in the performance in the class. Consequently, he got a job opportunity immediately after the training. Now he is earning Rs. 4500 to 6000 monthly. There was no bond of joys when he handed over his first salary to his mother. Both of them welcome the happiness with smile in their face. His mother got support from him and now he got new life to live. They are happy with the new sunrise which subsidies their difficulties. He expresses his interest to learn the advanced course and to start own workshop in near future after saving few amount. His mother thanks Aasaman Nepal for running such trainings which changed their lives.

Aasaram in his words says "it's actually painful and misfortune when shadow of father is removed from a child. I grew up seeing my mother crying every single night. when I was supported by such circumstances I lost motive to live, but now motive of my life was gifted by Aasaman Nepal and today I found worth of living my life when I took over responsibility of my mother. An inch of smile increases in my face when I see my mother smiling and all the credit goes to Aasaman Nepal and I am grateful towards it.

Basic Education Improvement in Support of School Sector Reform Program in Nepal

Aasaman is implementing this project from June 2012 to December 2014 in Dhanusha, Mahottari, Sarlahi and Dhading Districts with the financial and technical support of JICA.

Major Achievements under this Project from January 2014- February 2015:

School Improvement Plan (SIP)

In coordination with DOE, CDC and NCED for RPs, Ss and NGOs staff, three level of training on SIP were completed. It helped to develop action plan and guideline jointly to conduct training RC level and school level to HT & SMC on SIP, at given time frame based on Better Schools, Better Teaching & Better Learning concept. Based on the guideline and structure, Head teachers & SMCs planned to develop SIP in their own school based on four steps: (a) SIP preparation Meeting, b) Data collection through SSA and draft preparation, c) Draft SIP sharing and Finalization Meeting, d) final print, approval and submitting.

Social Audit

Proper documentation, internal conflict, long dues and guidance was the main reason behind SA. District & RC level social audit training helped to understand about social audit & financial audit. Head teacher SMC and PTA member were invited at RC level training which helped to link school and community and motivated them to conduct SA through SAC. It was focused on educational issues rather than financial. For simplicity and easiness recommended to adopt these seven steps while conducting social audit i.e. a) current situation analysis between community & school, b) social audit committee formation, c) work distribution (HT/Teachers, SMC/PTA, SAC), d) data collection in social audit format & analysis (SIP, Community feedback, progress of students & school), e) feedback collection based on data & information, f) strategy for social audit conduction with code of conduct and g) parents gathering.

CEMIS

CEMIS is only a tool for community mobilization. For effective implementation of CEMIS seven members including data & information leader, dalit leader, women leader, disable leader, health leader, awareness leader & one coordinator of Toile Education Committee-TEC was formed. The motive and slogan was given them that "Sab Koi Padhu Aaga Badhu". TEC played leading role to collect data, tabulation and mapping of OOSC and linked it with school improvement plan. It helped to visualize the situation of education. Through participation of communities, 12 schools declared 100% enrolment. Now OOSC is reduced by 8.54%.

Continuous Assessment System (CAS)

CAS was major event of this program to increased learning achievement of children through diagnostic test, applying APPLE technique, daily diary maintain and class room management. It helped to teacher and student to interact in class, sharing and learning with positive feedback to enhance learning of children and improve teaching learning pedagogies of teacher. teacher have started to making note, maintaining students portfolios with keeping free writing, drawing, poem, copy of unit test and others which developed by students. Teacher made teaching group in class, applied lesson plan, used education materials and ask different question (APPLE Technique) in class for evaluating what they have taught and treated students based on finding of diagnostic and improve themselves.

Math Diagnostic Testing and Feedback

Feeling of teacher regarding diagnostic test (Math) was seemed dramatic. It helped teacher to internalize and improved them. It proven that "All can learn" everybody has potential. So if we teach base on their own capacity we can ensure learning to all. Now after teaching teacher reflect themselves, interact with students and found new ways to provide them effective learning. Now they say, "they are starting to leaning than teaching".

Active Teaching and Learning (ATL)- EGRM

Early Grade Reading & Moths Skills (EGRM) Training helped to grade 1 & 2 teacher on reading, writing, listening and speaking skills, which is ultimately important for the students. The reading competency like phonological awareness, letter knowledge, vocabulary, reading fluency and comprehensive are the key issue of grade 1 & 2 students.



Case Studies |

Classroom Construction and Resource Mobilization

There is not SMC in Shree Bhirab Janata PS school Bikrampur of Dhanusha. The reason behind was recruitment of 2 (PCF and RAHAT) teacher. School had got 2 quotas from DEO Dhanusha. They couldn't make consensus among community. People blamed that the ex-SMC and recruited teachers without any concern and legality. After a long time the quotas was laps. Even there are just 2 rooms and 2 teachers for grade 1 to 5.

This case was happened just before selection of the school under SSRP program. An introductory program at school has been held and informed in details about the project with construction of 2 rooms. All things were going well but when it was tried to form SMC or construction committee for construction work as well as overall improvement of education not succeeds. Political pressure highly affected, every party were interested to nominate their own cadre in SMC. After a long effort of DEOs and ASN construction committee has been formed but some people have registered a case against the committee at DAO.

To solve the case, number of dialogues, discussions and meetings have been held by Social Mobilizer, RPs & Head Teacher with community people. The disputes were not settled by the dialogue since there were two opponents formed; one is led by Ram Krishna Yadav, leader of Nepali congress and other by the Ram Chandra Mandal Maoist party. This case was not only limited to the district level but also in central level as a political issue. Various threatens were faced. The construction work got delayed day by day. A meeting was called at school with the participation of Engineer, Resource Persons and program officer from ASN including key persons of political parties. Finally, all of them agreed to start construction work within 7 days for the wellbeing of children under supervision of construction committee & key persons of community.

The construction work started smoothly. They collected Rs. 50000 from VDCs, Rs. 5000 Selling Fish & Rs 30000 from wood. The school has completed the work with 8th position out of 40 schools. Rest materials (bricks, sand, aggregate and other) used for boundary wall in the schools.

In same time the committee has made 3 rooms thatch roof in the assistance of community and school. Now they have managed 2 volunteer teachers from VDCs fund.

Child Club related activities

That has been made children more responsive to improve the situation in class room. Student has practicing freely to organize quizzes, rally, competition and different type of extracurricular activities facilitated by teacher. They have solved some problems in school and making a pressure to the community to enhance the quality education and their participation regarding school improvement. For sustainability and making independent, ASN has supported to affiliate with DCWB and registered in VDCs. All child clubs has been provided CRC training. They are conducting regular meeting and assisting those children who is absent, irregular and out of school.

Collaboration with District Education Office (DEO)

Quarterly meeting, joint monitoring and frequent field visit and sharing helped and strengthen each other. DEO was the immediate stakeholder in the program implementation from start to end of the project. All RPs have been involved in the selection of school for this project from their own RCs. Quarterly meeting helped to create platform of sharing, discussion, and learning through processes. All RPs and SSs shared their role & responsibility in the quarterly meeting. The communication was clear among ASN, DEOs and SCI. The working modality helped to increase ownership of DEOs. Each RPs was motivated to make at least 2 schools as a model in each resource centre and replicate at other school in the RC by sharing in HT meeting.

Immediate Outputs and Effects realized from the Project:

- 40 schools had made action plan and applied minimum agreed common points in their school & each schools had made their SIP for 5 years.
- 19 schools head teacher was distributed diary to teacher for the preparation lesson plan & key information related chapter,
- 17 schools had prepared and practiced lesson plan in the class room,
- 23 schools was rearranged sitting in class rooms,
- 21 schools was focused in group and using local materials during teaching,
- 7 schools was used dustbin in class room,
- 21 schools monitoring code of conduct in the schools.
- All 40 school have completed three minimum activities with no cost and low cost activities like extra activities, parents gathering, social audit, class room management, staff meeting, code

of conduct, local education materials, home visit, enrollment campaign, book corner, extra activities, repair, boundary, toilet according to plan..

- 7 schools have displayed their annual plan on wall.
- 8 schools maintaining teacher & student attendance board for the regularity.
- Community monitoring SIP pan activities & suggestion and recommendation to schools & SMC.
- 3 school established 1st aid kit in the support of health post.
- 3 schools planted tree for greenery.
- 36 schools had distributed scholarship to the students properly.
- 34 school practicing compulsory school dress for teacher and students
- After social audit, community takes interest on the education system in schools and mutual trust increased between school and community.

Social map of school catchments area address in SIP.

DEO publish CEMIS guideline and distributed all schools of Dhanusha District.

- Teacher has modified their teaching learning methods and strategies after finding the GAP in the students
- Teacher teach and reflect themselves on how students can learn more
- Teachers took different kinds of test in class (unit test, weekly test) and analyze and maintain diary and treat individuals and group as required.
- One day learning & sharing meeting on EGRM help to understand all the teachers.
- Writing skills was enhanced by reading competency of the student.
- In the class room students write free writing i.e. the poem, draw the picture and make a book.
- Child club started the extra activities i.e. quiz and contest distributed prize in every Friday.
- Establish system of maintaining minutes after each child club meeting.
- Léger period child club member inform to head teacher to send teacher in class.
- Irregular student home visit by the child club.
- Child Club publishes monthly newspaper.
- Child club facilitate to bring Tiffin in school.
- Local education materials develop by students.
- Code of conduct development by child clubs.
- Complaint and information box used by the child clubs.



Case Studies |

After Long Effort Community takes responsibility

Shree Bhirab Janata PS School Bikrampur of Dhanusha District at Aurahi VDC was selected for JICA SSRP project. Before the project, the school had only 2 teachers and 2 Rooms and 1 thatch. After the project intervention, two rooms are constructed, for which JICA supported construction materials, transportation cost and skilled labor. This construction work was done under direct supervision of DEO Dhanusha and Aasaman Nepal, which provided community mobilization. Due to lack of adequate classrooms, class 1, 2, and 3 students are taught combined in a single room, and class 4 & 5 are combined in next class where there is office room in a corner too. In case of Rahat, conflict erupted between SMC and community for the appointment of a teacher, as a political issue. Rahat "quota" was returned before the project implementation. In this situation, the project sought the SMC and construction committee reformed for the construction procedures, management and monitoring.

Before the gathering of parents, another construction committee was formed but this committee was not able to start the construction work due to Maoist Party's objection on registration issue in Dhanusha DDC and DEO. To solve this dispute, several meetings were held in the facilitation of Social mobilizer and Head Teacher. The dispute was not resolved by the dialogues, since there formed two opponents, one is led by Leader of Nepali congress Ram Krishn Yadav and other by the Maoist party Ram Chandra Mandal. Due to repeated threats by the Maoist party, the construction work got delayed. This case was not only limited to the district level but also in central level as a political issue. There were also threats from central level party leadership. DEO organized a meeting with the Engineer, Resource Persons and program officer of Aasaman Nepal with both leaders of political party. In the meeting, they agreed to start construction work within 7 days under supervision of construction committee and key persons of community.

Finally, the construction work started by the facilitation of Mr. Shyam Kishor Yadav (Chair Person) and Subh Narayan Yadav (Member) who collected NRs. 50000 from VDCs, NRs. 5000 from the sale of fish and NRs 30000 from wood sales. It is learnt that if we work with true heart for the betterment of school and children, no forces will stop it. Now Bikrampur is the 8th school out of 40 schools to complete the construction work. Remaining bricks are being used in the construction of the boundary wall in the school. For the thatch roof, wood and furniture's are collected by the local community, School and School SIP fund. Aasaman Nepal facilitated the school and community to appoint 2 volunteer teachers from VDC fund.

"Green Janakpur, Clean Janakpur" Project

Aasaman is implementing this project under "natural resource management/livelihoods theme" in collaboration with Janakpur Municipality, Dhanusha and with financial support from UNESCO Nepal. This as a pilot project has been completed within six months effective from July to December 2014. This project is initiated to aware the children, school and community people about the sanitation and importance of green environment. This project has expected that the best practices of the working schools will be replicated by other schools of Janakpur at their own efforts and it will be mirrored from the green environment. Self-motivation of schools towards the project activities and support of the community people has played vital role to fulfill the objective. Proper management of solid waste supported to generate the income of the people. This project aims to educate the people about the effect of climate change and their roles for manufacturing the neat and clean environment.

Major Achievements under this Project from July - December 2014:

District Level Orientation

Aasaman Nepal organized one day orientation program with the district level stakeholders to share about the concept and activities of Green Janakpur Project. It was organized on July 14, 2014 at DDC premises. Altogether, 25 people including teachers, SMC, representatives of DEO, DDC, DFO and Janakpur Municipality attended. Moreover journalists and representatives of different parties were also invited. During this orientation, two schools were anonymously finalized to start this program, namely, Shree Rajershee Janak lower secondary school, Pidari-13, and Shree Janta secondary school, Belhi Rajaul-14, respectively.

School Orientation Program

A day long orientation was organized in the above selected schools to start the project implementation activities. The orientations were concluded on 22 September in Shree Rajershee Janak lower secondary school, Pidari-13, and on 22 September in Shree Janta secondary school, Belhi Rajaul-14. The orientation was facilitated by Aasaman-Nepal staffs. The teachers, SMC, PTA, students, local political leaders and community

members of both schools were the participants. .

District Level Coordination

ASN coordinated with the authorities of Janakpur Municipality, and developed networking and collaboration with government line agencies, teachers' union, DDC, DEO, Solid Waste Management Committee, political leaders and journalists on the issues of climate change and solid wastes management. During the project intervention, ASN received remarkable technical support from Waste Management Coordination Committee. District Agriculture Development Office provided seeds and plants in free of cost for sustainable school kitchen gardening program and advocated other schools to initiate the similar measures to maintain clean environment.

Orientation to Schools

One-day orientation was organized to selected school teachers, child clubs, School Management Committees, and Parents Teachers Association. Participants were familiarized with the techniques of 3 R concept viz. Reduce, Reuse and Recycle, cleaning school premises, promoting school gardening and planting trees in their school area. The schools were also oriented to expand their solid wastes management program from school level to community level.

Training to Teachers

Two-day training was provided to 15 teachers of two schools on the issues of climate change and wastes management. Teachers were extensively trained on various themes to increase their understanding on the effects from climate change and solid wastes. They were also facilitated to prepare lesson plans for students on these issues. Furthermore, trained teachers have helped students to make subject relevant by linking it to real life situations. UNESCO Nepal facilitated the training.

Training to SMC and PTA

UNESCO Nepal and Aasaman provided training to members of SMC and PTAs of both selected schools to create an enabling environment in climate change adaptation. Training thus provide to SMCs and PTAs imparted proper knowledge and understanding which helped reduce hurdles to the effective implementation of child centered curricula.

School Gardening and Plantation

ASN provide orientation to child clubs, SMCs and school personnel on plantations. Ashoka, Mango plants were planted around the school premises of both schools to develop a green belt in the school.

The child clubs facilitated school children for plantation as a school environment conservation program. Similarly, for school kitchen gardening, Aasaman provided seeds and green vegetables to be cultivated in schools. Child clubs have started to take the responsibility of caretaker, nurturing and maintaining the plants during school hours.

Solid Waste Management

Solid wastes such as plastic wrappers, discarded papers, leaves and twigs, lunch residues are normally scattered around school compounds. To manage these wastes, ASN promoted the concept of 3Rs and oriented the students to reduce wastes on the first hand. For proper waste management, the wastes are segregated as organic and inorganic wastes. The papers and plastics are collected in bins provided by ASN and sold to local actors for collecting wastes. The money gained by selling waste papers and plastics are used in other activities of child clubs.

Development and Distribution of Booklets

Booklets in both Maithili and English language are developed and distributed to all school children of those two schools and the community. The booklets will contain issues on climate change, solid waste management, school gardening and green school. Booklets thus provided to school students are reached to their families, thus helping to change behavior of the community. Altogether, 1000 booklets in both languages are distributed.

Community Awareness Program

Sensitized school children of selected two schools were facilitated by ASN to carry out community awareness programs, including mass rally around the community settlements of urban people so as to make them visualize the positive impact. In the mass rally, banners and placards including jingles, slogans in their local language about environment protection, solid wastes management and issues of climate change were showcased. Community people, therefore, are better known to the importance of environmental sanitation.

Challenges and recommendations:

- The program is implemented for short period and budget is insufficient.
- Coordinate the program with urban forest (Sahari Ban) program.
- Formulation of Echo Club in schools to prepare the strategy of environment protection.
- Run the activities coordinating and collaborating with Urban Wash committee formed by DDC

and Municipality.

- Coordinate regularly with focal person of forest and agriculture and receive the suggestions and feedback for effective outcome of program.
- Coordinate with DFO and Agriculture for ornamental plantation.
- Formation of protection committee to protect the planted tree in schools.
- Provide responsibilities to the children and mobilize them for protection of school garden.

Poverty Alleviation Fund Project:

Dhanusha Poverty Alleviation Project

ASN is implementing this project in Dhanusha District as a Partner Organization (PO) of Poverty Alleviation Fund (PAF). Since the agreement signed in the year 2066, ASN is working in four VDCs, out of 100 VDCs and one Municipality. VDCs are Barmajhiya, Dhanusha Govindapur, Bhutahi Paterwa and Thilla Yaduwa, which are situated in the east and south of Dhanusha District. Majority of the people are from dalit, janajati and marginalized community. In the project areas, major caste and ethnicity include Yadav, Paswan, Mahara, Mahato, Sah, Khatwe, Majhi, Brahmin, Kayastha, Lohar, Thakur, Hajam, Dom and Dhobi.

The main purpose of this project is to reduce poverty through supporting poor targeted communities including 756 households (275 dalit, Janajati 144, Muslim 41 and other 315). Of the total 4253 family members 2168 are males and 2085 are females.

Major Achievements under this Project from January 2014- February 2015:

- A total of 32 COs are formed and registered with PAF,
- Out of 32 COs, eight are functional as Livestock and Agricultural Groups,
- Established 4 VDC level CO networks with the participation of selective CO members.
- Capacity building of the CO members on ledger management, leadership development saving and credit mobilization, revolving fund management, and pocket area development
- Organized social audit in all 4 VDCs.
- 31 COs have received grant from PAF (total NRs 16448589.00) for income generating activities,

- and NRs. 1,400,000.00 has been received for School, construction.
- COs have collected their individual savings which worth NRs. 1,351,460.00,
 - Coordination and cooperation with local governments including VDCs, DDC and other sectoral agencies is effective and resultant in the district.

Immediate Outputs and Effects realized from the Project:

- Targeted vulnerable groups livelihoods have improved with the incomes accrued from various farm and off-farm activities carried out by means of revolving fund mobilization,

- Poor communities have started sending their children to school regularly with their economic and awareness empowerment,
- Communities are enabled to directly deal and claim their rights and entitlements from the service providers and state mechanisms followed by various qualitative capacity enhancement activities supported by project,
- Women empowerment in political, social, economic, and decision-making level has tremendously increased.



Case Studies |

"Earning raises Hopes!"

Mrs Sewaki Devi Mukhiya, wife of Mr. Doma Mukhiya of Kholma Tole of Barmajhiya-9 is a member of Shree Saraswati Community Organization. This CO has 25 members. Aasaman Nepal takes charge of social mobilization for the CO, formed under PAF program.

As a member of the CO, Sebaki Devi took a loan of Rs 27,000 on 13th Shrawan 2068 to start buffalo rearing. She was able to repay the loan by selling the milk; and used to keep one liter of milk for family consumption. She could make a daily profit of Rs 200. With this income, she now comfortably sends her children to school and run her family.

It was just impossible for her to establish any business with the income made from the daily wages. She explains, "Had there not been PAF, and support from Aasaman, I could never have imagined this change. I am happy now; I am aspired to do more. And, I am hopeful that I can do better than this."

"It was like a Dream Come True....."

Sangita Kumari Mahaseth, a resident of Dhanusha Govindapur-7 VDC of Dhanusha is living with a family of six. Her husband, two sons, father-in-law and mother-in-law are in the family. She had run a small grocery shop for five years to earn bread for her family. Considering the demand of the costumers, she could expect good earnings from the shop if there had been adequate supplies. But neither could she invest from other sources, nor could she take any loan from any moneylender with a high interest rate. Many times she felt she was helpless.

Poverty Alleviation Fund through Aasaman Nepal, launched a program of financial aid for poverty reduction. Sangita Kumari also subscribed membership of the group and she was soon selected as the secretary of her group, namely, Shree Ram Janaki Community Organization. She participated in all programs keenly and took her responsibility sincerely. As a rule, she has to save certain amount in a monthly basis.

Some six months ago, Sangita Kumari took a loan of Rs 45,000 from her CO; she invested that money to expand her grocery shops. Now, her daily income amounts Rs 300-400 from the shop. She has already paid four installments out of six installments of the loan she had taken. The income from the shop has made easier to run house and educate the children. "Thanks to Aasaman and Garibi Niwaran, it was, for me, like a dream come true".

Sarlahi Poverty Alleviation Project:

ASN is implementing this project in four VDCs of Sarlahi District since the year 2062/063. Out of one Municipality and 99 VDCs, PAF is working in seven VDCs, namely, Hempur Jamuniya, Ramban, Rohuwa, Godaita, Sisautiya and Laxmipur Sukchaina. Majority of the people are from dalit, janajati and marginalized community. In the project areas, major caste and ethnicity include Yadav, Paswan, Mahara, Mahato, Sah, Khatwe, Majhi, Brahmin, Kayastha, Lohar, Thakur, Hajam, Dom and Dhobi.

The main purpose of this project is to reduce poverty through supporting poor targeted communities including 1954 households.

Major Achievements under this Project from January 2014- February 2015:

- A total of 75 COs are formed, 60 are registered with PAF, 58 are involved in income generating activities through revolving fund mobilization, and the rest are engaged in savings and credit mobilization activities,
- Established seven VDC level CO networks with the participation of selective CO members.
- Capacity building of the CO members on ledger management, leadership development, saving and credit mobilization, revolving fund management, pocket area development, book-keeping, non-formal education, health and sanitation, operation and maintenance, village health workers, gender, cooperative management, SYIB, among others.
- Organized social audit in all seven VDCs.
- 58 COs have received grant from PAF (total NRs 2,679,824.00) for income generating activities, and NRs. 3,884,468.00 for six infrastructures including roads, school buildings, drinking water, culvert, electricity line extension, among others.
- COs and PO staff capacity building.
- Coordination and cooperation with local governments including VDCs, DDC and other sectoral agencies is effective and resultant in the district.

Immediate Outputs and Effects realized from the Project:

- Targeted vulnerable groups livelihoods have improved with the incomes accrued from various

farm and off-farm activities carried out by means of revolving fund mobilization,

- Poor communities have started sending their children to school regularly with their economic and awareness empowerment,
- Communities are enabled to directly deal and claim their rights and entitlements from the service providers and state mechanisms followed by various qualitative capacity enhancement activities supported by project,
- Women empowerment in political, social, economic, and decision-making level has tremendously increased

Under Health Theme

Fight Hunger First Initiative in Nepal, Primary Education, Health and Nutrition Project (FHFNI)

Aasaman Nepal is implanting this project in Ramechhap, Morang and Chitwan Districts since February 2013 to December 2016. The project is focused on education, health and nutrition including child protection of three impoverished VDCs Korak-Chitwan, Gelu-Ramechhap and Jante-Morang. The project is aimed to improve the access and quality education for the children and improving the health and nutrition status. It is also focused on child protection issues on rights based approach.

Major Achievements under this Project from January 2014- February 2015:

Screening of under five children

Screening of all children under five children of project VDCs were performed to detect the acute malnourished children and for their proper treatment on time.

The result of screening in all the VDCs is as follows:

VDCs	No. of children screened	SAM	MAM	GAM
Korak (Chitwan)	371	20	31	51
Jate(Morang)	514	28	38	66
Gelu(Ramechhap)	316	7	32	39
Total	1201	55	101	156

Out of 1201 children screened, 55 were severely acute malnourished, 101 were mild acute malnourished and 156 were Global acute malnourished.

Growth monitoring training

Three events of growth monitoring training to 121 Female Community Health Volunteers (FCHVs), health workers were organized on anthropometric measurements. They were also trained on how to take weight, height and MUAC of children and pregnant women. After the training sessions, FCHVs were involved in screening of all 1,201 children in the project VDCs.

Nutrition Education and Rehabilitation Program

Altogether, nine Nutrition education rehabilitation program (NERP) sessions were completed for the improvement of nutritional structure of children by providing food to them and health education to their parents. Overall, 116 children were benefited from NERP sessions in all three VDCs. Before starting of NERP, all 1,201 under five children were screened in three VDCs, out of which, 13% children were found as malnourished. All of 116 children were recovered from NERP session. Similarly, 12 Sever Acute Malnourish (SAM) children were referred to Nutrition Rehabilitation Home (NRH) at Biratnagar and Bharatpur who were recovered after special treatment in the NRH.

Physical Examination of Malnourished Children including stool test examination:

Physical examination of all 116 MAM children and 12 SAM children were performed by Lab technicians and health personnel in the entire project VDCs of three Districts.

Community Score Card Conduction

Three follow up workshops of community score cards were conducted this year at Jante VDC, Korak Health Post and Pashupati Lower Secondary School, Gelu. After the workshops, management of office environment, quality services for clients in Jante whereas numbers of ANC and PNC visits, immunization coverage have been increased in Korak. Similarly, provision of school Tiffin has been started in Pasupati Secondary School, Gelu.

Community Mobilization for Awareness Meeting with Mothers' Group:

Altogether, 14 events of meeting with Mother's Group were organized in the facilitation of project staffs. During Mothers' Group meeting, importance of ANC and PNC visits, complications of early marriage, importance of institutional delivery were discussed. Members of the meeting also supported to organize NERP session at their wards. The parents

of MAM and SAM children were convinced by mother groups' members to participate in nutrition education and feeding practices to their children.

Celebration of Various Days

Four events of days were celebrated during international children's day. Celebrated international and national children's day by mobilizing children to participate and conduct rallies and child-led activities.

Quarterly Meeting with District Stakeholders

Altogether 3 events of district level orientation meetings were conducted during this year. In the meeting, project staff presented project progress on education and nutrition implemented in the districts to district.

Basic Training on Public Health Nutrition:

Three-day basic training on public health nutrition was organized for project staff and health personnel from three project VDCs in Biratnagar. The project staff and health personnel were trained on concepts of malnutrition, infant and young child feeding (IYCFP), nutrition assessment tools (Emergency Nutrition Assessment-ENA) etc. After the training session, project staff conducted screening survey of all three project VDCs and organized NERP.

Coordination with Development Partners, Government and other Stakeholders

Close coordination and collaboration with concerned Government Line Agencies were done. District team submitted their district plan to respective District Development Committee for maintaining transparency of the project as well as to support participatory bottom up planning process. District team also shared their district plan in Village council of respective VDCs for formulation of VDC annual plan.

For better coordination, district team is coordinating with VDC and Health Post personnel regularly and the representatives of VDC Office and Health Post, who are involved in monitoring, facilitating of trainings.

HIV/AIDS Project – Ramechhap

Aasaman is implementing this project in 20 VDCs of Ramechhap District by targeting migrants and their spouses from 16 April 2012 to 15 March 2015, with support from Save the Children/ Global Fund (SCGF). The goal of the project is to reduce HIV transmission and to enhance the quality of life of people living with HIV/AIDS and to contribute to the achievement of Millennium Development Goals 4, 5, 6.

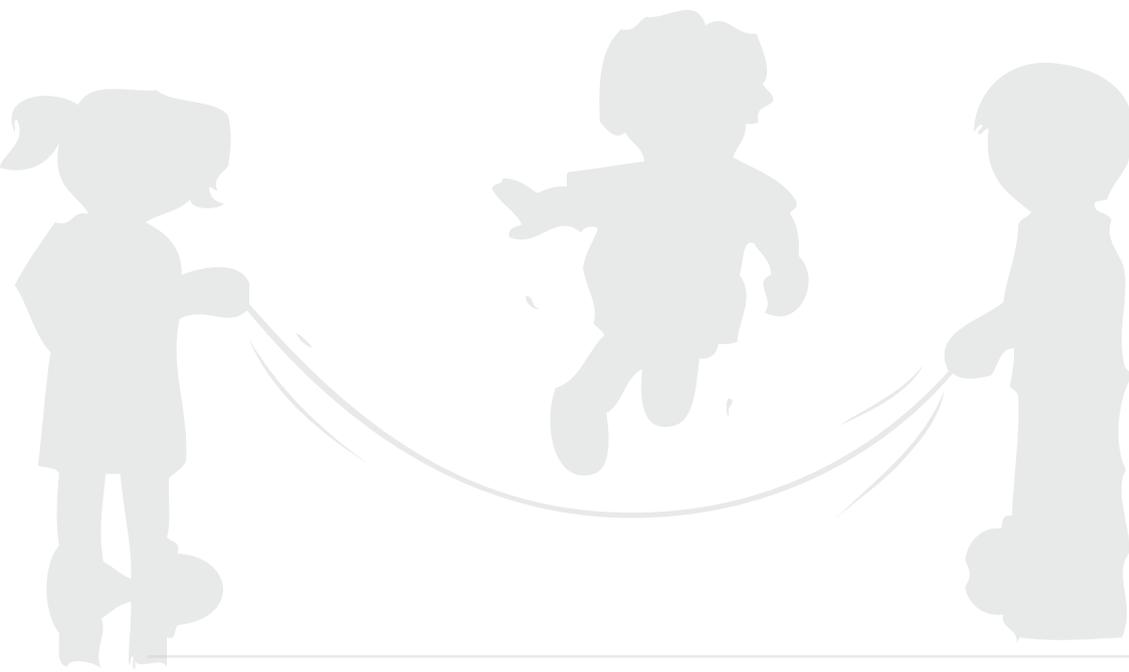
Major Achievements under this Project from January – December 2014:

- 2685 labor migrant and 2005 spouse of labor migrant communicated on HIV, STI and Condom subject matter through peer educator communication practice.
- Increased levels of awareness and knowledge on HIV/AIDS in community people.

- HIV/AIDS, STI Information Education and Communication Materials distributed.
- DACC meeting has been started up and discussed on HIV issues.
- Boost Condom distribution and condom acceptance rate in both target and community propel.
- Enhance STI and VCT referral cases.
- 8 HIV infected cases are referred for ARV and CD4 count.
- People also got awareness by Integrated Health Centre.

Impact

- People got knowledge about HIV/AIDS and many of them who did not know about it made known through BCC.
- Aasaman Nepal is recognized as the resource organization in the field of HIV/AIDS.
- Social stigma related to HIV/AIDS is getting feeble.
- People communicating about HIV/AIDS in VDC level.
- Contraceptives are being used among migrants and their spouses.
- Patients benefitted by CD4, ARV facilities.



Organizational Development

ASN Board

- Formation of new board
- General assembly and program annual review
- Regular board meetings, planning and follow-up
- Program monitoring by board members

IEC Materials

- Annual Report publication
- Year Planner publication
- Website update
- Poster and Pamphlets publication
- ASN brochure publication
- Dissemination of messages through local FM/Radio for raising awareness on SZOP, Malaria, quality education.

Coordination and linkage

- Partnership with WHH to work under education, health, nutrition, and disaster relief.
- Series of meetings organized with UNICEF on the project of OOSC.
- Series of meetings organized with DOE for girl's education network.
- Series of meetings organized with VSO for development of girl's education as well as sisters for sisters program.
- Partnership and conduction of program with the Norwegian Embassy.
- Coordination with NCE, CZOP and participation in meetings and interactions.

Capacity building

- Capacity building up of staff through training and participation in various training and workshops.
- Performance evaluation of staff.
- Evaluation and follow-up on the "Theory of change" and making the staff aware about.
- Conducting frequent evaluation and sharing meetings/workshops with the staff to enquire and update about the progress of the programs as well as enhancing their skills.

Financial Management

Aasaman Nepal
Janakpurdham, Dhanusha, Nepal
Balance Sheet
As at 32 Ashad 2071 (16 July 2014)

Amount in Rs.

S.No	Assets	Sch	Current Year	Previous Year
1	Fixed Assets	1	3,544,634.58	2,192,855.58
2	Investment	2	-	-
3	Current Assets:			
3.1	Advances & Receivables	3	1,108,498.15	3,080,330.28
3.2	Inventory	4	-	-
3.3	Cash and Bank Balances	5	3,629,432.86	4,860,347.88
	Total Assets		8,282,565.59	10,133,533.74
	Liabilities	Sch	Current Year	Previous Year
1	Surplus & Reserves		3,544,634.58	2,192,855.58
1.1	Surplus		-	-
1.2	Addition during the year		-	-
	Total Surplus		-	-
1.3	Capital Reserves (Project assets fund)	1	3,544,634.58	2,192,855.58
1.4	Assets Fund Aasman		-	-
	Total Reserves		3,544,634.58	2,192,855.58
2	Funds:			
2.1	Restricted Fund	6.2	2,406,339.78	5,935,160.12
3	Current Liabilities & Provisions			
3.1	Current Liabilities and Provisions	7	2,331,591.23	2,005,518.04
	Total Liabilities		8,282,565.59	10,133,533.74

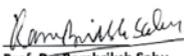
Notes to Financial Statements

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Schedules referred form integral part of Financial Statements

As per our report of
even date

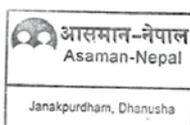

Laxmi Kumari Bishwokarma
Treasurer


Prof. Dr. Rambriksh Sahu
Chairman


CA. Nava Raj Thapaliya
Auditor

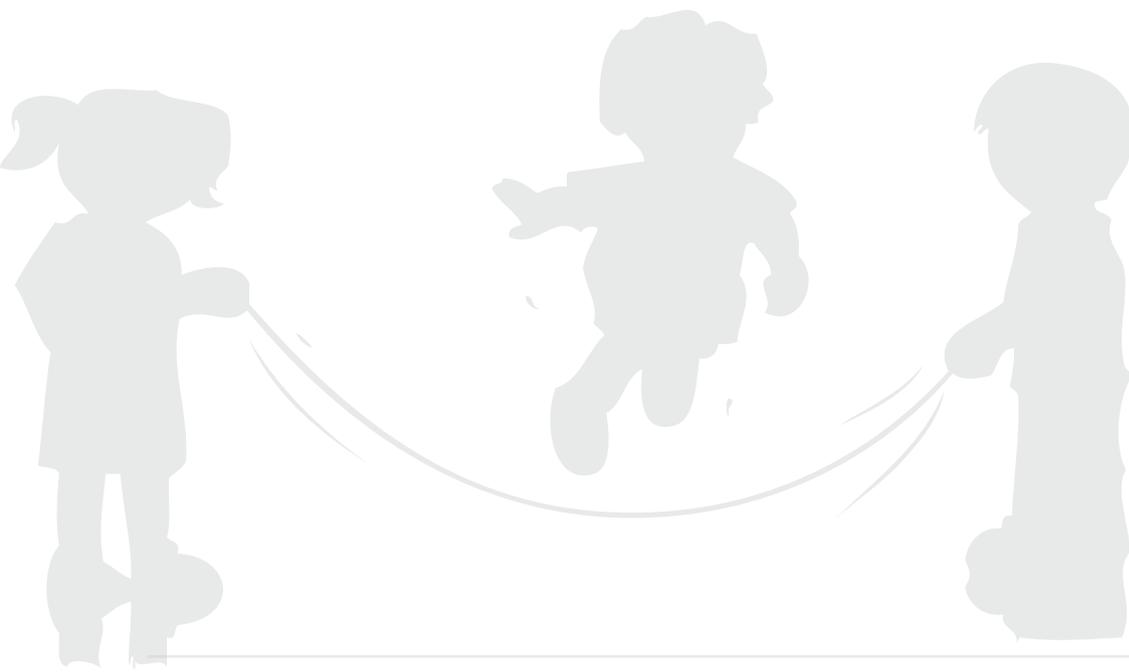

Ramesh Khatiwoda
Sr Finance/Admin Coordinator


Nawal Kishor Yadav
Executive Director



Executive Committee Members:





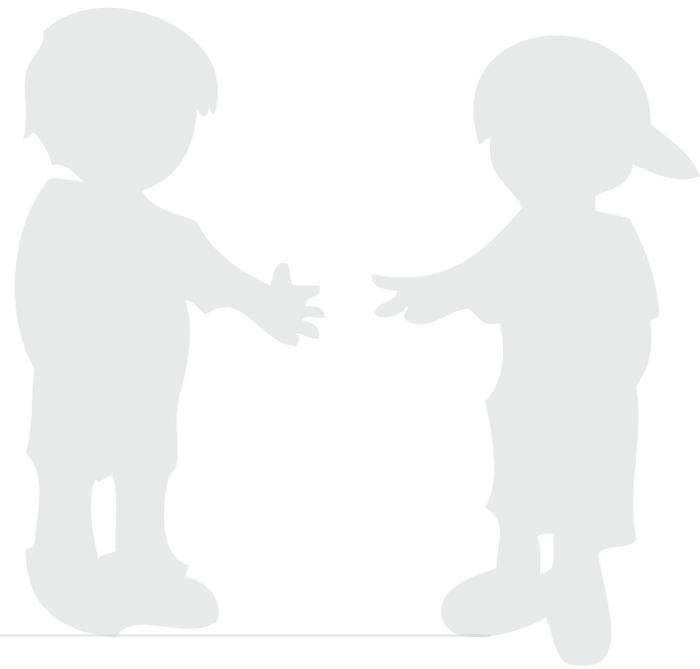
Lessons and Future Directions

Organization

- Policy revision: Some policies are under process of revision and other required have to be made according to the need to the organization.
- Strategic plan publication and dissemination
- Perform evaluation of staffs
- Encourage the staffs working since long and reward them

Programmatic

- Partnership with WNN and NE to raise fund and conduct effective works on climate change, livelihood, and family development areas.
- Conducted programs on climate change.
- Worked for OOSC with the target that all children must in school in 8 districts of terai.
- Focus the program on the 8 districts of terai belt from Koshi to Patlaiya.
- Focus to establish a better network in the central and regional level.
- Developing advocacy strategies for the on-going works and future works
- Partnership with government as well as private schools to exchange experiences for quality education
- Promotion of classroom activities at school level.
- Promotion of performance based incentives.



List of Supporters

- Voluntary Service Overseas (VSO)
- Welt Hunger Hilfe (WHH)
- Aide et Action (AEA) Nepal
- UNESCO - Kathmandu office
- Save The Children
- Poverty Alleviation Fund (PAF)
- World Education
- District Education Office (DEO)
- NCELL
- UNICEF



Lalitpur

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