बाल संरक्षण, सामुदायिक सहभागिता र बाल स्पोन्सरसिप परियोजना

सफलताका कथाहरू

विषय-सूची

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कमलबजार (अछाम)

कमलबजार नगरपालिका-३ की १६ वर्षीया अस्मिताको बिहान सूर्योदयसँगै सुरू हुन्छ । खाना पकाउने, भैंसीका लागि घाँस काट्ने, भाइलाई विद्यालय जान तयार गर्ने, आफू पनि विद्यालय नछुटाएर जानु उनको दैनिकी हो । यो दैनिकी केही समयदेखि उनका लागि सामान्य भइसकेको छ । घरमा उनी र एक भाइ मात्रै बस्छन् । आमाबुबा रोजगारको खोजीमा भारतमा छन् । दिदीले बिहे गरेपछि घरको सबै जिम्मेवारी अस्मिताको काँधमा आयो ।

अस्मिताको स्वभाव लजालु थियो । मान्छेका अगाडि बोल्न नसक्ने अस्मिताको स्वभाव अहिले बदलिएको छ । 'पहिले त म अरूको अगाडि उभिन पनि सक्दिनथेँ, मान्छेकाबीचमा जान लाज लाग्थ्यो, डर लाग्थ्यो,' अस्मिताले भनिन्, 'विद्यालयका कार्यक्रममा भाग लिन, सार्वजनिक रूपमा बोल्न, नयाँ व्यक्तिसँग कुरा गर्न पनि हिच्किचाउँथेँ ।'

जब वर्ल्ड भिजन इन्टरनेशनल नेपाल र आस्था नेपालको साझेदारीमा गाउँमा 'बाल संरक्षण तथा बाल स्पोन्सरसिप परियोजना' सुरू भयो, उनको

रूपान्तरण कक्षाबाट शुरू भयो

अस्मिताको जीवनको नयाँ अध्याय

जीवनले नयाँ मोड लियो । आमाले उनलाई आरसी (रजिस्ट्र्ड चाइल्ड) मा दर्ता गराइदिएपछि उनले धेरै अवसर पाइन ।

आरसी भएपछि उनी विभिन्न तालिम, रूपान्तरण कक्षा र कार्यक्रमहरूमा सहभागी हुन थालिन् । 'सुरूका दिनहरूमा म सुन्ने मात्र गर्थें, तर बिस्तारै बोल्न पनि सुरु गरेँ,' उनले भनिन्, 'आस्था नेपाल र वर्ल्ड भिजनका कार्यक्रमहरूमा निरन्तर सहभागिताले मेरा लाज, डर र संकोच तोडिदियो ।'

अहिले अस्मिता विद्यालयमा अनुशासित विद्यार्थी मात्र होइन, समुदायमै सम्मानित 'साथी शिक्षक' को रूपमा पनि परिचित छन् । रूपान्तरण कक्षामा सिकेको जीवनोपयोगी सीप, आत्मविश्वास र नेतृत्वकला उनी अरु बालबालिकालाई सिकाउँदै आएकी छन् । 'साथी शिक्षक बनेपछि अरूलाई सिकाउँदा आफू अझ धेरै सिकिँदो रहेछ,' उनी भन्छिन् ।

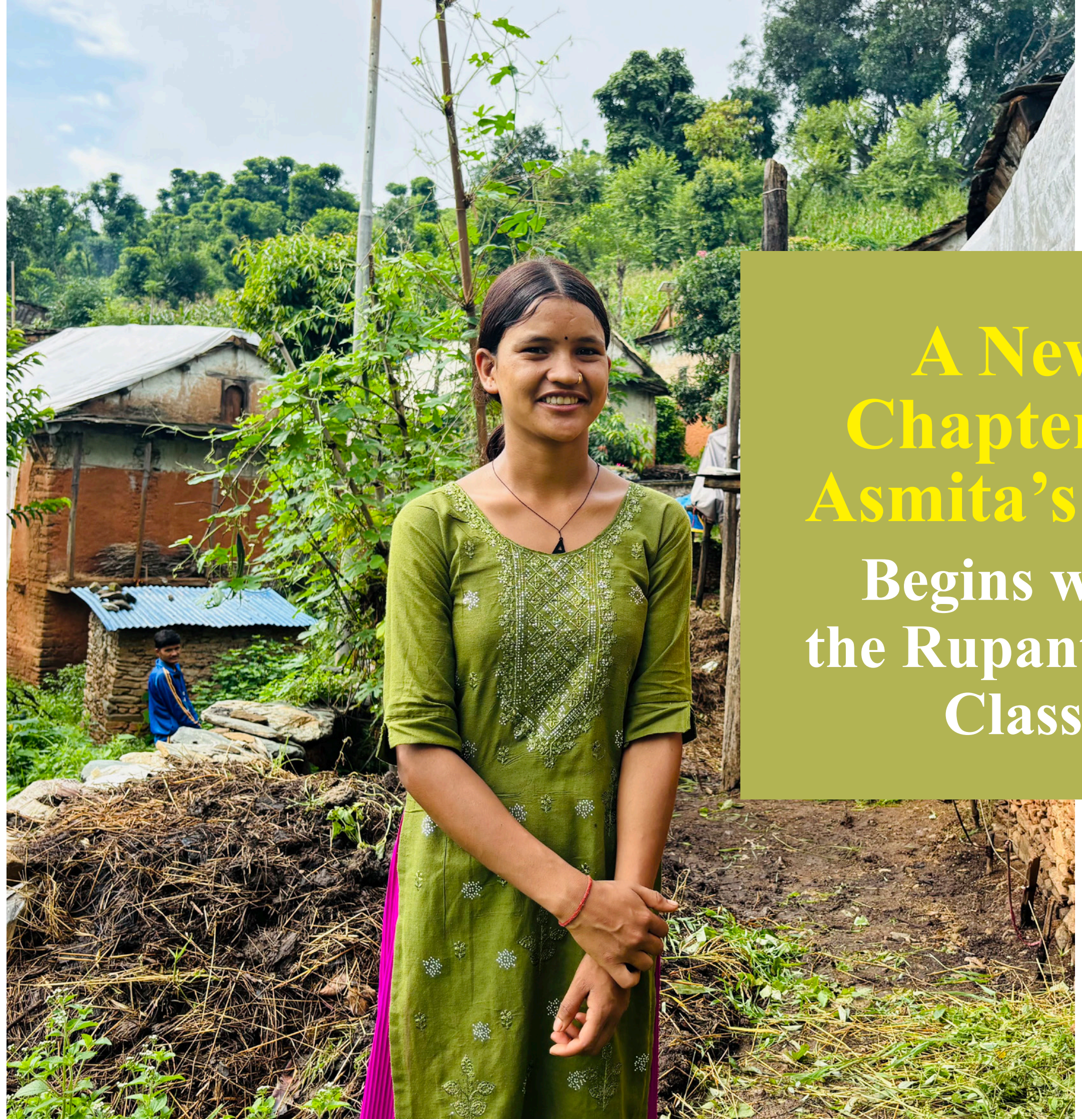
रूपान्तरण कक्षाबाटै उनले आत्मनिर्भर बन्ने बाटो खोजिन् । तरकारी खेती र कुखुरा पालनबाट आम्दानी सुरु गरिन् । कमाइबाट बचतको बानी बसाल्दै अहिले उनको खुर्तुकेमा १० हजार रूपैयाँ जम्मा छ । पढाइ लेखाइका लागि पहिले आमाबुबासँग पैसा माग्ने अस्मिता अहिले आफ्नै बचतबाट खर्च चलाउँछिन् ।

शैक्षिक गतिविधिसँगै अस्मिता खेलकुदमा पनि उत्कृष्ट छिन् । राष्ट्रपति रनिङ शिल्ड प्रतियोगितामा दुई पटक अछाम जिल्ला प्रथम भएकी उनले ३, हजार मिटर दौडमा पनि स्वर्ण जितेकी छिन् । विद्यालयस्तरमा हस्तलेखन प्रतियोगितामा ४५ जनामध्ये पहिलो स्थान जित्दा उनको आत्मविश्वास अझ बढेको छ ।

घरको सम्पूर्ण जिम्मेवारीले उनलाई समयभन्दा अघि नै परिपक्व बनाएको छ । 'बुबाआमा टाढा हुँदा सबै जिम्मा मेरो काँधमा आयो, तर यसले मलाई अझ सबल बनायो,' उनी भन्छिन् । विद्यालयमा समयमै पुग्न, खेलकुदमा भाग लिन र समुदायका बालबालिकालाई सिकाउने जस्ता जिम्मेवारीलाई उनले कुशलतापूर्वक मिलाइरहेकी छन् ।

भारतबाटै सम्पर्कमा आएकी उनकी आमा नामु विष्ट गर्वका साथ भन्छिन्, 'मेरो छोरी आरसी नभएको भए यति राम्रो बन्ने थिईन । यो परिवर्तन वर्ल्ड भिजन नेपाल र आस्था नेपालकै योगदान हो ।'

अस्मिताका लागि यी संस्थाहरु परियोजना सञ्चालन गर्ने निकाय मात्र होइन, जीवनका साथी र मार्गदर्शक बनेका छन् । लाज र डरले थिचिएकी अस्मिता अहिले आत्मनिर्भर, नेतृत्व क्षमतायुक्त र लक्ष्यप्रति स्पष्ट किशोरी बनेकी छन् । 'अब म अरु बालबालिकालाई पनि आफ्नो जस्तो अवसर दिलाउन चाहन्छु,' उनी भन्छिन्, 'म अहिले समाजमा रहेका छाउपडी प्रथा, बालविबाह जस्ता कुरितिका विरूद्ध पनि बोल्न सक्ने भएकी छु ।'



A New Chapter in Asmita's Life Begins with the Rupantaran Class

Kamalbazar (Achham)

Sixteen-year-old Asmita Bista from, Kamalbazar Municipality–3, Achham, begins her day with the rising sun. Cooking food, cutting grass for the buffalo, preparing her younger brother for school, and making sure she doesn't miss her own classes have become her daily routine. She and her younger brother live alone at home, while their parents are in India for work. After her elder sister got married, the entire household responsibility fell on Asmita's shoulders.

Asmita used to be shy and hesitant.

She couldn’t speak in front of others. ‘Before, I couldn’t even stand in front of people, I felt shy and scared, ’ Asmita shared, ‘I hesitated to participate in school programs, to speak publicly, or even to talk with new people.’

When the ‘Child Protection and Sponsorship Project’ began in the village through the partnership of World Vision International Nepal and Aastha Nepal, her life took a new turn. Her mother registered her as a RC (Registered Child), and that opened up opportunities for her.

As an RC, she began attending various training, Rupantaran classes, and events. ‘In the beginning, I only used to listen, but gradually I started speaking too, ’ she recalled, ‘my shyness and fear were broken by continuous participation in Aastha Nepal and World Vision’s programs.’

Now, Asmita is not only a disciplined student in school but also recognized as a respected ‘peer educator’ in her community. The life skills, confidence, and leadership she learned from the Rupantaran classes are what she now teaches to other children. ‘When I became a peer educator, I realized that teaching others helps me learn even more, ’ she said.

Through the Rupantran Classes, she also explored ways to be self-reliant. She started vegetable farming and poultry rearing for income. With this earning, she cultivated a saving habit

and now has 10, 000 rupees in her piggy bank. Instead of asking money from her parents for school expenses, Asmita now manages her costs through her own savings.

Alongside education, Asmita has excelled in sports too. She became district champion in Achham twice in the President’s Running Shield competition and won gold in the 3, 000-meter race. She also boosted her confidence by winning first place among 45 participants in a school-level handwriting competition.

Carrying the full household responsibility has made her mature earlier than her age. ‘With my parents away, all the responsibility fell on me, but it made me stronger, ’ she said. She balances her schoolwork, sports, and community responsibilities with remarkable efficiency.

Her mother Namu Bista said, ‘If my daughter hadn’t become an RC, she wouldn’t have grown this much. This change is all because of World Vision Nepal and Aastha Nepal.’

For Asmita, these organizations are not just project implementers, but companions and mentors in life. Once shy and fearful, Asmita has now become self-reliant, confident, and a clear-minded girl with leadership skills. ‘Now, I want other children to get opportunities like I did, ’ she said, ‘and today I can also speak out against harmful practices like chhaupadi and child marriage.’

'अध्यक्षकी छोरी' धर्माको पढाइ फिर्ती

कमलबजार (अछाम)

अछामको कमलबजार नगरपालिका–३ की १४ वर्षीया धर्मा बिहानै उठ्छिन् । खाना पकाउने, गोरू, भैंसी र बाख्राको लागि घाँस काटेपछि वद्यालय जाने उनको दिनचर्या छ । घरमा आमा, बुबा, दिदी र दुई भाइसहित ६ जना सदस्य छन् । मुख्य पेशा कृषि भए पनि थोरै जग्गा भएकाले वर्षभर परिवारको आवश्यकतापूर्ति कठिन हुन्छ ।

धर्मा पहिले पढाइमा निराशा र असफलतासँग जुधिरहेकी थिइन् । कक्षा ५ मा तीन पटक फेल भएपछि उने दुई वर्ष पढाइ छोडेकी थिइन् । 'एकै कक्षामा तीन पटक फेल भएपछि मलाई पढ्नै मन लागेन । बरू खेतिपाती र घरको काम गरेर बस्छु भनेर दुई वर्ष स्कुछ छोडेँ । स्कुल छोड्दा मलाई केही पछुतो थिएन । म घरकै काममा रमाइ रहेकी थिएँ,' उनले स्कुल छोड्दाका दिन सम्झिइन् ।

धर्माका बुबा हरिचन्द्र भुल, स्थानीय भवानी आधारभूत विद्यालय व्यवस्थापन समितिका अध्यक्ष पनि हुन् । समितिका अध्यक्षकै छोरी विद्यालय नजाने भएपछि उनलाई समाजमा नैतिक संकट पनि आएको थियो । 'छोरीले विद्यालय छोडेपछि समाजमा बोल्न मलाई धेरै गाह्रो भएको थियो । छोरीलाई जति सम्झाउँदा पनि मैले विद्यालय फर्काउन सकेकै थिएन । सम्झाउँदा सम्झाउँदै पनि नमानेपछि मैले पनि हरेस खाइसकेको थिएँ,' उनले भने ।

धर्मा विद्यालयबाट टाढा रहँदा घरको काममा व्यस्त हुँदै गइन् । सहपाठी र शिक्षकबाट गिज्याइने अनुभवले उनलाई थप कमजोर बनायो । तर वर्ल्ड भिजन र आस्था नेपालले सञ्चालन गरेको बाल संरक्षण तथा स्पोन्सरसिप कार्यक्रमले उनको जीवनमा ठूलो परिवर्तन ल्यायो । सामाजिक परिचालक र मनोबिमर्शकर्ताले घरमै पुगेर धर्मा र उनका बुबाआमासँग दर्जनौं पटक छलफल गरे । वडास्तरीय कार्यक्रममा अभिभावकलाई सहभागी गराएर धर्मालाई विद्यालय पठाउने बारे उनका अभिभावकलाई बुझाइयो । शिक्षक गाउँका अगुवालगायत सबैसँग समाजिक परिचालक र मनोबिमर्शककर्ताले धेरै पटक छलपलल चलाए । करिब दुई वर्षसम्म उनलाई विद्यालय फर्काउनका लागि मानसिक रूपमा तयार गरियो । फलस्रूव धर्मा दुई वर्षपछि विद्यालय फर्किइन् ।

परियोजनाको सहयोगकै कारण धर्मालाई बयालामै रहेको नेपाल राष्ट्र माध्यामिक विद्यालयमा गत बैशाखमा भर्ना गरियो । आवश्यक शैक्षिक सामग्री उपलब्ध गराइएपछि धर्मा विद्यालय फर्किन तयार भइन् । उनी अहिले उक्त विद्यालयमा कक्षा आठमा पढ्छिन् ।

बिहान–बेलुका घरको काम पनि गर्छिन् । विद्यालय फर्केपछि उनका बुबा–आमा धेरै खुसी भएका छन् । 'मेरो छोरी स्कुलमा पढ्न जान्छ होला भन्ने मैले सोचेकै थिएन । पहिले समाजका अगाडि बोल्दा गाह्रो हुने मलाई अहिले सजिलो भएको छ,' उनले भने, 'आस्था नेपाल र वर्ल्ड भिजनले आमा बुवाले गर्नेभन्दा बढी प्रयास गरे । मेरी छोरी अहिले विद्यालय जान थालेकी छन् ।'

पहिले पढाइमा कमजोर भएको महसुस गर्ने धर्मा अहिले भने विद्यालय छोडेकोमा पछुताउँछिन् । 'पहिले म कमजोर महसुस गर्थें, अहिले पढ्न सक्छु भन्ने लागेको छ । अब म केही गरेर देखाउन चाहन्छु । मेरो सपना पूरा गर्न सबैको सहयोगको पनि अपेक्षा गरेको छु,' धर्माले भनिन् । विद्यालय नजाने, बीचमै पढाइ छोड्नेलाई आफूले पढाइ छोड्दा भएको पछुतोबारे बताउने गरेको र पढ्लाई प्रेरणा दिने गरेको उनी बताउँछिन् ।

सफलताका कथाहरू | बाल संरक्षण, सामुदायिक सहभागिता र बाल स्पोन्सरसिप परियोजना/११

‘The Chairman’s Daughter’

Dharma Returns to School

Kamalbazar
(Achham)

Fourteen-year-old Dharma from Kamalbazar Municipality–3, Achham, wakes up early in the morning. Her daily routine begins with cooking food, cutting grass for oxen, buffaloes, goats, and only then heading to school. Her family of six includes her parents, elder sister, and two younger brothers. Although the family’s main occupation is agriculture, their small piece of land is not enough to meet the family’s needs throughout the year.

Dharma once struggled with deep frustration and failure in her studies. After failing grade five three times, she decided to quit school for two years. ‘When I failed the same grade three times, I lost all interest in studying. I thought it would be better to work in the fields and do household chores.

So, I left school for two years. At that time, I didn’t regret it. I was happy staying home, doing household work, ’ she recalled.

Her father Harichandra Bhul, is the chairperson of the management committee of Bhawani Basic School. When the chairperson’s daughter herself stopped attending school, he faced a moral crisis in society. ‘After my daughter left school, it became very difficult for me to speak in society. No matter how hard I tried, I couldn’t convince her to return to school. After repeated efforts failed, I had nearly given up .’ he said.

While staying away from school, Dharma became increasingly busy with household work. The experiences of being mocked by classmates and teachers had made her feel even weaker. However, the Child Protection and Sponsorship Program, implemented by World Vision and ASTHA Nepal, brought a significant change in her life. Social mobilizers and counselors visited her home dozens of times, holding discussions with Dharma and her parents. They also involved her parents in ward-level programs to raise awareness about sending Dharma back to school. Teachers, local

leaders, and community members were engaged in frequent dialogues led by the mobilizers and counselors. Over nearly two years, she was gradually prepared mentally to return to school. Finally, Dharma re-enrolled.

With the support of the project, Dharma was admitted to Nepal Rastriya Secondary School in Bayala last Baisakh. After receiving necessary educational materials, she agreed to go back to school. She is now studying in grade eight.

Even today, she balances household chores in the mornings and evenings. Her parents are overjoyed with her return to school. 'I had never imagined that my daughter would start going to school again. Earlier, it was difficult for me to even speak in public, but now it has become easier. ASTHA Nepal and World Vision made greater efforts than even we parents could have. My daughter is now attending school .' her father shared.

Once a girl who felt weak in her studies, Dharma now regrets dropping out. 'Earlier, I used to feel weak, but now I feel I can study. I want to achieve something in life. I also expect support from everyone in fulfilling my dream .' Dharma said. She now motivates other children who are at risk of dropping out, sharing her own regret as an example and encouraging them to continue their studies.

११ वर्षीया दीपिका
जसले हजुरबुवाको उपचारका लागि बचत सुरु गरिन्

(अछाम)

पञ्चदेवल-बिनायक नगरपालिका-४ की दीपिक उमेरले ११ वर्ष मात्रै पूरा भइन् । तर व्यवहारले भने उनी निकै परिपक्व देखिन्छन् । गाउँमै रहेको ऋषिकुल माध्यामिक विद्यालयमा उनी कक्षा ६ मा पढ्छिन् ।

सानै उमेरकी भए पनि उनी आफ्नो भविष्य र परिवारको आवश्यकताप्रति सजग छिन् । उनको व्यवहारलाई परिपक्व र जिम्मेवार बनाउन बाटो देखाएको भने आस्था नेपाल र वर्ल्ड भिजनको साझेदारीमा सञ्चालित बाल संरक्षण तथा बाल स्पोन्सरसिप परियोजनाले हो । उक्त परियोजनाले सञ्चालन गरेको रुपान्तरण कक्षामा सहभागी भएपछि उनले बचत गर्ने बानीको विकास गरिन् । परियोजनाबाट उनले बचत गर्नका लागि खुतुर्के पाइन् । दीपिका आरसी(रजिस्टर्ड चाइल्ड) बालिका भएकाले उनले शैक्षिक सामाग्री, लुगा, कपडा परियोजनाबाटै पाउँछिन् ।

उनको परिवारमा बुबा, आमा, दुई बहिनी, हजुरबुबा र हजुरआमा गरी सात जना सदस्य छन् । घरको मुख्य आम्दानी कृषि भए पनि वर्षभरीलाई अन्न उत्पादन हुँदैन ।

घर खर्च चलाउनका लागि उनकी आमा बसु कुमारी चन्दले गाउँमै किराना पसल चलाएकी छन् दिपीकाका बुवा पहिले वैदेशिक रोजगारका लागि विदेश गएका थिए । अहिले

भने घर फर्किसकेका छन् । कमजोर आर्थिक अवस्था भएका शाही परिवारलाई दीपिका साहारा बन्न थालेकी छन् । करिब एक वर्षदेखि दीपिकाले खुर्तुकेमा पैसा जम्मा गर्न थालिन् । दीपिकाले दशैं, तिहार र खाजा खर्च कटाएर पनि पैसा बचत गर्न थालेकी छन् । 'कहिलेकाहीँ मामाघर गएका बेला दिएको पैसा पनि खर्च नगरेर खुतुर्केमा जम्मा गर्छु । खाजा खानलाई दिएको पैसा पनि खुतुर्केमा राख्न थालेको छु । अहिलेसम्म करिब ५० हजार त जम्मा भयो होला,' दीपिकाले भनिन् । उनकी आमाले पनि गाउँको सानो किराना पसलबाट दैनिक थोरै रकम छोरीलाई दिँदै बचतमा सहयोग गरिरहेकी छन् ।

दीपिकाका हजुरबुबा स्वास्थ्य समस्यामा छन् । दायाँ आँखा नदेख्ने भएकाले उपचार आवश्यक छ । त्यसैले दीपिकाले उमेरमै हजुरबुबाको उपचारका लागि बचत सुरू गर्ने निर्णय गरिन् ।

करीब एक वर्षअगाडि आस्था नेपाल र वर्ल्ड भिजनको साझेदारीमा सञ्चालन भएको रुपान्तरण कक्षामा सहभागी भएपछि उनले बचतको महत्व सिकिन् । दीपिकाले आफ्नो घरको आर्थिक अवस्था कमजोर भएता पनि हजुरबुबाको उपचारका लागि बचतलाई प्राथमिकता दिइन् । 'मेरो हजुरबुबा मेरा लागि सबैभन्दा प्यारो र मलाई माया गर्ने मान्छे हुनुहुन्छ । मेरो खुर्तुकेमा जम्मा भएको पैसा एक लाख पुग्यो भने म उहाँको आँखाको उपचार गराउनेछु,' दीपिकाले भनिन्, 'मेरो हजुरबुवाले आँखा देख्ने दिनको पर्खाइमा छु । घरका अरू मान्छेलाई पनि हजुरबुवाको उपचार गर्नुपर्छ भनिरहेकी छु ।'

विद्यालयमा दीपिका अनुशासित र सक्रिय छात्रा हुन् । दीपिकामा अनुशासन, जिम्मेवारी र सक्रियता सानै उमेरमै प्रेरणादायी रहेको उनकी आमा बासुकुमारीले बताइन् । 'बचतको सोच र हजुरबुबाको उपचारप्रति उनको लगावले हामी सबैलाई प्रभावित पारेको छ,' उनले भनिन् ।

वर्ल्ड भिजन र आस्था नेपालको साझेदारीमा सञ्चालन भएका परियोजनाले अन्य बालबालिकामा पनि बचत र आत्मनिर्भरता विकासमा योगदान पुर्याइरहेको उनको बुझाइ छ । रुपान्तरण कक्षाले दीपिकालाई जीवनोपयोगी सीप, नेतृत्व र बाल अधिकारबारे सिकाइ मात्र नभइ आर्थिक जिम्मेवारी र सामाजिक चेतना पनि दिएको उनले बताइन् ।

'दीपिकाको कथा बचतको कथा मात्र होइन, सानै उमेरमै हजुरबुबाप्रति माया, जिम्मेवारी, आत्मनिर्भरता र सामाजिक चेतना विकास गर्ने प्रेरणादायी उदाहरण पनि हो,' उनले भनिन्, 'मेरी छोरीले परिवारका मान्छेलाई जिम्मेवार बन्न पनि सिकाइरहेकी छन् ।'

11 year old Deepika

who started saving for her grandfather's treatment

(Achham)

Deepika an eleven-year-old girl from Panchdeval–Binayak Municipality–4 may be young in age but her actions reflect maturity. She is currently studying in grade six at Rishikul Secondary School in her village.

Despite her young age Deepika is conscious about her future and her family's needs. What guided her

towards this sense of responsibility and maturity is the Child Protection and Child Sponsorship Project implemented in partnership with Aastha Nepal and World Vision. After participating in the Rupantaran Class organized by the project she developed the habit of saving. She received a piggy bank from the project to encourage savings. As a Registered Child (RC) Deepika also receives educational materials and clothes from the project.

Her family consists of her father, mother, two sisters, grandfather and grandmother making seven members in total. Agriculture is their main source of income but it is insufficient to feed the family throughout the year. To manage household expenses her mother Basu Kumari Chand runs a small grocery shop in the village. Her father who had previously gone abroad for employment has now returned home. Coming from a family with weak economic conditions Deepika has emerged as a source of support. For about a year she has been saving money in her piggy bank. She began saving by setting aside money given during Dashain and Tihar festivals as well as from her daily snack allowance.

'Sometimes when I visit my maternal home I save the money given to me instead of spending it. I also keep my snack money in the piggy bank. So far I may have saved around 50, 000 rupees' said Deepika. Her mother also supports her by giving her small amounts of money daily from the grocery shop income to encourage her savings.

Deepika's grandfather has health problems. He has lost sight in his right eye and needs treatment. For this reason Deepika decided to start saving for his medical expenses at an early age. About a year ago she participated in the Rupantaran Class organized by Aastha Nepal and World Vision where she learned about the importance of saving. Despite her family's poor economic status Deepika prioritized saving for her grandfather's treatment.

'My grandfather is the dearest person in my life and he loves me very much. Once my piggy bank reaches one lakh rupees I will use it for his eye treatment' Deepika said. 'I am waiting for the day when my grandfather will be able to see again. I have been telling my family members that we must treat him.'

In school Deepika is known as a disciplined

and active student. Her mother Basu Kumari shared that Deepika's discipline, responsibility and activeness are inspiring even at such a young age. 'Her habit of saving and her dedication to her grandfather's treatment have influenced all of us' she said.

According to her mother the projects run in partnership with World Vision and Aastha Nepal have contributed to developing a sense of savings and self-reliance among many other children as well. For Deepika the Rupantaran Class not only provided life skills, leadership and knowledge about child rights but also instilled economic responsibility and social awareness.

'Deepika's story is not just about saving money it is an inspiring example of love, responsibility, self-reliance and social consciousness developed at a very young age' her mother said. 'My daughter has also been teaching other family members to become more responsible.'

रूपान्तरण कक्षाबाट वरिष्ठ बाल नेतृ बनेकी रिता

(अछाम)

करिब १२ वर्ष अगाडि आरसी (रजिस्टर्ड चाइल्ड) को रूपमा दर्ता भएकी पञ्चदेवल बिनायक नगरपालिका – १ की रिता १७ वर्षकी भइन् । कमजोर आर्थिक अवस्था भएको परिवारबाट हुर्किएकी रिता अहिले अछामका दश वटा स्थानीय तहका ९१ वटा वडाका बालबालिकाको नेतृत्व गर्दै जिल्लास्तरिय बाल सञ्जालकी वरिष्ठ उपाध्यक्ष भएकी छन् । अछामको दुर्गम गाउँ, कमजोर पारिवारिक पृष्ठभूमिबाट उदायकी रिताका लागि आस्था नेपाल र वर्ल्ड भिजनले सञ्चालन गरेको बाल संरक्षण तथा बाल स्पोन्सरसिप परियोजना सहयोगी भयो ।

२०८० सालको मंसिर महिनामा उनले २६ हप्ताको शनिबारिय कक्षाको रूपमा रहेको रूपान्तरण कक्षामा सहभागी भइन् । किशोर किशोरीको लागि जीवन उपयोगी सिप सम्बन्धीको रूपान्तरण कक्षाले उनको जीवनमा ठूलो परिवर्तन ल्यायो । 'रूपान्तरण कक्षा नलिनुभन्दा अगाडिसम्म म विद्यालय जाने र घर फर्किने बाहेक अरू केही पनि गर्थेन । जब रूपान्तरण कक्षामा सहभागी भएँ, किशोर किशोरीले कसरी अगाडि सर्ने कसरी नेतृत्व लिने भन्नेबारे जानकारी पाएँ । त्यसपछि म बालक्लबमा आबद्ध भएँ,' रिताले भनिन्, 'सबैभन्दा पहिले वडास्तरिय बालक्लबकी अध्यक्ष भएँ । वडा र नगरपालिकामा बालक्लबमा आबद्ध भएर काम गर्न थालेँ । अहिले जिल्लाको वरिष्ठ उपाध्यक्ष भएकी छु ।'

रूपान्तरण कक्षा लिँदाको सबैभन्दा पहिलो उपलब्धीको रूपमा उनले आफ्नो बुवाको मदिराको लत छुटाउनुलाई लिएकी छन् । 'मेरो बुवा पहिलो धेरै मदिरा सेवन गर्नुहुन्थ्यो । म रूपान्तरण कक्षाको सहभागी थिएँ । संस्थाका मान्छे अनुगमनको क्रममा मेरो घरमा आए । के परिवर्तन आयो भनेर सोध्दा मैले मेरो बुवालाई सम्झाउन सकेँ । उहाँ अहिले मदिरा सेवन गर्नुहुन्न भनेर सबै मान्छेको अगाडि झुट बोलेँ,' रिताले आफ्नो अनुभव सुनाउँदै भनिन्, 'त्यो बेला बुवा पनि नजिकै हुनुहुन्हुन्थ्यो । बुवालाई हिनताबोध भएछ । त्यसपछि बुवाले साँच्चिकै मदिरा सेवन गर्न छोड्नु भयो ।'

रिता अहिले गाउँमा सामाजिक अभियन्ताको रूपमा पनि परिचित छिन् । बालक्लबमा आबद्ध भएको बेला गाउँमा वृक्षारोपण गर्नेदेखि महिनावारी भएको समयमा छाउगोठमा बसाउने प्रथाको विरूद्धमासमेत आवाज उठाइरहेकी छन् । 'म आफैं पनि महिनावारी भएको समयमा तीन पटक छाउगोठमा बसेँ । रूपान्तरणको कक्षा लिन थालेपछि छाउगोठमा नबस्ने निर्णय लिएँ,' रिताले भनिन्, 'बुवा देवताको धामी हुनुहुन्थ्यो । पहिलेदेखि मान्दै आएको छाउपडी प्रथालाई आफ्नै घरबाट तोड्न त्यति सजिलो थिएन । तर आमाबुवालाई सम्झाउँदै गएँ । अहिले महिनावारी भएको बेला घरमा बस्न सक्ने भएकी छु ।' अहिले बाल सञ्जालको तर्फबाट नेतृत्व गरेर गाउँमा भएका छाउगोठ भत्काउने, सचेतना फैलाउने काम गरिरहेको उनले बताइन् ।

रीताले त्यति मात्र गरेकी छैनन्, बाल सञ्जालको तर्फबाट नेतृत्व गरेर बाल बिवाह न्यूनिकरणको क्षेत्रमा पनि काम गरिरहेकी छन् । 'सानै उमेरमा बिवाह गर्ने समस्या हाम्रो जिल्लामा नै धेरै छ । यसलाई रोक्नका लागि धेरै पक्षले सुक्ष्म अध्ययन गरेर काम गर्नु पर्ने देखिन्छ,' उनले भनिन्, 'मेरै नेतृत्वमा तीन वटा बाल विवाह रोकिएका छन् । यसरी काम गर्न चुनौती धेरै छ । तर हामी निरन्तर काम गरिरहेका छौं ।'

Rita
becomes senior child leader through Rupantaran Class

(Achham)

Rita, 17, from Panchdewal Binayak Municipality–1, was registered as a child (RC) about 12 years ago. She grew up in a family with limited economic resources but today she leads children from 91 wards across 10 local levels in Achham as the Senior Vice President of the district-level child network. Coming from a remote village and a disadvantaged family background, Rita's journey was supported by the Child Protection and Child Sponsorship Project implemented by Aastha Nepal and World Vision.

In Mangsir 2080 BS she participated in the 26-week Saturday Rupantran Class. The Rupantran Class focused on life skills for adolescents brought significant changes to her life. 'Before joining the Rupantran Class I did nothing beyond going to school and returning home. When I participated in the class I learned how adolescents can move forward and take leadership. After that I joined the child club' Rita said, 'I first became the president of the ward-level child club. Then I started working through child clubs at ward and municipal levels. Now I am the senior vice president at the district level.'

Rita considers one of her first achievements from the Rupantran Class to be helping her father overcome alcohol addiction. 'My father used to drink heavily. I was a participant in the Rupantran Class. During monitoring, the project staff visited my home and asked what changes had occurred. I was able to talk to my father. I told everyone that my father no longer drinks' Rita shared. 'My father was nearby then and felt embarrassed. After that he actually quit drinking.'

Rita is also recognized as a social activist in her village. While being part of the child club she raised awareness against practices such as forcing girls to stay in cowsheds during menstruation and worked on tree plantation activities. 'I myself had to stay in the cowshed three times during menstruation. After joining the Rupantaran Class I decided not to stay there' Rita said. 'My father was a local shaman. Breaking the long-standing Chhaupadi tradition at home was not easy. But by gradually convincing my parents I am now able to stay at home during menstruation.' She now leads efforts through the child network to dismantle cowsheds and spread awareness in the village.

Rita has also led initiatives through the child network to reduce child marriage. 'Child marriage is still a common problem in our district. To prevent it many parties need to conduct detailed studies and take action' she said, 'Under my leadership three child marriages have been prevented. It is challenging but we are working continuously.'

बालबालिकामै वडाको ४०% लगानी

कमल रावल
वडाध्यक्ष

अहिले आरसी नभएका बालबालिकाका लागि पनि वडाले बजेट विनियोजन गरेर सञ्चालन गरिरहेका छौं ।

पञ्चदेवल बिनायक (अछाम)

पञ्चदेवल-बिनायक नगरपालिका-६ तोलीको बाल अधिकार समिति गाउँका बालबालिकाको सुरक्षा, अधिकार र सामाजिक सहभागिता सुनिश्चित गर्न सक्रिय छ । वडाको अध्यक्ष कमल रावलका अनुसार बालबालिकाको सुरक्षा, आवश्यकता र उनीहरूका योजनालाई वडाले हरेक वर्ष प्रथामिकतामा राख्ने गरेको छ ।

बालबालिकालाई सुरक्षाको प्रत्याभूति गराउनु, जोखिम कम गर्नु र नेतृत्व क्षमतामा विकास गर्नु बाल अधिकार समितिको जिम्मेवारी रहेको उनले बताए । वडामा बाल अधिकार सुनिश्चित गर्न आस्था नेपाल र वर्ल्ड भिजनको सहयोगले महत्वपूर्ण भूमिका खेलेको वडाध्यक्ष रावलले बताए । 'बालबालिकाको अधिकारका लागि कसरी काम गर्ने भन्ने उपाय आस्था नेपाल र वर्ल्ड भिजनले दिएको छ । परियोजनाको आर्थिक, प्राविधिक सहयोगले बालबालिकाका योजना र उनीहरूका मुद्दामा हामी पनि सक्रिय भएर काम गरिरहेका छौं,' वडाध्यक्ष रावलले भने, 'आस्था नेपाल र वर्ल्ड भिजनको सहयोग बिना हाम्रो काम प्रभावकारी हुन्थेन । यो परियोजनाले प्रशिक्षण, अनुगमन र स्रोत उपलब्ध गराएका छन् ।'

उनका अनुसार वडाले हरेक वर्ष पाउँदै आएको जम्मा बजेटको ४० प्रतिशत बजेट बालकालिकाका क्षेत्रमा विनियोजन गरेको छ । हरेका आर्थिक वर्षमा कुल बजेटको १८ देखि २० लाख रूपैयाँ अर्थात ४० प्रतिशत रकम बालबालिकाका क्षेत्रमा छुट्याउने गरेको रावलले बताए । 'यस रकममार्फत जोखिममा रहेका बालबालिकाको पहिचान, स्वास्थ्य, शिक्षा र जीवनोपयोगी सीप विकासका कार्यक्रम सञ्चालन गरिन्छ,' उनले भने, 'आस्था नेपाल र वर्ल्ड भिजनले आरसी बालबालिकाका लागि रूपान्तरण कक्षा सञ्चालन गरेको थियो । त्यो कार्यक्रम प्रभावकारी भएको देखेर अहिले आरसी नभएका बालबालिकाका लागि पनि वडाले बजेट विनियोजन गरेर सञ्चालन गरिरहेका छौं ।'

रावलका अनुसार वडाले हालसम्म ९३ जना जोखिममा रहेका बालबालिकाको पहिचान गरी तिनीहरूलाई सहयोग गरिरहेको छ । दलित, विपन्न जाति र आर्थिक दृष्टिले कमजोर परिवारका बालबालिकालाई प्राथमिकतामा राख्दै शिक्षा, स्वास्थ्य र सुरक्षा सुनिश्चित गर्ने कार्यक्रम लागू गरिएको उनले बताए । 'हाम्रो वडामा धेरै बालबालिका विद्यालय नजाने, र जोखिममा परेका बालबालिकाको संख्या पनि धेरै देखियो । हामीले घर-घर गएर समस्या पहिचान गर्ने र अभिभावकसँग परामर्श गरेर समाधान निकाल्ने काम गरिरहेका छौं ।'

बाल अधिकार समितिले बालबालिकाको सुरक्षा र सशक्तिकरणका लागि समुदायमा सचेतना फैलाउने काम पनि गर्दै आएको छ । वडाध्यक्ष रावलका अनुसार विद्यालय र घरमा बालबालिकाको अधिकारबारे जानकारी दिइन्छ । बालबालिकाले आफैं पनि समूह गतिविधि, स्वास्थ्य सचेतना, वृक्षारोपण र अन्य सामाजिक कार्यक्रममा सहभागी भई नेतृत्व अभ्यास गर्न पाएका छन् ।

'जोखिममा रहेका बालबालिकालाई विद्यालयमा ल्याउन, हिंसा र शोषणबाट जोगाउन र उनीहरूलाई आत्मनिर्भर बनाउने हाम्रो प्राथमिकता हो,' उनले भने, 'दलित र विपन्न वर्गका बालबालिकामा ध्यान दिनु भनेको सामाजिक न्याय सुनिश्चित गर्नु हो । यसमा आस्था नेपाल र वर्ल्ड भिजनले हामीलाई धेरै सहयोग गरिरहेका छन् ।' महिनावारीको समयमा छाउगोठमा बस्ने र त्यसले महिला तथा बालिकाको स्वास्थ्यमा प्रतिकुल असर पार्दै गएकाले त्यसका विरूद्धमा अभियान सञ्चालन गरिरहेको उनको भनाइ छ ।

40 Percent of Ward Investment Goes to Children

Panchdewal Binayak (Achham)

The Child Rights Committee of Ward 6 Toli, Panchdewal Binayak Municipality is actively working to ensure the protection, rights and social participation of children in the village. According to Ward Chairperson Kamal Rawal, the ward prioritizes children's safety, needs and their plans every year.

Ensuring child protection, reducing risks and developing leadership skills are the responsibilities of the Child Rights Committee' he said, 'Aastha Nepal and World Vision have played a key role in ensuring child rights in the ward. They have provided guidance on how to work for child rights. With their financial and technical support we are actively implementing children's plans and programs. Without Aastha Nepal and World Vision our work would not have been effective. This project has provided training, monitoring and resources.'

Kamal Rawal
Ward Chairperson

He added that the ward allocates 40 percent of its total annual budget to children's programs. Every fiscal year the ward sets aside 18 to 20 lakh rupees or 40 percent of the total budget, for children. 'Through this funding programs are implemented to identify children at risk and to develop their health, education and life skills' he said, 'Seeing the success of the Rupantaran Class conducted for RC children by Aastha Nepal and World Vision, the ward now allocates budget to organize similar programs for non-RC children.'

Rawal said that the ward has identified 93 children at risk and is providing support. Programs are implemented giving priority to children from Dalit, disadvantaged and economically weak families to ensure education, health and protection. 'Many children in our ward do not attend school and the number of children at risk is high. We visit homes to identify problems and consult with parents to find solutions.'

The Child Rights Committee also raises awareness in the community to ensure the protection and empowerment of children. According to Chairperson Rawal, information on child rights is provided in schools and homes. Children themselves have opportunities to practice leadership by participating in group activities, health awareness, tree plantation and other social programs.

'Our priority is to bring children at risk to school, protect them from violence and exploitation and make them self-reliant' he said, 'Focusing on children from Dalit and disadvantaged groups is ensuring social justice. Aastha Nepal and World Vision have been supporting us greatly in this work.' He added that campaigns are being conducted against forcing girls to stay in cowsheds during menstruation as it negatively affects women and children's health.'

पञ्चदेवल-बिनायक-२ बालमैत्री घोषणातर्फ

(अछाम)

पञ्चदेवल-बिनायक नगरपालिका-२ बालमैत्री स्थानीय शासन घोषणा गर्ने अन्तिम तयारीमा जुटिरहेको छ । आस्था नेपाल र वर्ल्ड भिजनको सहकार्यमा वडाले केही वर्षयता बाल अधिकार, संरक्षण र सहभागिताको क्षेत्रमा उल्लेखनीय प्रगति गर्दै आएको छ ।

२०७४ सालमै बालमैत्री स्थानीय शासन घोषणा गर्ने लक्ष्यसहित वडाले कार्य प्रारम्भ गरेको थियो । पहिले खेलमैदान, बालमैत्री संरचना, सचेतना केन्द्रलगायतका संरचना निर्माण भए पनि समयसँगै तीमध्ये केही संरचना जिर्ण भइसकेका छन् । पहिले घोषणा गर्ने गरि काम भएको र त्यो बेला घोषणा हुन नसक्दा बनाइएका संरचना जीर्ण भएको उनले बताए । 'अनुगमनका क्रममा पहिले तयार भएका बालमैत्री संरचना जीर्ण भएको पाइयो । आस्था नेपाल र वर्ल्ड भिजन पञ्चदेवल बिनायक नगरपालिकाको सहयोगमा फेरि ती संचना बनाएका छौं,' उनले भने, 'घोषणा कागजमा सीमित नभई व्यवहारमै प्रभावकारी होस् भन्ने उद्देश्यले संरचना र प्रणाली दुवै मजबुत बनाउन निरन्तर काम भइरहेको छ । अब छिट्टै बालमैत्री स्थानीय शासन वडा घोषणा गर्छौं ।'

उनका अनुसार वडाले नेपाल सरकारले तोकेका ३९ सूचक पूरा गर्न वडाले निरन्तर पहल गरिरहेको छ । यी सूचकहरूमा शिक्षा, स्वास्थ्य, सुरक्षा, संरक्षण, सहभागिता, लैङ्गिक समानता र नीतिगत आधारसमेतका पक्ष समावेश छन् । वडामा विद्यालय नपुगेका बालबालिकालाई पुनः अध्ययनमा फर्काउने, किशोरीहरूलाई महिनावारी स्वच्छता र स्वास्थ्यबारे सचेत पार्ने, अभिभावकलाई बाल अधिकारबारे जानकारी दिने जस्ता कामले परिवर्तन ल्याएको छ ।

हालै वडामा रहेका ५ सय ५४ घरधुरीको घर नम्बरिङ कार्य सम्पन्न भएको वडाध्यक्ष धामीले बताए । यसले जनगणना, सेवा वितरण र बाल संरक्षणमा जोखिम पहिचान गर्न सहजता ल्याएको वडाध्यक्ष धामीको भनाइ छ ।

उनका अनुसार अनुगमन औपचारिक रूपमा सुरू नभए पनि वडाले यसको तयारीलाई अन्तिम चरणमा पुर्याएको छ । 'असोज महिनाभित्र घोषणा गर्ने लक्ष्य राखिएको छ । तर नगरपालिकाभरको बालमैत्री प्रोफाइल तयार पार्न केही ढिलाइ हुँदा प्रक्रिया अलि पछाडि सरेको छ,' उनले भने, 'हामी असोजमै घोषणा गर्ने तयारीमा छौं । अहिले प्रोफाइल तयार गर्ने र आवश्यक कागजात संकलनको अन्तिम चरणमा छौं । अनुगमन टोली आउँछ । सकारात्मक प्रतिवेदन पाएपछि घोषणा हुनेछ ।' जिल्ला समन्वय समितिका प्रमुखको नेतृत्वमा सरोकारवालको टोलीले सूचकहरूको अवस्था र अन्य अवस्थाको बारेमा लगत्तै अनुगमन गर्ने तयारी रहेको उनले बताए ।

यो तयारीमा आस्था नेपाल र वर्ल्ड भिजनको योगदानलाई उनले विशेष धन्यवाद दिएका छन् । उनका अनुसार आस्था नेपाल र वर्ल्ड भिजनले समुदायमा सचेतना फैलाउने, बाल क्लब सक्रिय गर्ने, किशोरी र अभिभावकलाई तालिम दिने तथा बालबालिकाको आवाजलाई निर्णय प्रक्रियामा पुर्याउने कार्य गर्दै आएका छन् ।

बालमैत्री स्थानीय शासन वडा औपचारिक रूपमा घोषणा गर्न बाँकी भएता पनि अहिले बालमैत्री व्यवहार, संरचना र निती बनिसकेको पञ्चदेवल बिनायक नगरपालिका –२ की बालिका मनसरा धामीले बताइन् । 'पहिले हाम्रो कुरा कोही सुन्दैन थिए । अहिले वडामा बालबालिकाको कुरा सुन्छन् । हामीलाई योजना बनाउन बोलाइन्छ । यो नै हाम्रो लागि ठूलो परिवर्तन हो,' उनले भनिन् ।

बालमैत्री स्थानीय शासनको घोषणापछि पञ्चदेवल बिनायक नगरपालिका -२ मा बालबालिकाको अधिकार सुनिश्चित गर्न कानुनी, सामाजिक र भौतिक संरचना दुवै बलियो हुने अपेक्षा गरिएको छ ।

(Achham)

Panchdeval Binayak Municipality Ward 2 is in the final stages of preparing to declare child-friendly local governance. With the collaboration of Aastha Nepal and World Vision, the ward has made significant progress in child rights, protection and participation over the past few years.

The ward began its work in 2074 BS with the goal of declaring child-friendly local governance. Initially playgrounds, child-friendly structures and awareness centers were constructed, but over time some of these structures have deteriorated. The ward said the structures built earlier for the declaration had become dilapidated because the declaration did not take place at that time. 'During monitoring it was found that the previously constructed child-friendly structures were dilapidated. With support from Aastha Nepal and World Vision Panchdeval–Binayak Municipality we have rebuilt these structures' the ward official said. 'Our aim is to make the declaration effective in practice, not just on paper, so we are continuously working to strengthen both structures and systems. We will declare the child-friendly local governance of the ward soon.'

According to the ward, it has been continuously working to fulfill the 39 indicators set by the Government of Nepal. These indicators include education, health, safety, protection, participation, gender equality and policy-based aspects.

Panchdewal Binayak–2 Preparing for

Child-Friendly Local Governance Declaration

The ward's initiatives such as bringing children who are out of school back to education, raising awareness among adolescents about menstrual hygiene and health, and informing parents about child rights have brought about positive changes.

Recently the ward completed household numbering for 554 households. Ward Chairperson Dhami said this has made it easier to conduct census, deliver services and identify risks to child protection.

Although formal monitoring has not yet begun, the ward has completed the final preparations. 'We aim to make the declaration within the month of Ashoj. However, some delays in preparing child-friendly profiles across the municipality have slightly postponed the process' he said. 'We are now in the final phase of preparing the profiles and collecting the necessary documents. Once the monitoring team visits and submits a positive report, the declaration will be made.'

He added that a team of stakeholders led by the district coordination committee chief is ready to monitor the indicators and other conditions immediately. He expressed special gratitude for the contribution of Aastha Nepal and World Vision in this preparation. According to him, these organizations have been raising awareness in the community, activating child clubs, providing training to adolescents and parents, and ensuring children's voices are included in decision-making.

Even though the formal declaration of child-friendly local governance is pending, 14-year-old girl Mansara Dhami of Panchdewal Binayak Municipality Ward 2 said child-friendly practices, structures and policies are already in place. 'Earlier no one used to listen to us. Now our voices are heard in the ward. We are invited to participate in planning. This is a big change for us' she said.

After the declaration of child-friendly local governance, it is expected that both legal, social and physical structures will be strengthened to ensure children's rights in Panchdeval–Binayak Municipality Ward 2.'

विद्यालयमा प्रभावकारी बन्दै गुनासो सुनुवाइ संयन्त्र

(अछाम)

पञ्चदेवल बिनायक नगरपालिका–२ माडुस्थित सरस्वती माध्यमिक विद्यालयमा करिब ३ सय ५० विद्यार्थी पढ्छन् । विद्यालयमा विद्यार्थी, शिक्षक र अभिभावकबीच समस्या समाधानका लागि गुनासो सुनुवाइ समिति गठन गरिएको छ । आस्था नेपाल र वर्ल्ड भिजनको आर्थिक सहयोगमा मासिक बैठक सञ्चालन भइहरेको छ । समितिमा विद्यालय व्यवस्थापन समिति अध्यक्ष संयोजक छन् भने समितिको फोकल पर्सनको रुपमा महिला शिक्षक गोमा खड्का छन् । विद्यार्थी प्रतिनिधित्वमा कक्षा १० की १४ वर्षिया छात्रा आरती साउद छन् ।

विद्यालयमा गुनासो पेटिका राखिएको छ । जसमा महिनामा दुई पटक गुनासो संकलन गरिन्छ । विद्यार्थीहरूले शिक्षकलाई प्रत्यक्ष भन्न नसक्ने कुरा गुनासो पेटिकामा राख्न सुरू गरेका छन् । समिति फोकल पर्सन शिक्षक गोमा खड्काका अनुसार विद्यालय भवन नभएको, भौतिक संरचना राम्रो नभएको शिक्षकहरूले कक्षा कोठाभित्र मोबाइल चलाएर बस्ने गुनासो आउने गरेका छन् । 'एक पटक त शिक्षकले मदिरा सेवन गरेर कक्षा कोठामा आएको गुनासो पनि आयो । त्यसपछि ती शिक्षकमाथि कारबाही प्रक्रिया अघि बढ्यो,' उनले भनिन्, 'गुनासो पेटिकामा विद्यालय भवन नभएको, भौतिक संरचना अधूरो भएको, शिक्षक मोबाइलमा समय खर्च गर्ने, नियमित उपस्थित नहुने, कक्षा समयमा ढिलो आउने र केहीले पढाइमा ध्यान नदिने जस्ता गुनासो धेरै आउने गरेका थिए ।'

गुनासो सुनवाइ समितिले आएका गुनासोलाई मासिक रूपमा दुई पटक, कहिले एक पटक गरेर हेर्ने गरेको छ । आएका गुनासोलाई विद्यालयस्तरबाट समाधान गर्ने, भौतिक संरचनाका विषयमा आएका गुनासो नगरपालिका लगायतका

सरोकारवालाई सम्बोधनका लागि पहल गर्ने गरेको उनले बताइन् ।

समितिमा विद्यार्थी प्रतिनिधिलाई पनि राखिएको छ । विद्यार्थीबाट आएका गुनासोलाई उनीहरू विद्यार्थी प्रतिनिधिको रूपमा राखेर छलफलको अभ्यास गरिएको छ । गुनासो सुनुवाई समितिकी विद्यार्थी प्रतिनिधि आरती साउदका अनुसार विद्यार्थीले गुनासो पेटिकामा गुनासो राखेपछि शिक्षकले नियमित कक्षा सञ्चालन गर्न थालेका छन् । कक्षा कोठाभित्र शिक्षकले मोबाइल चलाउन छोडेका छन् । 'केही शिक्षकहरू कक्षामा ढिलो आउने र छिटो जाने गुनासो धेरै आएको थियो । विद्यार्थीले गुनासो गरेपछि अहिले शिक्षकहरू समयमा कक्षा कोठामा पूनुहुन्छ । पूरै समय पढाएरै मात्रै जानु हुन्छ,' उनले भनिन् , 'शिक्षकले कक्षाभित्र मदिरा सेवन गरेर पढाउन आएको विषय पनि गुनासो पेटिकामा आएको थियो । अहिले त्यो समस्या पनि समाधान भयो ।' शिक्षकहरू सूर्तीजन्य पदार्थ सेवन गरेर कक्षा कोठामा आउने गरेकोमा अहिले सुधार भएको उनले बताइन् । शिक्षकका अगाडि खुलेर गुनासो गर्न नसक्ने विद्यार्थीका लागि गुनासो पेटिका धेरै प्रभावकारी भएको उनको भनाइ छ । 'शिक्षकका अगाडि डरले केही भन्न नसक्ने समस्या हुन्छ । तर यसरी विद्यार्थीले आफूलाई परेको र भोगिरहेको समस्या ढुक्कले राख्न सकिरहेका छन्,' उनले भनिन् ।

पुरानो विद्यालयको रूपमा रहेको सरस्वती माध्यामिक विद्यायमा भौतिक संरना पुराना र जीर्ण भएको र त्यसले विद्यार्थीको पढाइमा असर पारिरहेको गुनासो आएपछि पञ्चदेवल बिनायक नगरपालिकाले यी समस्याहरूको समाधान गर्दै फर्निचर उपलब्ध गराएको शिक्षक प्रतिनिधि खड्काले बताइन् । विद्यार्थीका लागि खेलकुद सामग्री पनि प्राप्त भएको उनले बताइन् । जसले गर्द वद्यार्थीहरु अत्यन्त उत्साहित भएको उनको भनाइ छ ।

गुनासो पेटिकाले विद्यार्थी, शिक्षक र अभिभावकबीच विश्वास र पारदर्शिताको वातावरण बनाएको छ । शिक्षक र विद्यार्थीको निगरानी र विद्यार्थी प्रतिनिधिको सक्रियताले प्रणालीलाई अझ प्रभावकारी बनाएको छ । अहिले सरस्वती माध्यमिक विद्यालयमा गुनासो सुनुवाइ समिति अन्य विद्यालयका लागि उदाहरण बनेको छ ।

Complaint Hearing Mechanism Becoming Effective in School

(Achham)

Approximately 350 students study at Saraswati Secondary School located in Madu, Panchdewal Binayak Municipality Ward 2. A complaint hearing committee has been formed in the school to resolve issues between students, teachers and parents. Monthly meetings are being conducted with financial support from Aastha Nepal and World Vision.

The School Management Committee chairperson acts as the coordinator of the committee while female teacher Goma Khadka serves as the focal person. Fourteen-year-old student Aarti Saud represents the students.

A complaint box has been installed in the school, and complaints are collected twice a month. Students have started submitting matters in the complaint box that they cannot directly express to teachers. According to committee focal person Goma Khadka, complaints have included issues such as lack of a proper school building, inadequate physical infrastructure and teachers using mobile phones in class. 'Once a complaint came that a teacher entered the classroom after consuming alcohol. Action was taken against that teacher' she said, 'Many complaints were received about the school building being insufficient, incomplete physical structures, teachers spending time on mobile phones, irregular attendance, arriving late to class and some not paying attention to teaching.'

The complaint hearing committee reviews the submitted complaints twice a month or sometimes once. The complaints are addressed at the school level, while those related to physical infrastructure are forwarded to the municipality and other stakeholders for action. Students are also included in the committee, and complaints submitted by students are discussed as part of student representation.

According to student representative Aarti Saud, after students placed complaints in the box, teachers have started conducting classes regularly and stopped using mobile phones in classrooms. 'There were many complaints about teachers arriving late and leaving early. After students submitted complaints, teachers now arrive on time and teach the full class' she said. 'There was also a complaint that a teacher came to teach after consuming alcohol. That problem has now been resolved.' She added that the complaint box has been very effective for students who are afraid to speak directly in front of teachers. 'Students are now able to express the problems they face without fear' she said.

Saraswati Secondary School is an old school, and complaints about deteriorating physical infrastructure affecting student learning led Panchdeval–Binayak Municipality to provide solutions and supply furniture, according to teacher representative Khadka. Sports materials have also been provided for students, which has greatly motivated them.

The complaint box has created an environment of trust and transparency between students, teachers and parents. Active supervision by teachers and students along with the student representative has made the system even more effective. Currently the complaint hearing committee at Saraswati Secondary School serves as an example for other schools.

ललिताका लागि बाल स्पोन्सरसिप बन्यो 'बरदान'

(अछाम)

कमलबजार नगरपालिका–२ की ललिताका पाँच दिदीबहिनी र एक दाइ छन् । उनको घरको मुख्य आम्दानीको स्रोत भनेको बुवाले वर्षभरि भारतमा गरेको कमाइ हो । गाउँमा रहेको जग्गामा सोचेअनुसारको उत्पादन छैन । पछिल्लो समय आर्थिक अवस्था राम्रै भएकाहरूले पहाड छोडेर तराईतर्फ जाने भएपछि गाउँघर रित्तो छ । खेतबारी बाँझा छन् । बाँझा खेतबारी हुँदा जंगली जनावरको त्रास पनि उत्तिकै छ ।

ललिताको परिवार भने बसाइँ सरेर जाने योजनामा छैन । तर लगाएको खेतिपाती जंगली जनावरले नष्ट गर्न थालेपछि अहिले पनि परिवारका लागि जीविकोपार्जन कठिन भएको छ ।

पाँच जना दिदीबहिनी र एक दाइ गरी ६ जना मध्येकी कान्छी ललिता अहिले कक्षा १२ मा पढ्छिन् । उनका अरू दाइदिदीले उच्च शिक्षा पाएका छैनन् । धेरै दिदीबहिनीले औपचारिक शिक्षा बिचमै छोडेका छन् ।

'बुवाले जीवनभरि भारतमा कमाइ गरेर पनि सबै छोराछोरीलाई पढाउन सक्नु भएन । कमजोर आर्थिक अवस्थाका कारण दिदीहरूले बीचमै पढाइ छोडेर बिहे गरे,' उनले भनिन्, 'सबै छोराछोरीलाई स्कूलको पोशाक, कापी, कलम, लत्ताकपडा किन्न सकिएन । मेरो दाइ, दिदीले चाहेर पनि पढ्न पाउनु भएन ।'

कापी, कलम र शैक्षिक सामग्री नपाएर उनका दाइ–दिदीले पढाइ छोडेपनि ललितालाई त्यस्तो अभाव भएको छैन । उनी सानै

उमेरदेखि वर्ल्ड भिजनद्वारा सञ्चालित 'बाल स्पोन्सरसिप'मा दर्ता भएकी थिइन् । त्यसै बेलादेखि ललिताले किताब, कापी, कलम र विद्यालय पोशाक जस्ता शैक्षिक सामग्री पाउन थालिन् । 'कापी, कलम, पोशाक अहिलेसम्म घरबाट किन्नु परेको छैन । बाल स्पोन्सरसिप कार्यक्रम नभएको भए र त्यसबाट मलाई सहयोग नभएको भए मेरा दिदीहरू जस्तै मैले पनि स्कुल छोड्नु पर्थ्यो,' उनले भनिन्, 'एक्लाको कमाइले छोराछोरी पढाउन सकिएन, तिम्रा लागि पनि सबै खर्च आफैं गर्नु पर्ने अवस्था आएको भए पढाउन सक्दैन थिएँ भनेर बुवाले जहिले भन्नुहुन्छ ।'

बाल स्पोन्सरसिप कार्यक्रम आफ्नो गाउँमा सञ्चालन भएको कारण मात्रै पढ्न सम्भव भएको ललिता बताउँछिन् । कमजोर आर्थिक अवस्था भएका, धेरै सन्तान भएका बालबालिकाका लागि यो कार्यक्रम धेरै सहयोगी भएको उनले बताइन् ।

'बाल स्पोन्सरसिप नभएको भए के हुन्थ्यो होला, पढ्न पो पाउँथेनकी भनेर कहिलेकाहीँ एक्लै हुँदा यस्तै कुरा मनमा आउँछन्,' ललिता भन्छिन्, 'यो कार्यक्रम नभइदिएको भए दिदीहरूको जस्तो मेरो पढाइ पनि अधुरो रहन्थ्यो । पढ्ने चाहना पनि सपना जस्तै हुन्थ्यो । यो कार्यक्रम मेरा लागि वरदान साबित भएको छ ।'

बाल स्पोन्सरसिप कार्यक्रममार्फत उनलाई किताब–कापी, पोशाक, स्वास्थ्य जाँच, खोप, पौष्टिक खाना र सरसफाइ जस्ता कुरामा सहयोग भएको छ । बाल अधिकार शिक्षा, बाल हिंसा रोकथाम र समुदायमा सचेतना फैलाउने काममा आफू पनि आबद्ध भएको ललिताले बताइन् । अभिभावक शिक्षा पनि पाएकाले आमा–बुवा पनि खुशी भएको उनले बताइन् । 'म अहिले समुदायमा गएर सचेतना फैलाउन सक्छु । भन्न र बोल्न सक्ने भएकी छु । आफैंले गर्व गर्न सक्ने भएको छु,' उनले भनिन् ।

ललिताको चाहना अब स्वास्थ्यकर्मी बनेर समुदायमै काम गर्नु हो । उनले थप पढाइको लागि परिवारसँग आग्रह गरिरहेकी छन् । 'हाम्रो गाउँमा अझै धेरै महिला र बालबालिका स्वास्थ्य सेवाबाट वञ्चित छन् । म स्वास्थ्यकर्मी बनेर उनीहरूको सेवा गर्न चाहन्छु,' उनले भनिन् ।

(Achham)

Child Sponsorship Became a ‘Blessing’ for Lalita

Lalit, from Ward 2, Kamalbazaar Municipality, has five sisters and one brother. The family’s main source of income comes from her father’s earnings in India throughout the year. Agricultural production on their land is not sufficient. Recently, many families with better economic conditions have moved from the hills to the Terai, leaving villages mostly empty. Fields remain barren, and the threat from wild animals has increased.

Lalita’s family has no plans to move. However, with crops being destroyed by wild animals, sustaining the family remains difficult. Among the six siblings, Lalita is the youngest and currently studies in grade 12. Her elder siblings did not pursue higher education and most left school early.

‘Even though my father worked in India all his life, he could not educate all his children. Due to financial constraints, my elder sisters had to leave school and get married, ’ she said, ‘All children could not afford school uniforms, notebooks, pens and clothes. My siblings could not continue their studies even if they wanted to.’

Unlike her siblings, Lalita never lacked educational materials. She was registered in the World Vision ‘Child Sponsorship’ program from a young age. Since then, she has received books, notebooks, pens and school uniforms. ‘I have never had to buy notebooks, pens or uniforms myself. Without the child sponsorship program and the support I received from it, I too would have had to leave school like my sisters’ she said, ‘My father often says that with his single income, he could not support all children’s education. If I had to bear all expenses myself, I would not have been able to study.’

Lalita says that the child sponsorship program in her village has made it possible for her to study. The program has been very helpful for children from financially weak and large families. ‘Sometimes, when I am alone, I think what would have happened if the program did not exist. I would not have been able to study. Without it, my education would have remained incomplete like my sisters’. She adds, ‘The program has truly been a blessing for me.’

Through the child sponsorship program, Lalita has received books, uniforms, health check-ups, vaccinations, nutritious food and hygiene support. She has also become involved in child rights education, prevention of child abuse and community awareness activities. Her parents are happy as they also received parental education. ‘I can now raise awareness in the community, speak up and express myself confidently. I feel proud of myself ’ she said.

Lalita now aspires to become a health worker and serve her community. She is seeking her family’s support for further studies. ‘Many women and children in our village still lack access to health services. I want to become a health worker and serve them, .’ she said.’

कमलबजारमा बालबालिका संरक्षणमा सहकार्य र नीति निर्माण

(अछाम)

कमलबजार नगरपालिकाले आस्था नेपाल र वर्ल्ड भिजनसँग सहकार्यमा बालबालिकाको सुरक्षा र अधिकार सुनिश्चित गर्न नीति निर्माण गरेको छ ।

बाल संरक्षणसम्बन्धी पञ्च वर्षिय रणनीतिक योजना – २०७९, स्थानीय स्तरमा बालअधिकार समिति गठन र संचालन कार्यविधि, बाल कोष संचालन कार्यविधि –२०७९, बालविवाह सम्बन्धी त्रिवार्षीय रणनीति योजना २०८०-२०८३ तयार गरेको छ ।

आस्था नेपाल र वर्ल्ड भिजनको साझेदारीमा सञ्चालित बाल संरक्षण र बाल स्पोन्सरसिप परियोजनाले बालबालिकाको जीवनमा सकारात्मक परिवर्तन ल्याएको कमलबजार नगरपालिकाकी उपप्रमुख शारदा कुमारी विष्टले बताइन् । उनका अनुसार परियोजनाले सञ्चालन गरेका कार्यक्रम बालबालिकाका लागि प्रभावकारी भएकाले ती कार्यक्रमलाई नगरपालिकाले नीति तथा कार्यक्रममा समावेश गरेर सञ्चालन गरिरहेको उनले बताइन् ।

कमलबजार नगरपालिकाकी उपप्रमुख विष्टका अनुसार सबै नीति निर्माण गर्दा परियोजनाले सहयोग गरेको छ । परियोजनाकै सहयोगमा बाल संरक्षणसम्बन्धी पञ्च वर्षिय रणनीतिक योजना – २०७९ अनुसार तयार पारि हाल कार्यान्वयनमा छ । 'यसै रणनीतिक योजनाअन्तर्गत हरेक वर्ष बालबालिकालाई बालअधिकार र बाल संरक्षणमा पहुँच पुऱ्याउन कार्यक्रम विकास गरी वार्षिक कार्ययोजना बनाइन्छ । सो अनुसार क्रियाकलाप सञ्चालन गरिन्छ र प्रत्येक वर्ष यसको समीक्षा गरिन्छ,' उपप्रमुख विष्टले भनिन् ।

कमलबजार नगरपालिकामा उक्त परियोजना लागु भएपछि मात्रै स्थानीय स्तरमा बालअधिकार समिति गठन गरिएको र यसको संचालन कार्यविधि अनुसार भइरहेको उनले बताइन् । उनका अनुसार पालिकास्तरमा उपप्रमुखको संयोजकत्वमा बालअधिकार समिति गठन गरिएको छ । वडास्तरमा वडाअध्यक्षको संयोजकत्वमा समिति गठन गरिएको छ ।

समितिले बालबालिकाका सवालहरु पहिचान गर्ने, संविधानमा सुनिश्चित अधिकार र बाल संरक्षणसम्बन्धी काम गरिरहेको उनले बताइन् । साथै बालबालिकाका समस्या पहिचान गरी बजेट व्यवस्थापन, राहत वितरण र उद्धारसम्बन्धी काममा पनि सहयोग गरिरहेको उपप्रमुख विष्टले बताइन् ।

पालिका स्तरमा बाल कोष संचालन कार्यविधि –२०७९ बनाएर काम गरिरहेको उपप्रमुख विष्टले बताइन् । उनका अनुसार समुदाय स्तरमा अत्यन्त जोखिममा रहेका बालबालिकालाई पहिचान गरी आवश्यक सहयोग उपलब्ध गराउने व्यवस्था गरिएको छ । कोषमा साझेदार संस्था आस्था नेपाल र वर्ल्ड भिजनको पनि सहयोग रहेको छ । कमलबजार नगरपालिकाले कोषमा बजेट व्यवस्थापन गरेर खर्च गरिरहेको उनले बताइन् ।

'बालबालिकाको पढाइमा सहजता ल्याउन स्टेसनरी, ब्याग, पोशाक, जुत्ता लगायतका सामग्री तथा खानपान र सामान्य उपचार खर्चको लागि प्रतिव्यक्ति १० हजारसम्म नगद सहयोग दिने व्यवस्था गरिएको छ,' उनले भनिन् ।

उनका अनुसार परियोजनासँगको सहकार्यमा बालविवाह सम्बन्धी त्रीवर्षीय रणनीति योजना २०८०-८३ तयार भई कार्यान्वयनमा आइसकेको छ । बालविवाह अन्त्य गर्न सरोकारवाला निकाय, अभिभावक तथा बालबालिकाबीच अन्तरक्रिया कार्यक्रम सञ्चालन भैरहेको उनले बताइन् ।

अहिले कमलबजार नगरपालिकाले परियोजनाले सञ्चालन गरेका हरेक कार्यक्रम आफ्नो नीति तथा कार्यक्रममा समावेश गरी सञ्चालन गरिरहेको उपप्रमुख विष्टले बताइन् । उनका अनुसार बाल सञ्जाललाई क्रियाशील बनाउने, सडक नाटक जस्ता सचेतनामूलक कार्यक्रम सञ्चालन गर्ने र अभिभावक शिक्षा मार्फत सचेतिकरण कार्यक्रम पनि सञ्चालन भइरहेको छ ।

परियोजनाले सञ्चालन गरेका कार्यक्रम प्रभावकारी भएको महसुस गर्दै कमलबजार नगरपालिकाले ती कार्यक्रमहरूलाई आफ्नै बजेटमार्फत कार्यन्वयन गरिरहेको छ । रुपान्तरण कक्षा, अभिभावक शिक्षा, बालविवाह विरूद्धको 'बोल्छु' अभियान, बालबालिका र अभिभावकबीच अन्तरसम्बन्ध कार्यक्रम, लागू पदार्थ, दुरुपयोग तथा अनलाइन सुरक्षा सम्बन्धी कार्यक्रम, मानसिक स्वास्थ्य परामर्श, किशोरलाई जीवन उपयोगी सीप प्रदान गर्ने तालिम, बालमेला संचालन अहिले नगरपालिका आफैंले गरिरहेको छ ।

Collaboration and Policy Making for **Child Protection in Kamalbazaar**

Sharda Kumari Bista
Deputy Mayor

(Achham)

Kamalbazaar Municipality, in collaboration with Aastha Nepal and World Vision, has developed policies to ensure the protection and rights of children. The municipality has prepared a five-year strategic plan on child protection—2079, guidelines for the formation and operation of local child rights committees, guidelines for managing the child fund—2079, and a three-year strategic plan on child marriage—2080 to 2083.

According to Deputy Mayor of Kamalbazaar Municipality, Sharda Kumari Bista the child protection and child sponsorship projects implemented in partnership with Aastha Nepal and World Vision have brought positive changes to the lives of children. She added that since these programs are effective for children, the municipality has incorporated them into its policies and programs.

Deputy Mayor Bista stated that the projects provided support in all policy-making processes. With the support of these projects, the five-year strategic plan on child protection — 2079 has been prepared and is currently being implemented. 'Under this strategic plan, programs are developed each year to ensure children's access to child rights and protection. Activities are carried out according to the plan and reviewed annually .' she said.

She also explained that only after the implementation of the projects were local child rights committees formed, operating according to the established guidelines. At the municipal level, the committee is chaired by the Deputy Mayor and at the ward level, committees are chaired by the respective Ward Chairpersons.

The committees identify issues related to children and work on rights ensured by the Constitution and child protection. They also assist in budget management, relief distribution and rescue activities for children in need, Deputy Mayor Bist added.

She stated that the municipality has established and operates a child fund according to the Child Fund Operation Guidelines—2079. At the community level, the fund ensures necessary support for children at high risk. Partner organizations Aastha Nepal and World Vision also contribute to the fund, which the municipality manages and utilizes. 'To facilitate children's education, the municipality provides support up to NPR 10, 000 per child for stationery, bags, uniforms, shoes, meals and general treatment expenses, ' she said.

According to her, in collaboration with the projects, a three-year strategic plan on ending child marriage—2080 to 2083 has been prepared and is being implemented. Interaction programs involving stakeholders, parents and children are conducted to prevent child marriage.

Deputy Mayor Bista further stated that the municipality has incorporated all project programs into its policies and is currently implementing them. These include activating child networks, awareness programs like street dramas and awareness-raising through parent education.

Noting the effectiveness of the programs, Kamalbazaar Municipality is now implementing them using its own budget. Programs such as Rupantaran classes, parent education, the 'I Speak' campaign against child marriage, child-parent interaction programs, substance abuse and online safety programs, mental health counseling, life skills training for adolescents, and child gatherings are all being run directly by the municipality.'

अशिक्षाबाट साक्षरतासम्म

तुलाको प्रेरणादायी यात्रा

(अछाम)

कमलबजार नगरपालिका-४ की ३५ वर्षीया तुला ढोलीको बिहे १६ वर्षकै उमेरमा भएको थियो । मंगलसेन नगरपालिका-७ माइती घर भएकी उनको बिहे गरेको अहिले १९ वर्ष भइसकेको छ । उनका दुई छोरा र एक छोरी छन् । श्रीमान् रोजगारीका सिलसिलामा भारतमा बस्ने भएकाले घर-परिवार र छोराछोरीको सम्पूर्ण जिम्मेवारी तुलामाथि नै छ । दशैं-तिहारजस्ता चाडबाडका बेला मात्रै उनका श्रीमान् घर फर्कने गरेका छन् ।

साना उमेरमा बिहे भएकी तुलाले विद्यालय पढ्ने अवसर पाइनन् । विवाहपछि घरधन्दा र मेलापातमै व्यस्त रहँदा बाहिरको संसार देख्न पनि पाइनन् । कान कम सुन्ने र आँखा कम देख्ने भएकी उनलाई समाजका मानिसहरूले खासै वास्ता गर्दैनथे । सामान्य साक्षर पनि नभएकी उनले कतै

From Illiteracy to Literacy

Tula's Inspirational Journey:

(Achham)

Tula Dholi, 35, from Kamal Bazar Municipality–4, was married at the age of 16. She is originally from Mangalsen Municipality–7 and it has been 19 years since her marriage. She has two sons and a daughter. Her husband works in India so Tula is fully responsible for the household and children. Her husband only returns home during festivals like Dashain and Tihar.

Married at a young age, Tula did not have the opportunity to attend school. After her marriage she was busy with household chores and social obligations and did not get to see the outside world. She has hearing and vision impairments and people in the community used to ignore her. She was not even literate and used to make do with pressing the pen

हस्ताक्षर गर्नुपर्ने अवस्थामा ल्याप्चे च्यापेर काम चलाउँथिन् । तर अहिले भने उनले आफ्नै नाम अंग्रेजीमा लेख्न सक्ने भएकी छन् ।

पहिले शिक्षा र छोराछोरीको भविष्यबारे सचेत नभएकी तुलाको जीवनमा अहिले ठूलो परिवर्तन आएको छ । आस्था नेपाल र वर्ल्ड भिजनले सञ्चालन गरेको बाल संरक्षण तथा बाल स्पोन्सरसिप परियोजनामा सहभागी भएपछि उनको जीवनले नयाँ गति लिएको हो ।

परियोजनाअन्तर्गत सञ्चालन गरिएको १६ हप्ते सकारात्मक अभिभावकत्व कक्षामा सहभागी भएपछि उनको आफ्नै बानी व्यवहारमा मात्र नभई छोराछोरीप्रति गर्ने व्यवहारमा पनि परिवर्तन आएको छ । पहिले छोराछोरीलाई विद्यालय पठाउन खासै ध्यान नदिने, गल्ती गर्दा रिसाउने, कहिलेकाहीँ कुटपिट गर्ने तुला अहिले भने छोराछोरीसँगै बस्न र पढ्न थालेकी छन् ।

'छोराछोरीलाई रिसाउन छोडेँ । गल्ती गरे पनि सम्झाउँछु । आफूले नपढेकै कारण बाहिरको संसार देख्न पाइनँ । पहिले त हामीले नपढेर पनि जीवन चलाएकै छौँ, तिमीहरूले किन पढ्नुपर्छ भन्ने भन्थेँ,' तुलाले भनिन्, 'तर अहिले भने उनीहरूको आवश्यकता के हो, के चाहन्छन् भन्नेबारे चासो दिन थालेकी छु ।'

पहिले पैसा मात्र महत्वपूर्ण लाग्ने उनको सोच अहिले फेरिएको छ । शिक्षा र ज्ञान सबैभन्दा ठूलो सम्पत्ति हो भन्ने बुझाइको विकास भएको छ । उनी भन्छिन्, 'पहिले आमा समूहको बैठकमा आफ्नो नाम लेख्न नजानेर ल्याप्चे लगाउँथेँ । अहिले भने छोराछोरीले मलाई लेख्न-पढ्न सिकाउँछन् । उनीहरूले पहिलोपटक नेपालीमा नाम लेख्न सिकाए । अहिले त अंग्रेजीमा पनि नाम लेख्न सक्छु ।'

अहिले तुला छोराछोरीलाई नियमित विद्यालय पठाउँछिन् । सरसफाइ, स्वास्थ्य र अनुशासनमा ध्यान दिन थालेकी छन् । गल्ती भएमा रिसाउनेभन्दा पनि बुझाउने शैली अपनाएकी छन् । परियोजनाले सञ्चालन गरेको कक्षाले उनी मात्र होइन, उनका छोराछोरीलाई पनि आत्मविश्वासी, जिम्मेवार र सचेत बनाएको छ ।

कमलबजार नगरपालिकाकी उपप्रमुख शारदा कुमारी विष्टका अनुसार आस्था नेपाल र वर्ल्ड भिजनको साझेदारीमा सञ्चालित बाल संरक्षण तथा बाल स्पोन्सरसिप परियोजनाले तुला ढोलीजस्ता अभिभावक र बालबालिकाको जीवनमा सकारात्मक प्रभाव पारेको छ ।

'परियोजनाले सञ्चालन गरेका कार्यक्रमहरु बालबालिकाका लागि प्रभावकारी भएकाले नगरपालिकाले ती कार्यक्रमलाई नीति तथा कार्यक्रममा समावेश गरेर सञ्चालन गरिरहेको छ,' उपप्रमुख विष्टले भनिन्, 'वर्ल्ड भिजन र आस्था नेपालको साझेदारीमा सञ्चालित परियोजना हाम्रा लागि पनि सिकाइ केन्द्रको रूपमा रहेको छ ।'

when she needed to sign something. But now she can write her name in English.

Previously Tula was not aware of education and her children's future but her life has changed significantly. Her life took a new direction after participating in the Child Protection and Child Sponsorship Project conducted by Aastha Nepal and World Vision.

After attending the 16 week Positive Parenting Class under the project, not only did her own behavior change but her parenting style also improved. She previously paid little attention to sending her children to school and sometimes scolded or even hit them. Now she lives and studies with her children.

'I stopped getting angry at my children. I explain mistakes to them. I did not go to school myself so I never saw the outside world. I used to say that we managed life without education so why should you study, ' Tula said, 'Now I pay attention to their needs and what they want.'

Earlier she thought only money was important but now she understands that education and knowledge are the greatest assets. 'I used to press the pen at mothers' group meetings because I did not know how to write my name. Now my children teach me to read and write. They first taught me to write in Nepali and now I can write in English as well .' she said.

Tula now sends her children to school regularly. She pays attention to hygiene, health and discipline. She explains mistakes instead of getting angry. The class conducted by the project has made not only her but also her children confident responsible and aware.

According to Sharda Kumari Bista Deputy Mayor of Kamalbazar Municipality, 'The Child Protection and Child Sponsorship Project implemented in partnership with Aastha Nepal and World Vision has positively impacted parents and children like Tula Dholi.'

'The programs implemented by the project have been effective for children so the municipality has included these programs in its policies and programs for implementation. The project conducted by World Vision and Aastha Nepal has also served as a learning center for us .' Deputy Mayor Bista said.

दुर्गम शोडषाकी देवसरा

सकारात्मक अभिभावकत्व कक्षाले विकास गर्यो नेतृत्व क्षमता

मेल्लेख (अछाम)

पश्चिम अछामको दुर्गम गाउँ मेल्लेख गाउँपालिका-६ शोडषाकी ३४ वर्षीया देवसराका १४ वर्षीय छोरा र ८ वर्षीया छोरी छन् । कक्षा १२ उत्तीर्ण गरेकी उनी अहिले समुदायमा अगुवाको रूपमा परिचित छिन् । पहिले घरधन्दा र छोराछोरीको रेखदेखमै अल्झिएकी उनी अहिले भने समुदायको नेतृत्व गर्न सक्षम भएकी छन् ।

आस्था नेपाल र वर्ल्ड भिजनको साझेदारीमा सञ्चालित बाल संरक्षण तथा बाल स्पोन्सरसिप परियोजनाअन्तर्गतको सकारात्मक अभिभावकत्व कक्षामा सहभागी भएपछि उनको नेतृत्व क्षमताको विकास भएको हो ।

पहिले उनी छोराछोरीलाई मात्र अनुशासनमा बस्नुपर्ने शिक्षा दिने गर्थिन् । तर अहिले भने अभिभावकलाई पनि अनुशासन आवश्यक हुन्छ भन्ने बुझाइ विकास भएको छ ।

'मेरो शैक्षिक योग्यता १२ कक्षासम्म मात्र हो । तर मैले १२ कक्षा पढ्दा नपाएको ज्ञान अभिभावकत्व कक्षामा सहभागी भएपछि पाएँ,' देवसराले भनिन्, 'बालबालिकाको भावना बुझ्न सकियो भने उनीहरूको भविष्य पनि सुन्दर हुन्छ भन्ने कुरा अहिले बुझेकी छु ।'

उनका अनुसार, साक्षर अभिभावकहरूले छोराछोरीलाई कठोर अनुशासनमा बाँध्ने प्रयास गर्दा उनीहरूको मनोबल कमजोर हुने र अभिभावकसँग दूरी बढ्ने रहेछ । 'यो कुरा मैले अभिभावकत्व कक्षामा सहभागी भएपछि मात्रै थाहा पाएँ,' उनले थपिन् ।

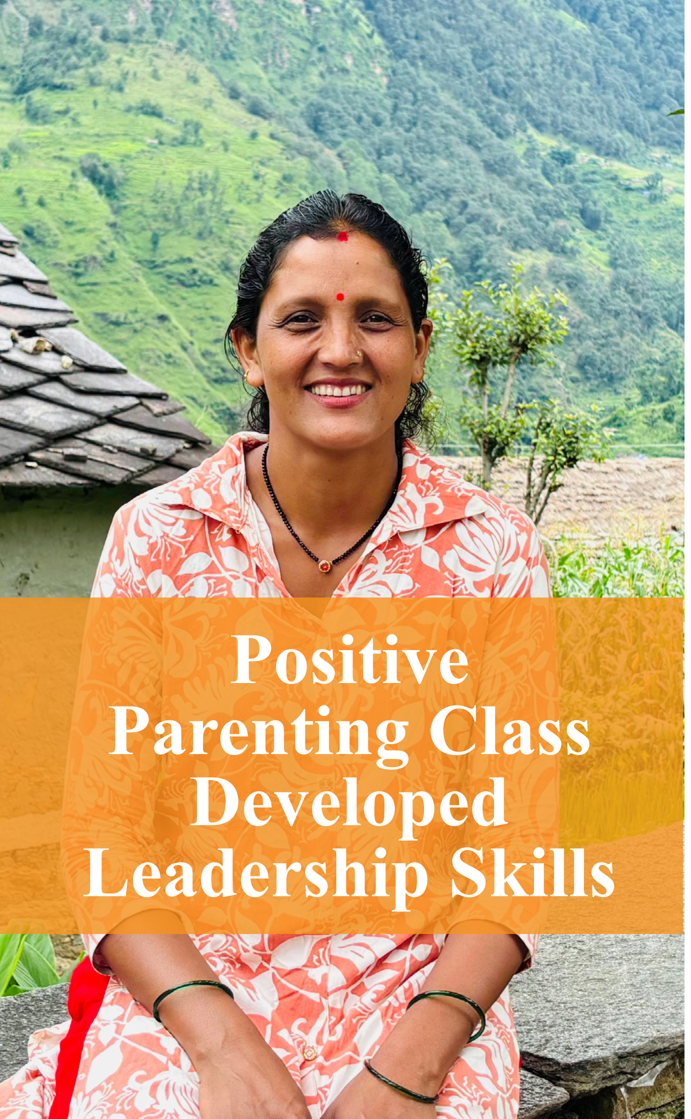
देवसराको समुदायका २५ जना अभिभावकले कक्षा लिएका छन् । जसमध्ये २४ जना महिला र १ जना मात्र पुरुष छन् । पुरुषहरु प्रायः रोजगारीका लागि भारत जाने र महिलाले घरधन्दा सम्हाल्ने परम्परा जस्तै भइसकेको उनले बताइन् । उनका अनुसार धेरै महिला सामान्य साक्षर पनि नभए पनि अभिभावकत्व कक्षाले उनीहरूलाई नयाँ कुरा बुझ्ने र व्यवहारमा उतार्ने अवसर दिएको छ ।

'छोरा र छोरीबीच आमाहरूले नै विभेद गर्ने गर्थे । छोराछोरी समान हुन् भन्ने चेतना थिएन । तर अहिले भने विभेदको विरूद्धमा आवाज उठाउन थालेका छन्,' देवसराले भनिन्, 'मेरो नेतृत्व क्षमतामा पनि वृद्धि भएको छ । अहिले अरूलाई पनि आफूले सिकेको कुरा बुझाउन सक्ने भएकी छु ।'

पहिले छोराछोरी विद्यालयबाट फर्किँदा कापी-कलम छरपस्ट गर्थे । तर अहिले अभिभावकहरूले पनि ख्याल गर्ने, गृहकार्य भए-नभएको जाँच गर्ने, विद्यालयले गृहकार्य नदिए कारण सोध्ने र कहिलेकाहीँ आफैँ विद्यालयमा जाने गरेका छन् । 'छोराछोरीको पढाइ कस्तो छ भनेर पहिले कहिल्यै पनि विद्यालय गएको थिइन । अहिले त पढाइ के कस्तो छ भनेर म जस्ता धेरै अभिभावक विद्यालय पनि जान्छौं,' उनले भनिन् ।

सकारात्मक अभिभावकत्व कक्षाले सहभागी अभिभावक मात्र नभई अन्यलाई पनि प्रभावित पारेको उनले बताइन् । 'समुदायका २५ जनाले छोराछोरीको आवश्यकता बुझ्न थालेपछि अन्य अभिभावकले पनि सिको गर्न थालेका छन्,' उनले भनिन् । अभिभावकत्व कक्षा समुदायका अन्य अभिभावकलाई पनि दिन सके झन् धेरै परिवर्तन हुने उनको विश्वास छ ।

'बालमैत्री व्यवहार विद्यालय र घर दुवै ठाउँमा हुनु पर्छ भन्ने कुरा सिक्यौँ । परियोजनाले अभिभावकका लागि कक्षा सञ्चालन नगरेको भए धेरै कुरा नबुझेरै समय बित्ने रहेछ भन्ने महसुस भयो,' देवसराले भनिन्, 'दुर्गममा रहेका अभिभावकलाई जीवनभर काम लाग्ने कक्षा सञ्चालन गरिदिएकोमा धेरै धन्यवाद दिन चाहन्छु ।'



Positive Parenting Class Developed Leadership Skills

Mellekh (Achham)

Devsara Khadka, 34, from Shodashaki, Mellekh Rural Municipality–6 in remote western Achham, has a 14-year-old son and an 8-year-old daughter. Having completed grade 12, she is now recognized as a leader in her community. Previously, she was occupied only with household chores and taking care of her children, but now she is capable of leading the community.

Her leadership skills developed after participating in a positive parenting class conducted under the Child Protection and Child Sponsorship Project, a partnership between Aastha Nepal and World Vision.

Earlier, she used to teach her children that only they needed to be disciplined. But now, she has developed the understanding that parents also need discipline.

'My educational qualification is only up to grade 12. But the knowledge I did not get while studying grade 12, I gained after participating in the parenting class, ' said Devsara. 'I have now understood that if we can understand the feelings of children, their future will also be beautiful.'

According to her, when literate parents try to impose strict discipline on their children, it weakens their morale and increases distance from the parents. 'I only realized this after participating in the parenting class, ' she added.

Twenty-five parents from Devsara's community have attended the class, 24 of whom are women and only one is a man. She explained that men usually go to India for employment while women take care of household chores, as has been the tradition. According to her, even though many women are only semi-literate, the parenting class has given them the opportunity to understand new things and put them into practice.

'Mothers used to discriminate between sons and daughters. There was no awareness that children are equal. But now, they have started raising their voices against discrimination, ' said Devsara. 'My leadership skills have also improved. I can now help others understand what I have learned.'

Earlier, when children returned from school, notebooks and pens were scattered everywhere. But now, parents pay attention, check whether homework has been done, ask if the school has not assigned homework, and sometimes even go to the school themselves. 'I had never gone to school before to see how my children's studies were going. Now, many parents like me even go to the school to know about their children's learning, ' she said.

She said that the positive parenting class has not only influenced the participants but also others. 'When 25 parents in the community started understanding the needs of their children, other parents also began to learn from them.' She believes that if parenting classes could be provided to other parents in the community as well, many changes could happen.

'We learned that child-friendly behavior should exist both at school and at home. I realized that without the project conducting classes for parents, a lot of time would have been spent without understanding many things, ' said Devsara. 'I want to give many thanks for conducting a class for parents in remote areas, which will be useful for a lifetime.'

(अछाम)

मेल्लेख गाउँपालिका – ६ शोडषामा रहेको नन्देश्वरी माध्यामिक विद्यालय यो वडा भरिको माध्यामिक स्तरिय शिक्षा दिने एक मात्र विद्यालय हो । यो विद्यालयको बीच मैदानमा एक गुनासो पेटिका राखिएको छ । दुई महिनाअघि उक्त गुनासो पेटिकामा १० कक्षा पढ्ने एक छात्राले करिब ४ पृष्ठ लामो चिठी लेखेर राखिन् । विद्यालयका प्रधानाध्यापक पृथ्वी रावलका अनुसार ती छात्राको पढाइ अरू विद्यार्थीको भन्दा पहिले धेरै राम्रो थियो । माथिल्लो कक्षामा उर्तीण भएपछि उनको पढाइ पनि कमजोर हुँदै गयो । अन्य विद्यार्थीभन्दा पढाइमा अब्बल ती छात्राको पढाइ कमजोर हुँदै गएपछि शिक्षकहरूले ती छात्रालाई पढाइ कमजोर किन भयो ? पढाइमा लापरबाही किन गर्यौ ? भनेर बारम्बार सोधिरहन थाले । सबै शिक्षकले एकै प्रकारको गुनासो गर्न थालेपछि उनले पनि शिक्षकलाई ४ पृष्ठ लामो गुनासो लेखिन् । शिक्षकको अगाडि कम बोल्ने, लजाउने ती छात्राले आफ्नै मनका भाव लेखेर पोखिन् ।

उनको गुनासोको पहिलो पृष्ठ उद्धृत गर्दै प्रधानाध्यापक रावलले भने, 'सबै शिक्षकहरूले माथिल्लो कक्षामा गएपछि पढाइ बिगारे । लापरबाही गर्न थाले । तिम्रो पढाइ धेरै कमजोर भयो भनेर बारम्बार मलाई तनाव दिन थाल्नुभयो । तिम्रो पढाइ कमजोर किन भयो भनेर कहिल्यै सोध्नु भएन । मेरो पढाइ किन कमजोर भयो भनेर यहाँ लेखेर पठाएको छु । हेर्नु होला ।'

गुनासो पेटिका
छात्राको आवाज सुन्न विद्यालयको पहल

मासिक रूपमा खोलिने गुनासो पेटिकामा ती छात्राले घरमा पढ्ने वातावरण नभएको, बुवाले मदिरा सेवन गरेर तनाव दिने गरेको, घरमा खेतबारीको काम धेरै भएकाले आमा एक्लैले गर्न नसक्ने र आफूले पनि सघाउनु पर्ने अवस्था रहेकाले पढ्न समय दिन नसकेको कुरा लेखिन् । प्रधानाध्यापक रावलका अनुसार, ती चिठीमा उनले खान नपाएको, पढ्ने समयमा घरको कामले आफूलाई थिचेको र बुवाले केही काम नगरी तनाव दिने गरेको कुरा मुख्य रूपमा उठाएकी थिइन् । पढाइमा अब्बल छात्राको पढाइ खस्कँदा थाहा पाएपछि आफै छाँगाबाट खसेजस्तो भएको प्रअ रावल बताउँछन् ।

सबै शिक्षकले पढाइ कमजोर भएको गुनासो गरेपछि उनले पनि पढाइ कमजोर भएको कारण शिक्षकलाई बताउन गुनासो पेटिकाको सहायता लिइन् । 'गुनासो पेटिका नभएको भए ती छात्रालाई शिक्षकले पढाइ कमजोर भयो भनेर रिसाइ रहन्थ्यौं । उनलाई तनाव भइरहन्थ्यो । जब उनले आफूलाई परेको समस्याको बारेमा खुलेर लेखिन्, तब मात्रै हामीले उनको समस्या बुझ्यौं ।'

ती छात्राको गुनासो सहितको चिठी पाइसकेपछि प्रअ रावलले घरमा गएर छात्राका बुवाआमालाई भेटेर पढ्ने वातावरण बनाएका छन् । 'गुनासो पेटिका भएकै कारण अहिले ती छात्राले घरमा पनि पढ्ने वातावरण पाएकी छन् । विद्यालयमा शिक्षकले उनलाई रिसाउने नभएर पढ्ने हौसला दिइरहेका छौं ।'

'बाल संरक्षण तथा बाल स्पोन्सरसिप परियोजना'को आर्थिक तथा प्राविधिक सहयोगमा विद्यालयमा गुनासो पेटिका राखिएको प्रअ रावलले बताए । उनका अनुसार २०७८ फागुन २६ गते परियोजनाको सहयोगमा गुनासो सुनुवाइ समिति गठन गरिएको थियो । त्यसयता विद्यालयले गुनासो पेटिका महिनामा एक पटक खोल्ने र समितिको बैठक अनिवार्य गर्ने गरेको छ । गुनासो पेटिकामा शिक्षण-सिकाइ क्रियाकलापसँग सम्बन्धित गुनासो बढी आउने गरेको समितिका सदस्य समेत रहेका प्रअ रावलले बताए ।

सेनेटरी प्याड प्रयोगपछि डिस्पोजलको समस्या देखाउँदा छात्राहरूले गुनासो पेटिकामा राखेपछि मेल्लेख गाउँपालिकासँग समन्वय गरेर अहिले विद्यालयमै प्रयोग गरिएका सेनेटरी प्याड डिस्पोजल गर्ने इलेक्ट्रोनिक मेसिन राखिएको उनले बताए । आस्था नेपाल र वर्ल्ड भिजनको सहयोगपछि मात्रै विद्यालयमा गुनासो सुनुवाई पेटिकाको प्रभावकारी कार्यान्वयन भएको प्रअ रावलले बताए ।

Complaint Box

School Initiative to Hear Students' Voices

(Achham)

Nandeshwari Secondary School, located in Shodasha-ki, Mellekh Rural Municipality–6, is the only school in the ward providing secondary-level education. In the school's central playground, a complaint box has been installed. Two months ago, a grade 10 student wrote a letter of about four pages and placed it in the complaint box.

According to Principal Prithvi Rawal, the student's academic performance was much better than other students in the past. However, after advancing to higher grades, her academic performance declined. When the student, who was previously academically outstanding, began performing poorly, teachers repeatedly asked her why her performance had dropped and why she was negligent in her studies.

As all teachers questioned her in the same way, she decided to write a four-page complaint to the teachers. The student, who was usually shy and spoke little in front of teachers, poured her feelings into the letter.

Quoting the first page of the complaint, Principal Rawal said, 'All the teachers repeatedly stressed that my studies have become weak after moving to higher grades. No one asked why my performance declined. I am sending this letter to explain why my studies have weakened. Please have a look.'

In the monthly-opened complaint box, the student wrote that she did not have a proper environment to study at home, that her father caused stress by consuming alcohol, that there was too much farm work at home for her mother to manage alone, and that she had to help, leaving little time for studying. According to Principal Rawal, the letter also highlighted that she often did not get enough food, household chores consumed her study time, and her father created stress without helping at home. When the principal realized the reason for the decline of an academically strong student, he said he felt as if he had fallen from a height.

After all teachers raised complaints about her weak academic performance, she used the complaint box to explain the reasons for her decline to the teachers. 'Without the complaint box, the teachers would have continued to scold her for poor performance. She would have remained stressed. Only when she wrote openly about her problems did we understand her situation, ' he said.

After receiving the student's complaint letter, Principal Rawal visited her home and met her parents to create a supportive study environment. 'Thanks to the complaint box, the student now has an environment to study at home. At school, teachers are encouraging her rather than scolding, ' he added.

Principal Rawal explained that the complaint box was installed with the financial and technical support of the Child Protection and Child Sponsorship Project, run by Aastha Nepal and World Vision. According to him, a complaint hearing committee was formed with project support on Falgun 26, 2078 (Nepali calendar). Since then, the school opens the complaint box once a month and holds mandatory committee meetings. Complaints related to teaching–learning activities are the most common, he noted.

He also shared that when female students placed complaints in the box regarding issues with sanitary pad disposal, the school coordinated with Mellekh Rural Municipality to install an electronic sanitary pad disposal machine on campus. Principal Rawal emphasized that only with the support of Aastha Nepal and World Vision has the complaint box been effectively implemented in the school.

कुप्रथा विरुद्ध समाजसँग विद्रोह गरिरहेकी मनिसा

(अछाम)

मेल्लेख गाउँपालिका –५ १८ वर्षीया मनिसा सामान्य परिवारकी हुन् । आमा, दुई जना बहीनी र एक दाइ गरी उनको परिवारमा ५ जना छन् । उनै मनिसाले समाजमा रहेको विकृतिका विरूद्धमा आवाज उठाइरहेकी छन् ।

साउदले महिनावारी भएकै समयमा समाजका मान्छेबाट विभिन्न आरोप सहनु पर्‍यो । उनी १३ वर्षको उमेरमा पहिलो पटक महिनावारी भइन् । गाउँमा सबै महिला तथा किशोरी महिनावारीको समयमा छाउगोठमा बस्ने देखेकी मनिसा सहजै गोठमा बस्न तयार भइन् ।

त्यही बेला उनी आस्था नेपाल र वर्ल्ड भिजनको साझेदारीमा सञ्चालित बाल संरक्षण तथा बाल स्पोन्सरसिप परियोजनाले सञ्चालन गरेको रुपान्तरण कक्षामा सहभागी भइन् । उक्त कक्षामा

सहभागी भएपछि महिनावारी भएको समयमा छाउगोठमा बस्न नहुने कुरा थाहा पाइन् । छाउगोठमा बस्दा असहजता र अप्ठ्यारोले उनलाई पीर परिरहेको बेला विद्रोह गर्ने चेत रूपान्तरण कक्षाले दियो । त्यसपछि उनी महिनावारीको समयमा कसैलाई नभनी घरमा बस्न थालिन् ।

'रूपान्तरण कक्षामा सहभागी भइसकेपछि महिनावारी भएको समयमा छाउगोठमा बस्न नहुने कुरा थाहा पाएँ । हरेक महिना ६ दिनसम्म छाउगोठमा बस्दा धेरै गाह्रो भइरहेको महसुस भइरहेको थियो,' मनिसाले भनिन्, 'महिनावारी हुनु भनेको नियमित हुने प्राकृतिक प्रक्रिया हो । त्यो समयमा बग्ने रगत अशुद्ध र अपवित्र होइन भन्ने थाहा पाएँ अनि घरमा बस्न थालेँ ।'

कसैलाई थाहा नदिइ महिनावारीको समयमा घरमा बस्न थालेपछि उनका आफन्तले उनलाई किन महिनावारी भइन भनेर सोधिखोज गर्न थाले । महिनावारी नियमित प्रक्रिया हो र सबैलाई भनिराख्न आवश्यक छैन भन्ने बुझेकी मनिसालाई समाजले विभिन्न किसिमका आरोप लगाउन थाल्यो । उनी महिनावारी नभएको र छाउगोठमा नबसेको कुरा गाउँमा छलफलको विषय हुन थाल्यो । उनी चार वर्षकी हुँदा क्यान्सर रोगका कारण उनका बुवाको मृत्यु भयो । एकल आमाले हुर्काएकी छोरी अनैतिक क्रियाकलाप गर्न थालिन् भनेर मनिसाकी आमामाथि पनि समाजले आक्रमण गर्‍यो ।

समाजले चरित्रमाथि लगाएको आरोप सहन नसकेर आमाको सल्लाहमा उनी फेरि छाउगोठमा बस्न थालिन् । हरेक महिनाको ६ दिन छाउगोठमा बसेको समाजले थाहा पाउने भएपछि उनलाई आरोप लगाउने क्रम केही समयसम्म रोकियो ।

बाल संरक्षण तथा बाल स्पोन्सरसिप परियोजनाको सहजीकरणमा गत चैतमा मेल्लेख गाउँपालिकास्तरिय बाल सञ्जाल गठन हुने सूचना पाएपछि मनिसा त्यहाँ पुगिन् । त्यसअघि पनि परियोजनाका थुप्रै कार्यक्रममा मनिसा सअभागी हुँदै आएकी थिइन् । बालबालिकाका सवालमा बलियो ढंगले बोल्न सक्ने मनिसा पालिकास्तरिय बाल सञ्जालकी अध्यक्ष भइन् । त्यतिबेलासम्म उनी महिनावारीको समयमा छाउगोठमा बस्थिन् । पालिकास्तरिय बाल सञ्जालको अध्यक्ष भएपछि उनीमाथि जिम्मेवारी थपियो । उनले फेरि विद्रोह आफैँबाट सुरु गरिन् । बाल सञ्जालको अध्यक्ष भएपछि उनी फेरि महिनावारीको समयमा घरमा बस्न थालेकी छन् ।

'बालबालिकाको सवालमा नेतृत्व गर्न सक्छ भन्ने विश्वास सबैले गरेपछि मैले पनि आँट गरेँ,' मनिसा भन्छिन्, 'आफैं बाल सञ्जालको अध्यक्ष हुने, आफैं महिनावारी भएको बेला छाउगोठमा बस्नु हुँदैन भन्ने सोच आयो । अहिले म घरमै बस्छु । जसले जे जे आरोप लगाए पनि अब मलाई केही फरक पर्दैन ।'

परियोजनाका विभन्न कार्यक्रममा सहभागी हुने अवसर र रूपान्तरण कक्षामा सहभागी भएकै कारण आफैंबाट परिवर्तनको सुरुवात भएको मनिसा बताउँछिन् । 'रूपान्तरण कक्षामा र परियोजनाका विभिन्न कार्यक्रममा सहभागी हुन पाउँदा गर्व महसुस हुन्छ । जसका कारण जतिसुकै अप्ठ्यारो अवस्था आए पनि परिवर्तन हुन सकैं,' उनी भन्छिन्, 'मेरो जीवनलाई नै रूपान्तरण गर्ने मौका दिएकोमा आस्था नेपाल र वर्ल्ड भिजनलाई धन्यवाद ।' अहिले महिला र बालबालिका माथि हुने हिंसा, बाल विवाह, घरेलु हिंसा विरूद्धका अभियानमा उनी सक्रिय छन् ।

Manisa's Revolt

Defying Harmful Tradition with Courage

(Achham)

A 15-year-old girl from a remote village in Achham rebelled against the practice of staying in a menstrual hut and chose to remain at home during her periods. That decision brought major challenges into her life. Manisa Saud, now 18, from Khimada settlement of Bindebasini in Mellekh Rural Municipality–5, endured severe social backlash when she first refused to follow the practice.

She experienced menstruation for the first time at the age of 13. Seeing all the women and girls in her village stay in huts during menstruation, Manisa initially accepted the practice. Around that time, she participated in a Rupantaran class organized under the Child Protection and Child Sponsorship Project, a partnership between Aastha Nepal and World Vision.

Through the class, she learned that women should not be forced into menstrual huts. Already struggling with the discomfort and difficulties of staying in the hut, the class gave her the courage to resist. From then on, she began staying inside her house during her periods, without informing anyone.

'After attending the Rupantran Class, I learned that one should not be forced into a menstrual hut during periods. It was very difficult

to stay there for six days every month, ' Manisa said. 'I understood that menstruation is a natural process, and the blood is not impure. That gave me the strength to remain at home.'

But when she began staying at home during menstruation, her relatives questioned her absence from the hut. As she believed menstruation to be a natural process that did not need to be announced publicly, the community started spreading rumors. Her situation became a topic of discussion in the village.

'People began asking why I hadn't menstruated yet. They said I wasn't seen in the hut. They accused me of immoral behavior and suspected pregnancy. Everyone in the village united against me, ' recalled Manisa. 'My mother knew because of my stomach cramps during menstruation, but even she could not speak up when the whole village questioned us.'

Her father had died of cancer when she was just four years old. Raised by her single mother, Manisa's resistance led to more attacks—this time directed at her mother, who was accused of failing to raise her daughter properly.

Unable to bear the accusations, Manisa returned to staying in the menstrual hut on her mother's advice. Each month, she spent six days there, which silenced the

community for a while.

Later, upon hearing about the formation of the Mellekh Rural Municipality-level Child Network facilitated by the project, Manisa joined. She had already been participating in various project activities. Recognized for her strong voice on children's issues, she was elected chairperson of the municipal-level child network. At that time, she was still observing the menstrual hut practice. Becoming chairperson brought her greater responsibility, and she once again started resisting. She decided to stay at home during her periods.

'When everyone trusted me to lead on children's issues, I gained confidence, ' Manisa said. 'I realized that as chairperson of the child network, I could not continue staying in the hut while telling others it was wrong. Now I stay at home. No matter what accusations people make, it doesn't affect me anymore.'

Manisa credits the Rupantran Class and project activities for inspiring her change. 'Participating in the Rupantaran class and other project programs made me proud. Despite all the challenges, I was able to transform myself, ' she said. 'I am thankful to Aastha Nepal and World Vision for giving me the opportunity to transform my life.'

Today, Manisa is actively engaged in campaigns against violence against women and children, child marriage, and domestic violence.

रूपान्तरण कक्षाबाट सशक्त बनिन् सुप्रिया

(अछाम)

मेल्लेख गाउँपालिका– ५ की सुप्रीया १३ वर्षकी भइन् । उनका बुवा, आमा रोजगारीको सिलसिलामा भारतमा छन् । उनका दाइ र बहिनी पनि भारतमा आमा बुवासँगै बस्छन् । यहाँ भने सुप्रीया र उनकी हजुरामा मात्रै छन् ।

१३ वर्षीया सुप्रियाले आफ्नो समुदायका धेरै महिलाहरूको जीवन चुनौतीपूर्ण अनुभवहरूले भरिएको देखेकी छन् । उनको गाउँमा धेरै किशोरीहरूले सानै उमेरमा बिहे गरिरहेको सुप्रीयाले देखेकी छन् । छोरा र छोरीबीच गरिने भेदभावलाई नजिकबाट देखेकी उनी एक वर्ष अगाडिसम्म यस्तो अवस्था देख्दा चुपचाप हेरेर बस्थिन् ।

छोरी भएकी आमालाई समाजले कम महत्व दिने र छोरा भएकालाई बढी अधिकार दिने व्यवहार उनलाई असामान्य लाग्थ्यो । सुप्रियाले आफ्नै आँखाले यस्तो भेदभाव देखेकी थिइन् र समाजको अन्यायले उनलाई चिन्तित बनायो ।

लजालु स्वभाव, कम बोल्ने बानीले उनी आफूले विभेद, अन्याय, असमानता जे देखे पनि पहिले बोल्न सक्दैन थिइन् ।

आस्था नेपाल र वर्ल्ड भिजनको साझेदारीमा स्पान्तरण कक्षामा सहभागी भएपछि उनलाई कुरिती, कुसंस्कार, असमानता र भेदभावका विरूद्धमा बोल्न सक्ने बनाएको छ ।

'रूपान्तरण कक्षाले मलाई बालबालिकाको अधिकार, समानता र नेतृत्वबारे चेतना दियो,' उनले भनिन्, 'छोराछोरी समान हुन् । भेदभाव गर्नु हुँदैन । समान अवसर दिनुपर्छ भनेर अहिले अरूलाई पनि सम्झाउँदै आएकी छु ।'

रूपान्तरण कक्षापछि सुप्रियाले आफ्नो जीवनमा परिवर्तन सुरू गरिन् । दलित र गैह्र दलितबीच गरिने विभेदको विरूद्धमा उनी खुलेर बोल्न सक्ने भएकी छन् । 'समाजको दबाबले डराउनु हुँदैन भन्ने बुझेकी छु । अरूले जे गर्छ त्यसैमा आफूले सहमती जनाउनु पर्छ भन्ने हुँदैन । समाजका कुरिती विरूद्ध आवाज उठाउन हामी जस्ता बालबालिकाले सक्नु पर्छ,' उनले भनिन्, 'अहिले आफैंले सोचेर निर्णय लिन सक्ने क्षमता विकास भएको छ । अहिले आफ्ना साथी, छिमेकी र गाउँका अन्य किशोरीहरूलाई पनि समानता र अधिकारबारे सचेत गराउन थालेकी छु ।'

सुप्रिया अहिले बालक्लबमा पनि आबद्ध भएकी छन् । उनी बालबालिका र किशोरीका सवालमा बोल्न, सचेत बनाउने र नेतृत्व गर्न सक्षम भएकी छिन् । 'मैले देखेकी विभेद र अन्यायले मलाई सोच्न बाध्य तुल्यायो । स्पान्तरण कक्षाले मलाई मात्र होइन, मेरो समुदायका अरू किशोरी र छोराछोरीको जीवनमा पनि सकारात्मक परिवर्तन ल्याउने हिम्मत दियो,' उनी भन्छिन्, 'म छोरी भएकामा गर्व गर्न सिकेको छु र अरूलाई पनि सिकाइरहेकी छु ।'

सुप्रियाले बालबालिका र किशोरीका अधिकार, समानता र नेतृत्वको महत्व बुझेर आफ्नो जीवन र समुदायमा वास्तविक सकारात्मक परिवर्तन ल्याउने उदाहरण बनेकी छिन् । सही शिक्षा, सचेतिकरण र नेतृत्व प्रशिक्षणले किशोरीहरूको जीवनमा मात्र होइन, समुदायमा पनि दीर्घकालीन प्रभाव पार्न सक्ने उनको बुझाइ छ ।

Supriya

Empowered Through the Rupantaran Class

(Achham)

Supriya Upadhyay, a 13-year-old from Rokaya village in Bindebasini, Mellekh Rural Municipality–5, lives with her grandmother while her parents are in India for work. Her elder brother and younger sister also stay in India with their parents.

At the age of 13, Supriya has observed the many struggles faced by women in her community. She has seen several teenage girls forced into marriage at a young age and witnessed the discrimination between sons and daughters up close. Until a year ago, she would silently watch such realities without raising her voice.

She found it unusual that mothers of daughters were

valued less in society, while mothers of sons were given more importance and rights. Witnessing such discrimination firsthand deeply troubled her. Due to her shy nature and quiet personality, she was unable to speak against the injustice, inequality, and biases she saw.

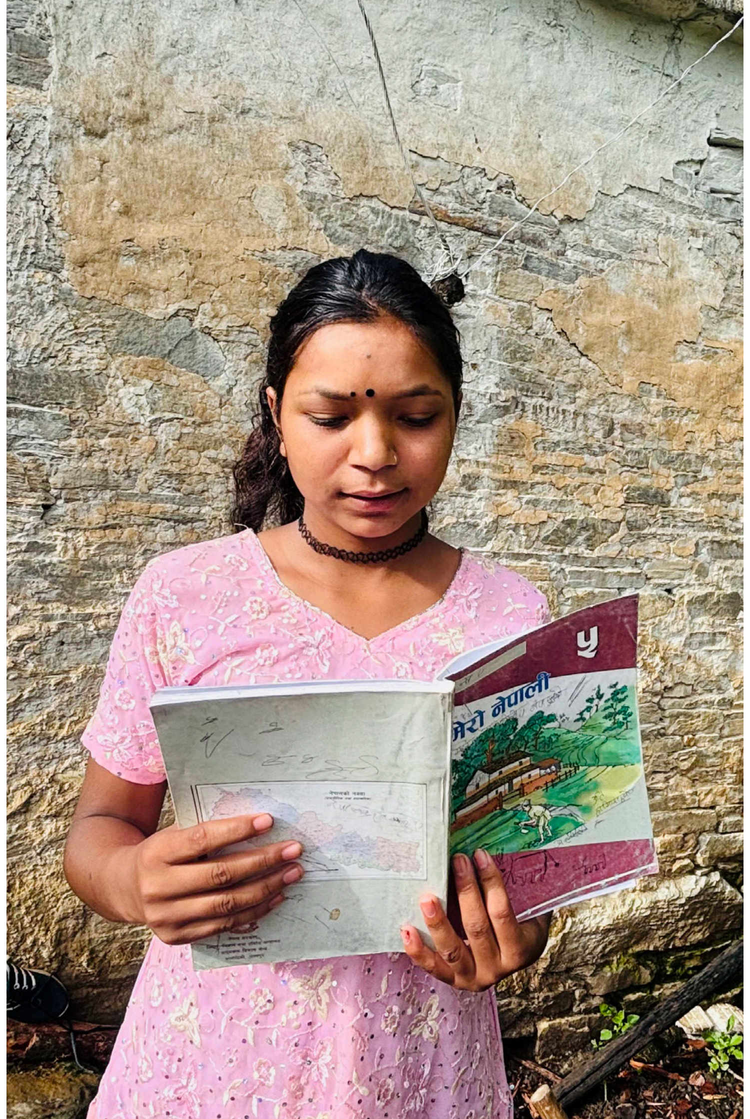
After participating in the ‘Rupantran Class’ organized under the Child Protection and Sponsorship Project run by Aastha Nepal in partnership with World Vision, she gained the confidence to speak up against harmful practices, inequalities, and discrimination.

‘The Rupantran Class made me aware of children’s rights, equality, and leadership, ’ she said. ‘Sons and daughters are equal. There should be no discrimination. Equal opportunities must be given, and now I have been encouraging others about this too.’

Since attending the class, Supriya began transforming her own life. She now openly speaks against caste-based discrimination between Dalits and non-Dalits. ‘I have learned not to fear social pressure. Just because others accept something does not mean we must agree. Children like us should raise our voices against harmful traditions, ’ she said. ‘Now I have developed the ability to think and make decisions on my own. I have also started raising awareness among my friends, neighbors, and other teenage girls in the village about equality and rights.’

Supriya is also active in the child club. She is now capable of speaking up, raising awareness, and taking leadership on issues related to children and adolescents. ‘The discrimination and injustice I witnessed forced me to think. The Rupantran Class not only gave me courage but also the strength to bring positive change in the lives of other girls and boys in my community, ’ she said. ‘I have learned to be proud of being a daughter and I am helping others learn the same.’

By understanding the importance of children’s and adolescents’ rights, equality, and leadership, Supriya has become an example of bringing real and positive change in her life and community. She believes that proper education, awareness, and leadership training can create long-term impacts not only in the lives of girls but also in the entire community.



मनोसामाजिक परामर्शपछि सुस्मिता फेरि पढाइतर्फ

(अछाम)

अछामको मेल्लेख गाउँपालिका-४ की सुस्मिता अहिले १५ वर्षकी भइन् । उनका चार जना दाजुभाइ र दुई जना दिदीबहिनी छन् । उनका जेठो २१ वर्षीय दाइले आठ कक्षापछि पढाइ छोडेर कामको खोजीमा भारत गए । माइलो १८ वर्षीय दाइले पनि आठ कक्षामै विद्यालय छोडेर भारततर्फ लागे । त्यसपछिकी सुस्मिताले पनि चौथो कक्षामा अनुत्तीर्ण भएपछि पढाइ छोडिन् ।

उनका दुबै दाइले विद्यालय छोड्नासाथ बिहे गरे । घरको कमजोर आर्थिक अवस्था र पढ्ने वातावरण नपाएकाले दाइहरूले पढाइ छोडेको देखेकी सुस्मिताले पनि दुई पटक अनुतीर्ण भएपछि पढाइ छोडिन् । पढाइमा कमजोर भएकी सुस्मितालाई आमाले पनि घरको काममै व्यस्थ राख्न थालिन् । सुस्मिता पनि घरको काम र मेलापातमा रमाउन थालिन् र पढाइ नगर्ने मनस्थितिमा पुगिन् ।

'मेरा दाइहरु पनि पढेका छैनन् । मेरा धेरै साथीहरूले पनि पढाइ छोडेका छन् । बिहानभर अरूको काम गर्न जानुपर्छ,' सुस्मिता भन्छिन्, 'कामबाट घर फर्केपछि स्कुल जान सधैं ढिलो हुन्थ्यो । घरखर्च चलाउन अरूको काम गर्नु पर्ने बाध्यता हो ।'

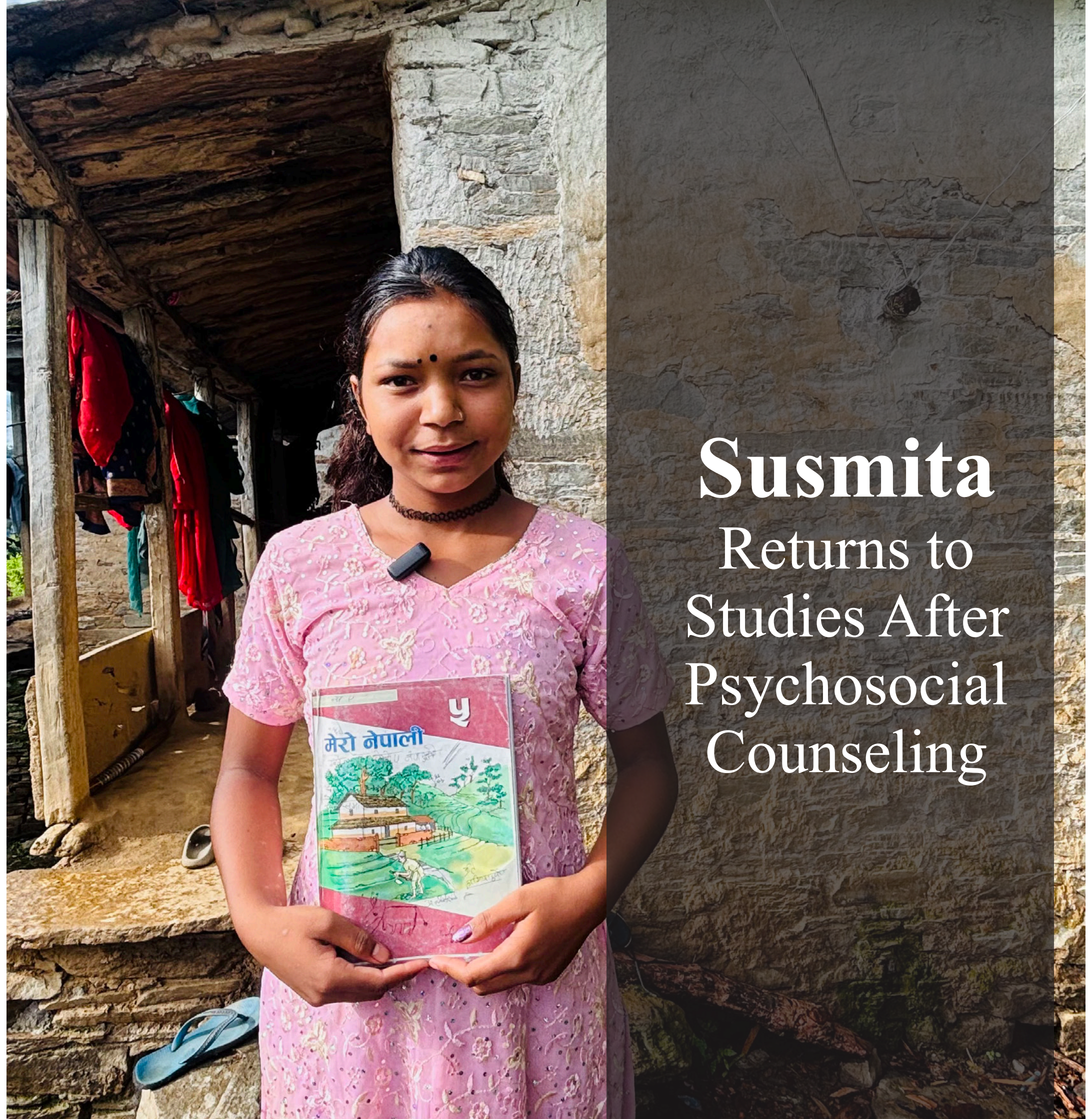
चौथो कक्षामा दुई पटक अनुत्तीर्ण भएपछि अब पढ्न सक्दिनँ भन्ने सोच बनाएर उनले विद्यालय छोडिन् । 'घरको कामले कहिल्यै पढ्न पाइएन । हप्तामा दुई दिन पनि स्कुल जान पाइँदैन थियो । पढ्नुपर्छ भन्ने चेतना आमाबुवामा पनि थिएन,' उनी भन्छिन्, 'कापी–कलम किन्न सक्ने अवस्था पनि थिएन । स्कुल जानुभन्दा कसैको काम गरिदिए साँझको छाक टर्छ भन्ने लाग्थ्यो ।'

कमजोर आर्थिक अवस्था, घरभित्रको काम र मेलापातको अत्यधिक चापका कारण पढाइबाट बञ्चित भएकी सुस्मिताले अहिले भने जस्तोसुकै अवस्था आए पनि पढ्नुपर्छ भन्ने मानसिकता बनाएकी छन् । आस्था नेपाल र वर्ल्ड भिजनको साझेदारीमा सञ्चालित बाल संरक्षण तथा बाल स्पोन्सरसिप परियोजनामार्फत उनलाई मनोसामाजिक परामर्श दिइयो । पहिले विद्यालय नजाने सोच बनाएकी सुस्मिताले परामर्श पाएपछि जस्तोसुकै अवस्था आए पनि विद्यालय नछोड्ने निर्णयमा पुगेकी छन् । 'आस्था नेपाल र वर्ल्ड भिजनका सरहरु आएर मलाई सम्झाउनु भयो । तिमी पढ्न सक्छौ भनेर हौसला दिनुभयो । पटक–पटक घरमै आइ परिवारलाई पनि सम्झाउनुभयो,' सुस्मिता भन्छिन्, 'यसरी पढ्नुपर्छ भन्ने हौसला मेरा आमाबुवा र दाइहरूले दिएको भए स्कुल छोड्ने थिइनँ । अहिले म पाँच कक्षामा पढ्दैछु ।'

परियोजनाले उनको परिवारलाई पनि परामर्श गर्यो । घरको कमजोर आर्थिक अवस्था र घरायसी कामको चापका कारण छोरीले विद्यालय छोड्नु परेको उनकी आमा थेबा नेपालीले बताइन् । समुदायमा छोरीलाई घरको कामका लागि मात्र राख्ने प्रवृत्तिका कारण पनि यस्तो अवस्था आएको उनले बताइन् ।

'छोरीले पढेपछि भविष्यमा राम्रो रोजगारी, आर्थिक सुधार र सामाजिक सम्मान पाउँछ भन्ने कुरा परामर्शबाट थाहा पाएँ । त्यसपछि छोरीलाई विद्यालय पठाउन थालेकी हुँ,' उनले भनिन्, 'विद्यालय पढ्नाले तत्कालै पैसा आउँदैन तर पछि कमाउन सजिलो हुन्छ भन्ने कुरा बुझ्न पाएँ । पहिले छोरी स्कुल गयो भने घरायसी काममा कमी हुन्छ भन्ने लाग्थ्यो । अहिले छरछिमेकीसँग आलोपालो काममा सहयोग माग्छु र छोरीलाई स्कुल पठाउँछु ।'

उनका अनुसार, आस्था नेपाल र वर्ल्ड भिजनका प्रतिनिधिहरूले धेरै पटक घरमै आएर सम्झाएका थिए । साथै, परियोजनाबाट शैक्षिक सामग्री र पोशाक पनि पाएपछि छोरीलाई विद्यालय पठाउन सहज भएको उनले बताइन् ।



Susmita Returns to Studies After Psychosocial Counseling

(Achham)

Susmita a 15-year-old girl from Mellekh Rural Municipality–4, Kusikot, Achham, has four brothers and two sisters. Her eldest brother, aged 21, left for India in search of work after dropping out of school in Grade 8. Her second brother, 18, also quit school at the same grade and went to India. Later, Susmita too left school after failing in Grade 4.

As soon as her brothers dropped out, they got married. Seeing her brothers quit studies due to the family's weak economic condition and lack of a supportive environment, Susmita also stopped going to school after failing twice. Her mother kept her engaged in household chores, and gradually Susmita began enjoying domestic work and farming, losing her interest in studies.

'My brothers didn't study. Many of my friends also left school. In the mornings, I had to go work for others, ' Susmita said. 'After

coming back from work, I would always be late for school. Working for others was a necessity to run the household.'

After failing twice in Grade 4, she thought she would never be able to study and left school. 'Because of household work, I could hardly study. Some weeks, I couldn't go to school even for two days. My parents also had no awareness about the importance of education, ' she shared. 'We couldn't even afford copies and pens. Going to school felt less important than earning a meal for the evening by working for someone.'

Due to poverty, the heavy burden of household work, and farming duties, Susmita was deprived of education. But now she has developed the mindset that 'no matter what the situation is, I must study'. Through the Child Protection and Sponsorship Project jointly run by Aastha Nepal and World Vision, she received psychosocial counseling. Once determined never to go back to school, Susmita now firmly believes she will not quit her studies under any circumstance.

'The teachers from Aastha Nepal and World Vision encouraged me. They told me that I can study and motivated me. They repeatedly visited my home and convinced my family as well, ' Susmita said. 'If my parents and brothers had motivated me the same way earlier, I wouldn't have dropped out. Now I am studying in Grade 5.'

The project also counseled her family. Susmita's mother, Theba Nepali, admitted that her daughter dropped out because of financial hardship and the pressure of household work. She also noted that the community's tendency to keep daughters only for household work had worsened the situation.

'From the counseling, I learned that if my daughter studies, she can get a good job, improve our economic situation, and earn social respect in the future, ' she said. 'Then I decided to send her to school. Education may not bring immediate money, but it will help her earn easily later. Earlier, I thought sending her to school meant less help at home. Now, I manage household work by taking turns with neighbors and send my daughter to school.'

According to her, representatives from Aastha Nepal and World Vision visited their home many times for counseling. She added that receiving educational materials and uniforms from the project also made it easier to send her daughter back to school.

जन्मजात अपाङ्ग बालकले पाए 'क वर्ग'को परिचयपत्र

मेल्लेख (अछाम)

अछामको मेल्लेख गाउँपालिका-४ रोहित ५ वर्षका भए । उनी जन्मिदै 'अपाङ्गता भएका बालक' हुन् । उनका दुवै खुट्टा फर्किएका थिए र एक आँखा अहिले पनि पनि सीधा हेर्न सक्दैनन् ।

रिठातोली गाउँ, सदरमुकाम मंगलसेनबाट करिब एक सय किलोमिटर टाढा रहेको दुर्गम र विकट गाउँ हो । जन्मजात अपाङ्गता भएका रोहितले अपाङ्गता परिचयपत्र पाउने बारेमा परिवारलाई जानकारी थिएन । उनका हजुरबुवा डम्बर साउदका अनुसार ५ वर्षसम्म अन्य बालबालिकाले नेपाल सरकारबाट पाउने पोषण भत्ता भने सरोजले पाइरहेका थिए । तर अपांगता परिचयपत्र बन्ने कुरा उनको परिवारलाई थाहा थिएन । 'मेरो नाती जन्मिदै अपाङ्ग भयो । दुईवटै खुट्टा फर्किएका थिए । आँखा पनि हेर्न

सक्दैन । पाँच वर्षको भइसके पनि अझै बोल्न सकिरहेको छैन । गाउँका जान्ने बुझ्नेलाई नातीले अपाङ्गता परिचयपत्र पाउँछ कि नाइँ भनेर धेरै पटक सोधेका थियौं,' उनले भने, 'रोहीतले पोषण भत्ता पाइरहेका थियो । तर अपाङ्गता परिचयपत्र बन्ने कुरा हामीलाई थाहा थिएन । पाँच वर्ष पूरा भएपछि मात्र बन्न सक्छ भनेका थिए ।'

साउद परिवारलाई गाउँपालिकाको कार्यालयसम्म पुग्न करिब तीन घण्टा हिँड्नु पर्थ्यो, जसका कारण उनीहरु अलमलमा परेका थिए । यस्तै अवस्थामा, आस्था नेपाल र वर्ल्ड भिजनको साझेदारीमा सञ्चालित 'बाल संरक्षण तथा बाल स्पोन्सरसिप परियोजना'का फिल्ड कर्मचारीहरूले रोहितको अवस्था पत्ता लगाए । सही सूचना नपाएको साउद परिवारको घरमा गएर अवस्था बुझ्दा ५ वर्षीय रोहितको क वर्गको अपाङ्गता परिचयपत्र बनाइदिने प्रक्रिया शुरु भयो ।

परियोजनाको सहजीकरणमा, मेल्लेख गाउँपालिकाको आयोजनामा गत माघमा चौखुट्टेमा रहेको आधारभूत अस्पतालमा स्वास्थ्य शिविर सञ्चालन भयो । परियोजनाका कर्मचारीको सहयोगमा रोहितका हजुरबुवा र आमाले उनलाई लगेर परिचयपत्र बनाइदिए । मेल्लेख गाउँपालिकाले नेपाल सरकारबाट जारी हुने क वर्गको अपाङ्गता परिचयपत्र (रातो कार्ड) प्रदान गर्‍यो ।

'हामी गाउँका सोझा मान्छेलाई पहिले कसैले पनि परिचयपत्र बनाउने वा सेवा सुविधा पाउने जानकारी दिएनन् । आस्था नेपाल र वर्ल्ड भिजनका सरहरु नभएको भए मेरो नातीले परिचयपत्र पाउँदैन थियो,' रोहीतका हजुर बुवाले भने, 'परिचयपत्र बनाउने ठाउँमा लैजाँदा अहिलेसम्म किन नबनाएको भनेर सोधे । अहिले पनि आस्था र वर्ल्ड भिजनका सरहरूले नभनेको भए मेरो नाती बञ्चित हुने रहेछ । सहयोग गर्ने संस्थालाई धन्यवाद ।'

परिचयपत्र बनेपछि रोहितले मासिक अपाङ्गता भत्ता पाउँछन् भने अन्य संघसंस्थाले उपचार र जीवनयापनमा सहयोग गरिरहेका छन् । साथै गाउँपालिका र परियोजनाको सहकार्यमा उनलाई काठमाडौं लगेर उपचार पनि गरिएको छ ।

क वर्गको परिचयपत्र सरकारी दस्तावेज हो जुन अपाङ्गता भएका व्यक्तिलाई अधिकार, सुविधा र भत्ता प्राप्त गर्न प्रमाणको रुपमा जारी गरिन्छ । परिचयपत्रले व्यक्तिको अपाङ्गताको प्रकार र गम्भीरता उल्लेख गर्छ । यसले शिक्षा, स्वास्थ्य सेवा, भत्ता र रोजगारमा प्राथमिकता पाउन मद्दत गर्छ । क वर्गको परिचय पत्र पाएका रोहीतलाई अहिले सरकारी सुविधा पाउन थालिसकेका छन् ।

A Child with Congenital Disability Receives 'Category A' Disability Identity Card

Mellekh (Achham)

Rohit a five-year-old from, Mellekh Rural Municipality–4, Achham, was born as a 'child with disability.' Both of his legs were twisted at birth, and even now, one of his eyes cannot see properly.

Rithatoli village, located around 100 kilometers away from the district headquarters Mangalsen, is a remote and isolated settlement. Rohit's family was unaware about the disability identity card provision. According to his grandfather, Dambar Saud, while Rohit was receiving the nutrition allowance provided by the Government of Nepal for children, the family did not know about the disability card.

'My grandson was born with a disability. Both of his legs

were twisted, and he cannot see properly. Even at the age of five, he still cannot speak. We had asked knowledgeable people in the village many times if he could get a disability card, ' he said, 'Rohit was receiving the nutrition allowance, but we did not know about the disability identity card. We were told that it could only be made after he turned five years old.'

The Saud family had to walk around three hours to reach the rural municipality office, which created confusion and difficulty for them. In such a situation, field staff from the 'Child Protection and Child Sponsorship Project' run in partnership between Aastha Nepal and World Vision discovered Rohit's condition. After visiting the Saud family and understanding their situation, they initiated the process of providing Rohit with a 'Category A' disability identity card.

With facilitation from the project, a health camp was organized last Magh at the basic hospital in Chaukhutte by Mellekh Rural Municipality. With the support of the project staff, Rohit's grandfather and mother took him there, and the municipality provided him with the Government of Nepal's 'Category A' disability identity card (red card).

'As simple villagers, no one had ever informed us about disability cards or the services available. If it were not for Aastha Nepal and World Vision staff, my grandson would not have received the card, ' Rohit's grandfather said, 'When we went to make the card, they even asked why we had not applied earlier. Even now, without Aastha and World Vision staff, my grandson would have been deprived. I thank the organizations for their support.' After receiving the card, Rohit is now entitled to a monthly disability allowance, and various organizations are also supporting his treatment and livelihood. With the collaboration of the rural municipality and the project, he has also been taken to Kathmandu for treatment.

The 'Category A' identity card is an official government document that serves as proof for people with disabilities to access rights, facilities, and allowances. It specifies the type and severity of the disability and helps in receiving priority in education, healthcare, allowances, and employment. With the card, Rohit has now started receiving government support.

मेल्लेखका तीन वडा बालमैत्री स्थानीय शासन घोषणा

अछामको मेल्लेख गाउँपालिकाले बालबालिकाको अधिकार सुनिश्चित गर्न तीन वडामा बालमैत्री स्थानीय शासन लागू गरेको छ । आस्था नेपाल र वर्ल्ड भिजनको साझेदारीमा सञ्चालित बाल संरक्षण तथा बाल स्पोन्सरसिप परियोजनाको आर्थिक र प्राविधिक सहयोगमा तीन वडालाई बालमैत्री स्थानीय शासन लागू गर्ने वडाको रूपमा घोषणा गर्न सम्भव भएको मेल्लेख गाउँपालिकाका उपाध्यक्ष नृपबहादुर खड्काले बताए ।

उनका अनुसार बालमैत्री स्थानीय शासन घोषणाको सुरूवात वडा नम्बर ३, ठाँटीबाट २०७७ सालमा भएको थियो । ठाँटीलाई सुदूरपश्चिमको तेस्रो वडाको रूपमा घोषणा गरिएको थियो । त्यसपछि क्रमशः वडा नम्बर ७, नन्डेगडा र वडा नन्मबर ६, शोडाषालाई २०८२ सालमा पनि बालमैत्री स्थानीय शासन घोषणा गरियो ।

बालमैत्री स्थानीय शासन घोषणापछि गाउँका बालबालिकालाई शिक्षा, स्वास्थ्य, सुरक्षा र सहभागीतामा पहुँच सुनिश्चित गर्न सहयोग गरेको उपाध्यक्ष खड्काले बताए । 'आस्था नेपाल र वर्ल्ड भिजनको आर्थिक तथा प्राविधक सहयोगले मात्रै हामीले तीन वटा वडा घोषणा गनै सम्भव भएको

हो,' खड्काले भने, 'अहिले मेल्लेख गाउँपालिकाले बालबालिकालाई अधिकार, सुरक्षामा प्राथमिकता र निर्णय प्रक्रियामा सहभागिता सुनिश्चित गर्न पहल गरिरहेको छ ।'

बालमैत्री स्थानीय शासन घोषणाले बालबालिकाको अधिकारलाई प्राथमिकता दिएको छ उनले बताए । उनका अनुसार परियाृजनाको सहयोगमा पालिकाले अहिले बालबालिकालाई विद्यालय जान, खेलकुद, स्वास्थ्य सेवा र मनो–सामाजिक विकासमा पहुँच दिन विभिन्न कार्यक्रम सञ्चालन गर्दै आएको छ । 'बालबालिकाको राय र सुझावलाई गाउँपालिकाको नीति तथा कार्यक्रम निर्माणमा सहभागी गराउने व्यवस्था गरिएको छ,' खड्काले भने ,'बालमैत्री स्थानीय शासन घोषणा गरेर बालबालिकालाई सुरक्षित वातावरण, शिक्षा र स्वास्थ्य सेवामा पहुँच दिन सहज भएको छ । यसले गाउँका बालबालिकाको जीवनमा सकारात्मक प्रभाव पारेको छ ।'

उपाध्यष खड्काका अनुसार बाल संरक्षण तथा बाल स्पोन्सर परियोजनाले गाउँका बालबालिकाको मनो–सामाजिक विकास, पोषण, विद्यालय उपस्थिती, बालक्लब स्थापना र समुदायलाई जागरूक पार्ने कार्यसम्पादन गरेको छ । परियोजनाले बाल अधिकार संरक्षण, बाल दुर्व्यवहार रोकथाम र बालबालिकाको सहभागिता सुनिश्चित गर्ने क्षेत्रमा प्रशिक्षण र क्षमता निर्माणमा पनि योगदान पुऱ्याएको छ ।

मेल्लेख गाउँपालिकामा बालमैत्री स्थानीय शासन घोषणा भएपछि बाल संरक्षणमा समुदायको सक्रिय सहभागिता बढेको छ । बालबालिकालाई अब गाउँको निर्णय प्रक्रियामा प्रत्यक्ष सहभागी हुने अवसर मिलेको छ । स्थानीय शिक्षक, स्वास्थ्यकर्मी, अभिभावक र समुदायका सदस्यहरूले बालबालिकाको शिक्षा, स्वास्थ्य, सुरक्षा र सामाजिक सहभागिता सुनिश्चित गर्न समन्वित प्रयास गरिरहेका छन् ।

मेल्लेख गाउँपालिकाका अउपाध्यक्ष खड्काका अनुसार गाउँपालिकाले बालमैत्री स्थानीय शासन घोषणालाई दीर्घकालीन योजना र बजेटसँग जोड्ने तयारी पनि गरेको छ । यसअन्तर्गत बालबालिकालाई विद्यालय नछोड्ने, बालश्रम रोक्ने, स्वास्थ्य सेवा र पोषण सुनिश्चित गर्ने, साथै बालबालिकाको सहभागितामा आधारित निर्णय प्रक्रियालाई बलियो बनाउने कार्यहरु सञ्चालन हुनेछन् ।

बालमैत्री स्थानीय शासन घोषणाले मेल्लेखका बालबालिकालाई सुरक्षित, सहभागी र बालमैत्री वातावरण उपलब्ध गराउने विश्वास दिलाएको मैल्लेख गाउँपालिकास्तरिय बाल सञ्जालकी अध्यक्ष मनिसा साउदले बताइन् ।

'बालबालिकालाई शिक्षा, स्वास्थ्य, सुरक्षा र निर्णय प्रक्रियामा सहभागी गराउने यस पहलले भविष्यमा बाल अधिकार सशक्तीकरण र सामाजिक विकासमा महत्वपूर्ण योगदान दिने अपेक्षा गरिएको छ,' उनले भनिन्, 'हाम्रो गाउपालिकामा अब बालबालिकाको कुरा सुन्न थालिएको छ । हाम्रा आवश्यकता र सुझावहरूलाई सुनिन्छ र कार्यक्रममा समावेश गरिन्छ ।'

उनका अनुसार बालमैत्री स्थानीय शासन घोषणा पछि बालबालिकालाई लक्षित योजना कार्यान्वयन गर्न सहज भएको छ ।

Three Wards of Mellekh **Declared as Child-Friendly Local Governance**

Mellekh (Achham)

To ensure children's rights, Mellekh Rural Municipality in Achham has implemented child-friendly local governance in three of its wards. According to Vice Chairperson Nrip Bahadur Khadka, this declaration was made possible with the financial and technical support of the Child Protection and Child Sponsorship Project, run in partnership between Aastha Nepal and World Vision.

He stated that the initiative for child-friendly local governance began in Ward No. 3, Thati, in 2020. Thati was declared the third ward in Sudurpaschim Province to receive this recognition. Later, in 2025, Ward No. 7, Nandegada, and Ward No. 6, Shodasha, were also declared as child-friendly local governance wards.

Vice Chairperson Khadka said that after the declaration, the initiative has supported children in accessing education, health, safety, and participation. 'It was only through the financial and technical support of Aastha Nepal and World Vision that we were able to declare three wards,' he said, adding, 'Mellekh Rural Municipality is now prioritizing children's rights, safety, and

participation in the decision-making process.'

He further explained that the declaration of child-friendly local governance has prioritized children's rights. With the project's support, the municipality has been implementing various programs to ensure access for children to attend school, participate in sports, receive health services, and benefit from psychosocial development. 'Children's views and suggestions are now included in the municipality's policy and program development,' Khadka said, 'and the declaration has made it easier to provide children with a safe environment, education, and healthcare services, bringing positive impacts in their lives.'

According to Vice Chairperson Khadka, the Child Protection and Sponsorship Project has contributed to psychosocial development, nutrition, school attendance, establishment of child clubs, and community awareness. It has also supported capacity-building and training in areas such as child rights protection, prevention of child abuse, and ensuring children's participation.

Following the declaration, community involvement in child protection has increased in Mellekh. Children now have the opportunity to directly participate in the village's decision-making process. Teachers, health workers, parents, and community members have been making coordinated efforts to guarantee children's access to education, health, safety, and social participation.

Vice Chairperson Khadka further shared that the rural municipality is planning to link child-friendly local governance with long-term plans and budgets. This includes implementing activities to prevent school dropouts, stop child labor, ensure health services and nutrition, and strengthen decision-making processes based on children's participation.

Manisha Saud, Chairperson of the Rural Municipality-level Child Network, said that the declaration has assured children of a safe, participatory, and child-friendly environment in Mellekh. 'This initiative of including children in education, health, safety, and decision-making is expected to contribute significantly to child rights empowerment and social development in the future,' she said, adding, 'In our municipality, children's voices are now being heard. Our needs and suggestions are considered and included in programs.'

According to her, after the declaration of child-friendly local governance, it has become easier to implement plans targeted at children.

क्षमता विकास गरेर गाउँमा नेतृत्व गरिरहेका राजन

(अछाम)

अछामको मेल्लेख गाउँपालिका ७ – नन्देगडामा बालमैत्री स्थानीय शासन लागू भएसँगै गाउँका बालबालिकाको नेतृत्व गर्ने क्षमताको विकास भएको छ । यहाँका जोखिममा परेका बालबालिकाले पनि अवसर पाइरहेका छन् ।

आस्था नेपाल र वर्ल्ड भिजनको साझेदारीमा सञ्चालित बाल संरक्षण तथा बाल स्पोन्सर परियोजनाले आर्थिक र प्राविधिक सहयोग उपलब्ध गराएपछि बालबालिकामा नेतृत्व विकास भएको हो ।

यसैको एक प्रतिनिधि पात्र मेल्लेख गाउँपालिका ७ – का १६ वर्षीय राजन हुन् । उनका बुवा कामको खोजीमा भारतमा छन् । कमजोर आर्थिक अवस्था भएको राजन पहिले धेरै अवसरबाट वञ्चित भएका थिए । उनको गाउँमा बाहुन र क्षेत्री समुदायको बाहुल्यता छ । दलित समुदायबाट बालक्लबमा नेतृत्व गर्दै आएका राजन अहिले उदाहरणीय पात्र बनेका छन् ।

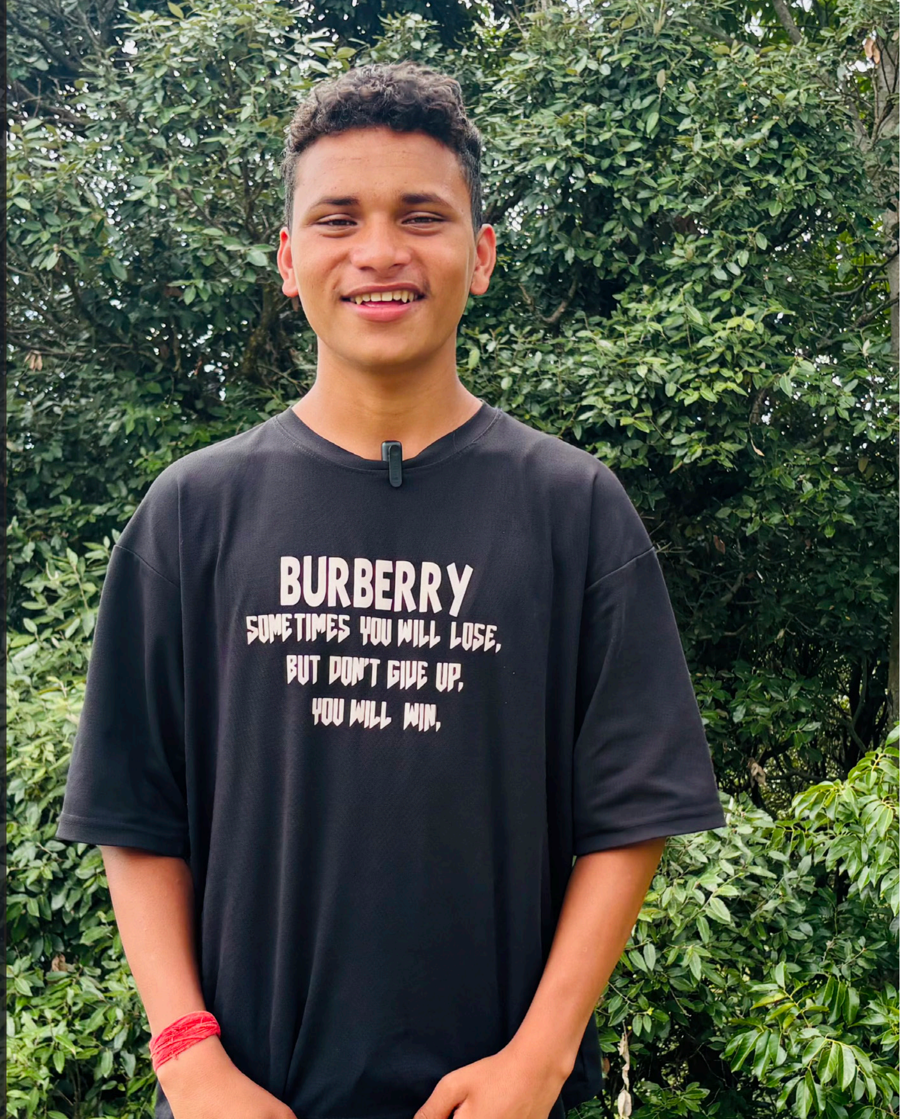
परियोजनाले सञ्चालन गरेको रूपान्तरण कक्षामा सहभागी भएपछि आफूमा नेतृत्व गर्ने क्षमताको विकास भएको राजनले बताए । 'पहिले मान्छेका अगाडि उभिएर आफ्नै परिचय पनि दिन सक्दिनथेँ । रूपान्तरण कक्षामा सहभागी भएपछि अहिले बालबालिकाको नेतृत्व गर्न सक्ने भएको छु,' राजनले भने, 'सुरुमा वडास्तरीय बाल सञ्जालको सदस्य भएँ । त्यसपछि अहिले पालिकास्तरीय बाल सञ्जालको सदस्य भएर काम गरिरहेको छु ।'

राजनले स्थानीय बालबालिकाको नेतृत्व विकास, सहभागीता र निर्णय प्रक्रियामा सक्रिय भूमिका निभाउन प्रोत्साहन दिइरहेका छन् । उनी बालबालिकालाई स्वतन्त्र निर्णय लिन, टोलीमा काम गर्न, कार्यक्रम सञ्चालन गर्न र अन्य बालबालिकालाई मार्गदर्शन दिन सिकाइरहेका छन् ।

परियोजनाले बालबालिकाको आफ्नो क्षमता विकास, आत्मविश्वास, सामाजिक सहभागिता र निर्णय क्षमतालाई प्राथमिकता दिएको र आफू त्यसैको उत्पादन भएको राजनले बताए । 'हामीले बालक्लब मार्फत सांस्कृतिक कार्यक्रम, खेलकुद प्रतियोगिता र समुदाय सेवा पनि गर्दै आएका छौँ । यसले हाम्रो नेतृत्व क्षमता अझ बढाएको छ,' राजनले भने, 'महिला तथा बालबालिकाका सवालमा बोल्न थालेपछि अहिले गाउँमा मलाई नेता भनेर सम्बोधन गर्छन् । जसले सिमान्तकृत समुदयका वर्गको हक, अधिकारको लागि बोल्छ उही नेता हो भन्ने मैले बुझेको छु ।'

बालबालिकाको क्षमता र नेतृत्व विकास भएपछि समाजमा रहेका कुरिती, कुसंस्कार पनि हट्दै गएको राजन बताउँछन् । उमेर नपुगी विवाह गर्ने बालबालिका पहिले नन्देगडामा धेरै भएको र बालबालिकाहरू नै सचेत भएपछि अहिले बाल विवाह कम भएको उनले बताए । राजनका अनुसार उनको वडा छाउगोठ मुक्त वडा हो । अछामका अन्य स्थानीय तहमा महिनावारी भएको समयमा गोठमा बस्ने परम्परा भएपनि नन्देगडामा बालक्लब र आमा समूहको नेतृत्वले छाउगोठ भत्काउने र सचेतना जगाउने अभियान सुरू गरेपछि यो प्रथा हटेको हो ।

Rajan Leads His Village Through Capacity Development



(Achham)

With the implementation of child-friendly local governance in Nandegada, Mellekh Rural Municipality-7, Achham, children have been able to develop leadership skills. Even children at risk are getting opportunities.

This has been made possible through the 'Child Protection and Child Sponsorship Project' implemented in partnership between Aastha Nepal and World Vision, which has provided both financial and technical support, contributing to children's leadership development.

One representative example is 16-year-old Rajan from Nandegada.

Rajan's father is in India for work, and due to his poor economic condition, he was previously deprived of many opportunities. His village is dominated by Brahmin and Chhetri communities, but Rajan, from the Dalit community, has been leading the child club and has now become a role model.

Rajan shared that his leadership capacity developed after attending the 'Rupantran Class' organized by the project. He said, 'Earlier, I couldn't even introduce myself in front of people. After participating in the Rupantaran class, I have now become able to lead children.' He added, 'I first became a member of the ward-level child network, and now I am working as a member of the municipality-level child network.'

Rajan has been encouraging local children to develop leadership, participate actively, and engage in decision-making processes. He has been teaching children to make independent decisions, work in teams, conduct programs, and guide other children.

He expressed that the project has prioritized children's capacity building, self-confidence, social participation, and decision-making power, and that he is a product of this initiative. He said, 'Through child clubs, we have been organizing cultural programs, sports competitions, and community service. This has further strengthened our leadership capacity. Now, after speaking up on issues concerning women and children, people in the village call me a leader. I have understood that the one who speaks for the rights of marginalized groups is the real leader.'

Rajan said that as children's capacity and leadership developed, harmful practices and superstitions in society have also started to fade away. He mentioned that child marriage used to be widespread in Nandegada, but after children themselves became aware, the cases of child marriage have declined. According to him, his ward is now a Chhaupadi-free ward. While the practice of staying in huts during menstruation still exists in other parts of Achham, in Nandegada it has been eradicated after the child club and mothers' group initiated campaigns to demolish menstrual huts and raise awareness.

फजुल खर्च घटाएर गणेशले सुरू गरे बचत

(अछाम)

मेल्लेख गाउँपालिका-२ डाँडासिरिका ११ वर्षीय गणेशले फजुल खर्च घटाएर नियमित बचत सुरू गरेका छन् । उनको परिवारमा आमामात्र रहेकी छन् भने उनका दुवै अभिभावकको मृत्यु भइसकेको छ । आमाले गाउँमा सामान्य चिया तथा नास्ता पसल सञ्चालन गरेर घरको गुजारा चलाइरहेकी छन् ।

गणेशलाई पढ्न आवश्यक कापी-कलम

जुटाउन केही समस्या रहेको आमा नामसराले बताइन् । वर्ल्ड भिजन इन्टरनेशनल नेपाल र आस्था नेपालले बालबालिकालाई बचत गर्ने सन्देश र आवश्यक सामग्री उपलब्ध गराएका थिए । यस क्रममा वितरण गरिएको खुतुर्के बचत सम्बन्धी आयोजित तालिमपछि गणेशले फजुल खर्च घटाएर बचत गर्न थालेका हुन् ।

उनले अहिलेसम्म ५ हजार ५ सय रूपैयाँ बचत गरिसकेका छन् । अहिले फेरि ४ हजार ५ सय रूपैयाँ थप जम्मा गरेका छन् । आमा नामसराका अनुसार, सहकारीमा पनि बचत सुरू गरेका गणेशले आफूले जम्मा गरेको पैसाले स्वास्थ्य बीमा गर्ने र भविष्यमा पढाइमा खर्च गर्ने योजना बनाएका छन् ।

फजुल खर्च घटाएर बचत गर्ने बानी बस्दा गणेशको स्वास्थ्यमा पनि सुधार आएको छ । जंकफुड कम खाने बानी बस्दा उनी सक्रिय र स्वास्थ्यपूर्ण देखिन्छन् । 'छोराले फजुल खर्च घटाएर बचत गरेको देखेर म अत्यन्तै खुसी छु । अब उनी नियमित विद्यालय जान्छन् र पढाइमा ध्यान दिन्छन्,' आमा नामसराले भनिन् ।

गणेशले आफूले सिकेका कुरा अन्य साथी र छिमेकी बालबालिकालाई पनि बुझाइरहेका छन् । उनले बचतको पैसाले आमाको स्वास्थ्य बीमा गर्ने र उच्च शिक्षामा राम्रा विषयमा अध्ययन गर्ने योजना बनाएका छन् । वडाध्यक्ष र अन्य सरोकारवालाहरूले बालबालिकामा बचत र वित्तीय साक्षरता विकास गर्न सहयोग पुर्याएको भन्दै वर्ल्ड भिजन र आस्था नेपाललाई धन्यवाद व्यक्त गरेका छन् ।

Ganesh Starts Saving

by Reducing Unnecessary Expenses

(Achham)

Ganesh 11, from Rishidah, Ward No. 2, Mellekh Rural Municipality, has started regular savings by reducing unnecessary expenses. His family only consists of his mother, as both of his parents have passed away. His mother, Namsara, runs a small tea and snack shop in the village to support the household.'

Namsara said that providing Ganesh with necessary notebooks and stationery for school was sometimes challenging. World Vision International Nepal and Aastha Nepal provided children with guidance and materials to encourage savings. Following a training session on piggy bank savings, Ganesh began saving by cutting down unnecessary expenses.

So far, he has saved NPR 5, 500 and has recently deposited an additional NPR 4, 500. According to his mother, Ganesh has also started saving in a cooperative. He plans to use his savings for health insurance and future educational expenses.

By reducing unnecessary spending, Ganesh's health has also improved. He now eats less junk food and appears active and healthy. 'Seeing my son save by cutting down unnecessary expenses makes me extremely happy. He now regularly attends school and focuses on his studies, ' said Namsara.

Ganesh is also teaching his friends and neighboring children about what he has learned. He plans to use his savings for his mother's health insurance and to pursue higher education in good subjects. The Ward Chairperson and other stakeholders expressed gratitude to World Vision and Aastha Nepal for supporting the development of savings habits and financial literacy among children.

खुर्तुके बचतले मनोजको पढाइ र स्वास्थ्यमा सुधार

(अछाम)

मेल्लेख गाउँपालिका-१, ऋषिदका १४ वर्षीय मनोजले फजुल खर्च घटाएर नियमित बचत सुरू गरेका छन् । उनी हाल कक्षा ९ मा अध्ययनरत छन् उनको परिवारमा बुबा, आमा र दिदीसहित जम्मा चार जना सदस्य छन् । परिवारको आर्थिक अवस्था कमजोर भएको कारण पढाइ, लेखाइ र सामान्य औषधि उपचारमा समस्या आएको उनको आमा धनाले बताइन ।

मनोजका बुबाको सामान्य खाजा-नास्ता पसलले परिवारको गुजारा चल्छ । ऋषिदह भौगोलिक रूपमा दुर्गम रहेको हुँदा घर परिवारका लागि जीवनयापन चुनौतीपूर्ण छ । वर्षको केही महिना खेती र मौसमका कारण खाद्यान्नको अभाव हुने गर्दछ ।

हालै वर्ल्डभिजन र आस्था नेपालको सहकार्यमा बालबालिकालाई बचत सिकाउन खुर्तुके वितरण गरिएको थियो । मनोज पनि ती बालबालिकामध्ये एक हुन् । उनी वाक नेपालको 'जीविकोपार्जन परियोजना' अन्तर्गत तालिम प्राप्त भएका छन् । तालिमले बचत गर्ने तरिका मात्र होइन, फजुल खर्च घटाउने र नियमित बचत गर्ने बानी बसाल्न सहयोग गरेको छ । 'आस्था नेपालको खुर्तुके सहयोग र वाक नेपालको अभिमुखिकरणले मलाई बचत गर्न थप हौसला दिएको छ,' मनोजले भने ।

मनोजले अहिले फजुल खर्च घटाएर नियमित बचत गरिरहेका छन् । जंकफुड चाउचाउ, बिस्कुट र प्याक गरिएको खानेकुरामा सुधार आएको छ । उनका बुबा ललितले बताए अनुसार, उनले खुर्तुकेमा ९ हजार ३ सय रूपैयाँ बचत गरिसकेका छन् भने बहुउदेश्य सहकारीमा ८ हजार ५ सय रूपैयाँ थप जम्मा गरेका छन् । घरका अन्य सदस्यहरूले पनि छोराको बचत बानी र व्यवहारमा आएको सकारात्मक परिवर्तनको प्रशंसा गरेका छन् ।

मनोजले आफूले सिकेको बचतको महत्व र फाइदा अन्य साथी तथा छिमेकी बालबालिकालाई पनि बुझाइरहेका छन् । 'बचत गरेको पैसाले कापी, कलम, झोला र सामान्य बिरामी हुँदा औषधि उपचारमा खर्च गरिरहेको छु,' उनले भने । भविष्यमा उनी माध्यामिक तह उत्तीर्ण गरी राम्रो विषयमा अध्ययन गर्ने योजना बनाएका छन् ।

वर्ल्डभिजन र आस्था नेपालले गरेको सहयोगको कदर गर्दै वडासचिव कृष्ण बहादुर बुढाले पनि खुशी व्यक्त गर्दै भने, 'यो सहयोगले बालबालिकालाई बचत बानी बसाल्न र विद्यालय जाने बानीमा प्रेरित गरेको छ ।' मनोजका आमा-बुबाले पनि भने, 'यो सहयोगले हाम्रो छोराको जीवनमा ठूलो परिवर्तन ल्याएको छ । यस्ता कार्यक्रमबाट बालबालिका बचत बानी र विद्यालय जाने बानीमा उल्लेखनीय विकास गर्न सक्छन् ।'

Piggy Bank Savings Improve **Manoj's Studies and Health**

(Achham)

Manoj 14, from Ward No. 1, Mellekh Rural Municipality, has started regular savings by reducing unnecessary expenses. He is currently studying in Grade 9. His family has only four members: father, mother, and sister. His mother, Dhana, says that due to the family's weak financial situation, they face difficulties in

education, stationery, and basic medical care.'

Manoj's father runs a small snack shop to support the family. Living in Rishidah, which is geographically remote, makes life challenging for the family. For a few months each year, due to farming and weather, there is a shortage of food supplies.

Recently, with the collaboration of World Vision and Aastha Nepal, children were provided with piggy banks to encourage savings. Manoj was one of them. He also received training under WAK Nepal's "Livelihood Project." The training not only taught him how to save but also encouraged him to reduce unnecessary expenses and develop a habit of regular savings. 'Aastha Nepal's support with the piggy bank and WAK Nepal's guidance gave me extra motivation to save, ' said Manoj.

Now, Manoj saves regularly by cutting down on unnecessary spending. There has been improvement in consuming junk food, instant noodles, biscuits, and packaged foods. His father, Lalit, said that Manoj has already saved NPR 9, 300 in the piggy bank and deposited NPR 8, 500 in a multipurpose cooperative. Other family members have also appreciated the positive changes in his behavior and savings habits.

Manoj teaches his friends and neighboring children the importance and benefits of saving. 'I spend my saved money on notebooks, pens, school bags, and basic medical treatment when I am sick, ' he said. In the future, he plans to complete secondary school and study a good subject.

Ward Secretary Krishna Bahadur Budha appreciated the support from World Vision and Aastha Nepal, saying, 'This assistance encourages children to develop savings habits and attend school.' Manoj's parents also said, 'This support has brought a big change in our son's life. Programs like this can significantly develop children's habits of saving and attending school.

बाल संरक्षण, सामुदायिक सहभागिता र बाल स्पोन्सरसिप परियोजना

सफलताका कथाहरू

ASTHA NEPAL
ESTD : 1996

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