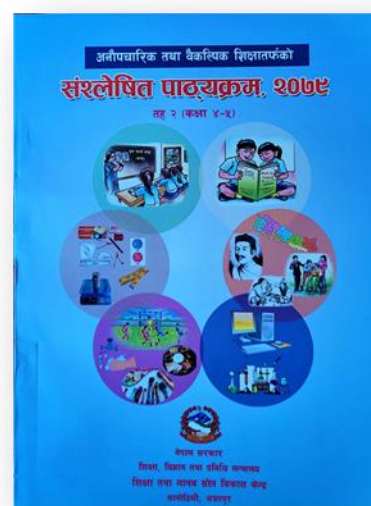
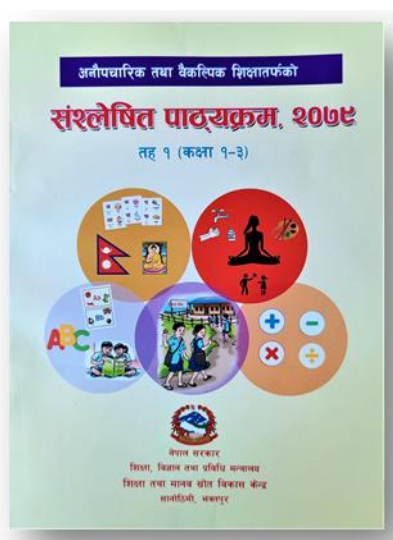


# Samunnat Nepal

## Annual Progress Report

(2079/80 : July 2022-July 2023)



Gyaneshwor, Maitidevi Mode  
Tel: 01-4733535, 5905996  
Email: [info@samunnatnepal.org](mailto:info@samunnatnepal.org)  
website: [samunnatnepal.org](http://samunnatnepal.org)

This Annual Progress Report of Samunnat Nepal covers the program period of the fiscal year 2079/2080 B.S from 15th July, 2022 to 14th July 2023. The report provides details of all the activities accomplished during the year.

## Table of contents

<b>1. Acknowledgement .....</b>	<b>2</b>
<b>2. Message from the Chairperson's Desk .....</b>	<b>3</b>
<b>3. About Samunnat Nepal .....</b>	<b>7</b>
<b>4. Major Programs and Activities .....</b>	<b>8</b>
<b>5. Future Directions .....</b>	<b>14</b>
<b>6. Financial Report .....</b>	<b>15</b>

## ACRONYMS AND ABBREVIATIONS

ALP	:	Alternative Learning Program
CDC	:	Curriculum Development Center
CEHRD	:	Center for Education and Human Resources Development
CLC	:	Community Learning Center
EDCU	:	Education Development Coordination Unit
ERO	:	Education Review Office
GoN	:	Government of Nepal
GCED	:	Gender Sensitive Global Citizenship and Life Skill Education for Youth
KSK	:	Khedai Sikne Kendra
LCDC	:	Local Curriculum Development Committee
LG	:	Local Government
MDG	:	Millennium Development Goals
MGML	:	Multi grade multilevel methodology
MoE	:	Ministry of Education
MTToT	:	Master Training of Trainers
MoU	:	Memorandum of Understanding
NASA	:	National Assessment of Student Achievement
NGO	:	Non-Governmental Organization
OOSC	:	Out of school children
PCA	:	Program Cooperation Agreement
PPP	:	Public Private Partnership
ROTA	:	Reach Out to Asia
SDG	:	Sustainable Development Goals
SN	:	Samunnat Nepal
SOAR	:	Strengthening Opportunities for Adolescent Resilience
SVA	:	Shanti Volunteer Association
SWC	:	Social Welfare Council
TOT	:	Training of Trainers
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations Children's Fund
UNSDG	:	United Nations Sustainable Development Goal

## Acknowledgement

The consecutive year for Samunnat Nepal (SN) was another milestone added in the history of the organization with all its team effort and Samunnat Nepal wishes to acknowledge various organizations and personnel for supporting in carrying out its programs and activities which are crucial to achieve its goals and objectives. Samunnat Nepal would first like to thank all the children of Nepal for providing us the opportunity to work for ensuring learning continuity & quality learning needs.

Samunnat Nepal is honored to acknowledge and like to sincerely thank the Center for Education and Human Resource Development (CEHRD) for having us as partners with an MOU for all the non-formal & formal education activities. We appreciate their support and wish to be continually assisted in our future endeavors for quality learning efforts. This year we also got the golden opportunity to work closely with CEHRD to develop the condense curriculum of level 1 (grade 1-3) and level 2 (grade 4-5) on non-formal and alternative education along with learning materials for both levels. These curriculums and learning materials have been endorsed by the government and uploaded in webpage of CEHRD. It was a historical moment for SN to be a vital part for developing these curriculums and learning materials for out of school children which will set a learning level competency upon the completion in concerned level and continue their further education. Similarly, the continuous implementation of KSK has gear up the contribution from local government to support for the out of school children.

We would like to applaud the support from the Municipalities of Nepalgunj, Janakpur, Ratnanagar, Shahidnagar and Kathmandu for recognizing the importance of KSK model.centers in their respective locations. We would also like to thank the local NGO partners (Samudayak Sewa Kendra, Chitwan) and Community Learning Centers (CLC) of Swoyambhu, Kathmandu, Hanuman CLC of Janakpur and Mahila Sahid CLC of Shahidnagar for implementing and working closely with Samunnat to manage the real implementation of the KSK program.

We would like to thank the District Administration Office, Kathmandu and Social Welfare Council and concerned officials for guiding us in administrative purposes. Last but not the least, we wish to thank our Advisory Board, Executive Body, Program Advisors and other members of the organization as well as staffs of Samunnat Nepal for their continuous efforts and hard work in coordinating and carrying out the programs forward.

Mr Yogesh K Shrestha

Executive Director

September, 2023

## 1. Message from the Chairperson's Desk

सहकर्मी कार्य समिति पदाधिकारीज्यूहरू,

संस्थाले आ. व. २०७९/८० मा सञ्चालन गरेको शैक्षिक कार्यक्रमहरू, त्यसबाट प्राप्त उपलब्धि र सिकाइ संक्षेपमा यस प्रकार रहेको जानकारी गराउँदछु।

१. युनिसेफ नेपालसँग भएको "Implementation of Alternative Learning program for Learning Continuity of out of School Children" नामक परियोजना अन्तर्गत यस आ.व.मा तपसिल बमोजिम कार्यक्रम सञ्चालन भएका छन् :

(क) खेलै सिकने केन्द्र र कार्यक्षेत्र :

यस आर्थिक वर्षमा बाँकेको नेपालगञ्जमा ४ ओटा, धनुषाको जनकपुरमा २ ओटा, सहिदनगरमा ४ ओटा, चितवनको रत्ननगरमा १ ओटा र काठमाडौँको स्वयम्भूमा १ ओटा गरी १२ ओटा खेलै सिकने केन्द्रहरू सञ्चालनमा रह्यो।

(ख) वैकल्पिक शिक्षा कार्यक्रम :

यस अन्तर्गत अनौपचारिक तथा वैकल्पिक शिक्षातर्फको तह १ को संश्लेषित पाठ्यक्रम र चार ओटा सिकाइ सामग्री विकास गरियो।

मुख्य उपलब्धिहरू :

- खेलै सिकने केन्द्रहरू सञ्चालन गर्दा करिब ५० प्रतिशत योगदान (सहजकर्ताको पारिश्रमिक तथा अन्य खर्च) स्थानीय सरकारबाट उपलब्ध भयो।
- केन्द्रका सहभागीहरूको यस वर्ष दुई पटक सिकाइ मूल्याङ्कन (Learning Assessment) कार्य सञ्चालन गरियो। यसबाट केन्द्रका सहभागीहरूको सिकाइ स्तर पहिचानसहित सहजकर्ताहरूलाई सिकाइका आवश्यक रणनीति र तरिकाहरू अवलम्बन गर्न सहयोग पुगेको थियो।
- सबै केन्द्रबाट ९९३ जना लक्षित समूहका बालबालिका लाभान्वित भएका छन्। जसमा ६०४ (६१%) बालिका र ३८९ (३९%) बालक छन्। यसमध्ये ३३२ जना विद्यालय भर्ना गरिएको छ। जसमा २०३ जना बालिका र १२९ बालक रहका छन्।
- शिक्षा तथा मानव स्रोत विकास केन्द्र र पाठ्यक्रम विकास केन्द्रसँगको सहकार्यमा अनौपचारिक तथा वैकल्पिक शिक्षातर्फको तह-१ (कक्षा १-३) का लागि संश्लेषित पाठ्यक्रम निर्माण गरियो। सोही पाठ्यक्रमको आधारमा मेरो नेपाली, मेरो अङ्ग्रेजी, मेरो गणित र हाम्रो सेरोफेरो विषयको एकीकृत सिकाइ सामग्री विकास गरिएको छ। उक्त सामग्रीहरू शिक्षा तथा मानव स्रोत विकास केन्द्रको website मा राखिएको छ। पाठ्यक्रमलाई राष्ट्रिय पाठ्यक्रम तथा मूल्याङ्कन परिषदबाट अनुमोदनसमेत भएको छ।

चुनौती तथा सिकाइ :

- कार्यक्रमको अवधिमा स्थानीय सरकारमा नयाँ जनप्रतिनिधि निर्वाचित भई कार्यभार बहन गरेको सुरुको अवस्थामा खेलै सिकने केन्द्रप्रतिको बुझाइ स्पष्ट गराउन नसक्दा उहाँहरूबाट अपनत्व लिन निकै कठिनाई भएको महसुस गरियो। त्यसैले कुनै पनि कार्यक्रमको समयावधिभित्र स्थानीय सरकारको आवधिक निर्वाचनको तालिका रहेमा निर्वाचन पश्चात आउने नयाँ जनप्रतिनिधिलाई कार्यक्रमको अभिमुखीकरण राख्न अपरिहार्य हुने रहेछ।
- अनौपचारिक तथा वैकल्पिक शिक्षाअन्तर्गत तयार भएको तह १ को नयाँ संश्लेषित पाठ्यक्रम र सिकाइ सामग्रीको प्रयोग गरी कार्यक्रम सञ्चालन गर्ने संस्था तथा सरोकारवालाहरूलाई क्षमता अभिवृद्धिको लागि तालिम सहयोग आवश्यक हुन्छ।

२. अफ्लाटुन इन्टरनेशनलसँग भएको सम्झौता "Gender Sensitive Global Citizenship and Life Skill Education for Youth" नामक परियोजना अन्तर्गत यस अ.व.मा भएका क्रियाकलापहरू यस प्रकार रहेका छन् :

- यस संस्थाले समाज कल्याण परिषदसँग स्वीकृति लिएर यो परियोजना सञ्चालन गरिरहेको छ ।
- यो कार्यक्रम धनुषा, महोत्तरी, सुर्खेत र दैलेख जिल्लाका ६ ओटा नगरपालिकासँग समन्वय गरी सञ्चालन गर्दै आइएको छ ।
- यो कार्यक्रमको कार्यान्वयन स्थानीय स्तरमा कार्यरत ४ ओटा साभेदार संस्थाहरूमा फर्कत भइरहेको छ ।
- कूल ४५ ओटा माध्यमिक विद्यालयहरूमा सञ्चालित यो कार्यक्रमको मूल्याङ्कन इण्डोनेशियाको एउटा संस्था (UNSDG) ले गरिरहेको छ । उक्त संस्थालाई अनुसन्धानका लागि आवश्यक जानकारीसहित Intervention (50%) र Control (50%) विद्यालयहरूको विवरण दिइएको छ ।
- वित्तीय शिक्षासँग सम्बद्ध नेपाल राष्ट्र बैंक, नेपाल बैंकिङ इन्स्टीच्युट, युनेस्को, वर्ल्ड भिजन, विश्व शिक्षालगायतका सरोकारवालाहरूलाई सहभागी गराएर कार्यक्रम सञ्चालनमा समन्वय र सहयोगको उद्देश्य राखेर एउटा बैठक आयोजना गरिएको थियो ।
- नेपालको सन्दर्भमा सान्दर्भिकरण गरिएको अफ्लाटुन पाठ्यक्रम, सिकाइ सामग्रीहरू र च्याटबोट पुनरावलोकन गरी कार्यन्वयनमा ल्याइएको छ ।
- इण्डोनेशियाको बालिमा आयोजित एसिया रिजनल बैठक तथा राष्ट्रिय एकीकृत कार्यशालामा शिक्षा तथा मानव स्रोत विकास केन्द्रका निर्देशक श्री गीरमान थापा, पाठ्यक्रम विकास केन्द्रका निर्देशक श्री प्रमिला बखती, समुन्नत नेपालका कार्यक्रम व्यवस्थापक श्री रोजी शाक्यको सहभागिता रहेको थियो ।
- कर्णाली र मधेश प्रदेशमा सामाजिक विषय अध्यापन गर्नुहुने शिक्षकहरूलाई छुट्टाछुट्टै ३ दिने शिक्षक तालिम आयोजना गरिएको थियो । उक्त तालिममा ४६ जना शिक्षक, ५ ओटा नगरपालिकाको सम्पर्क व्यक्ति र ३ जना स्थानीय साभेदार संस्थाबाट सहभागी भएका थिए ।
- मेधावी विद्यार्थी (Lead Student) हरूका लागि ४ दिने तालिम ६ समूहमा ६ ओटा पालिकाहरूमा सञ्चालन गरियो । उक्त तालिममा २९८ मेधावी विद्यार्थीहरूको सहभागिता भएको थियो । उनीहरूले आफ्नो कक्षाका साथीहरूलाई लैङ्गिकता, जीवनोपयोगी सिप र वित्तीय शिक्षाका ४२ ओटा सत्रहरू सहजीकरण गरिरहेका छन् ।
- कार्यक्रम सञ्चालन हुने विद्यालय तहमा स्थानीय साभेदार संस्थाहरूबाट लैङ्गिकता, जीवनोपयोगी सिप र वित्तीय शिक्षा कार्यक्रम सञ्चालन सम्बन्धमा अभिमुखीकरण भएको थियो ।
- लैङ्गिकता, जीवनोपयोगी सिप र वित्तीय शिक्षा कार्यक्रम अनुगमन तथा मूल्याङ्कन गर्ने अभिप्रायले अफ्लाटुन इन्टरनेशनलबाट आएका २ जना प्रतिनिधिसमेत ५ दिनको भ्रमण कर्णाली प्रदेशमा भएको थियो भने ३ दिने भ्रमण मधेश प्रदेशमा भएको थियो । अफ्लाटुन नेदरल्याण्डबाट आएका प्रतिनिधिहरूले CEHRD & CDC का आधिकारिक व्यक्तिहरूसँग GCED कार्यक्रम बारे विचार विमर्श गरेका थिए ।
- ROTA को तर्फबाट Education Above All Foundation बाट कार्यक्रमको Audit Visit भएको थियो । उहाँले जनकपुरमा सञ्चालित कार्यक्रम अवलोकन भ्रमणसमेत गर्नुभएको थियो ।
- GCED कार्यक्रममा संलग्न सम्पर्क शिक्षक, मेधावी विद्यार्थी, साभेदार संस्थाको सम्पर्क व्यक्तिहरूसँग धेरै पल्ट Online meeting and follow up गरिएको थियो ।

**चुनौती तथा सिकाइ :**

- GCED कार्यक्रमअन्तर्गत सञ्चालन गरिएका सत्रहरूलाई अतिरिक्त कक्षाको रूपमा लिँदा सम्बन्धित विद्यार्थीहरूलाई सक्रिय र नियमित गराउन कठिन भएको ।
- विभिन्न विदा, विद्यालय वन्द, परीक्षा, चाडपर्व जस्ता कारणहरूले विद्यालय नखुल्दा योजनाअनुसार सत्र सञ्चालन हुन नसकेको ।

- सत्र सञ्चालन गरिने कक्षामा विद्यार्थी सङ्ख्या धेरै हुँदा क्रियाकलापमा आधारित भएर सञ्चालन गर्न कठिनाई भएको ।
  - सिकाइ सत्रमा संलग्न मेधावी विद्यार्थी र सिकारु विद्यार्थीहरूसँग मोबाइल र इन्टरनेट सुविधा नहुँदा कतिपय विषयवस्तुमा सहजीकरण तथा सूचना प्रवाह गर्न कठिनाई भएको ।
  - यस कार्यक्रमको सत्रहरूमा सहभागी हुन अतिरिक्त कक्षाको रूपमा लिएर खाजा खर्चको माग गर्नु ।
  - कतिपय विद्यालयमा सामाजिक विषयमा यस कार्यक्रमको तालिम प्राप्त शिक्षक अन्यत्र सरुवा भइ जानुले पनि कार्यक्रमको समन्वय गर्न कठिनाई हुनु ।
३. शान्ति भोलेन्टीयर एशोशियशन (SVA) सँग भएको सम्झौता स्थानीय विषयको माध्यमबाट बालमैत्री सिकाइ प्रक्रिया प्रवर्धन गर्ने कार्यक्रमअन्तर्गत यस आ.व.मा निम्नानुसार क्रियाकलापहरू सम्पन्न भएका छन् :
- मकवानपुरको राक्सिराङ्ग गाउँपालिकामा सञ्चालित स्थानीय विषयसम्बन्धी कार्यक्रमको अनुगमन कार्य सम्पन्न गरियो । अनुगमनको क्रममा गाउँपालिकाका अध्यक्ष, उपाध्यक्ष, प्रमुख प्रशासकीय अधिकृत, सहायक शिक्षा अधिकृत, बोर्ड अध्यक्ष र महिला सदस्यहरूसँग कार्यक्रमलाई निरन्तरता दिने लगायतका विषयमा छलफल गरिएको थियो । उक्त अवसरमा ३ ओटा विद्यालयको स्थलगत अनुगमन गरिएको थियो ।
  - परियोजनाको अन्तिम मूल्याङ्कन गर्ने क्रममा "Endline Survey" गरियो । यसअन्तर्गत १७ विद्यालय छनोट गरी सर्वेक्षण गरिएको थियो ।
  - "National Conference for Experience sharing and lessons learn on Local Curriculum" नामक एक दिने सम्मेलन आयोजना गरिएको थियो । उक्त सम्मेलनको आयोजना राक्सिराङ्ग गाउँपालिका, शान्ति भोलेन्टीयर एशोशियशन तथा समुन्नत नेपालले संयुक्त रूपमा गरेका थिए । राक्सिराङ्ग गाउँपालिकाका अध्यक्षको सभाध्यक्षमा सम्पन्न उक्त सम्मेलनमा बागमती प्रदेश सभाका सदस्य, शिक्षा तथा मानव स्रोत विकास केन्द्र, पाठ्यक्रम विकास केन्द्र, शैक्षिक गुणस्तर परीक्षण केन्द्र, शान्ति भोलेन्टीयर एशोशियशन, प्रधानाध्यापक, शिक्षक, विद्यालय व्यवस्थापन समिति, विद्यार्थी तथा Indigenous Organization का प्रतिनिधिहरूको सहभागी रहेको थियो । सम्मेलनमा पालिका र सरकारी निकायका प्रतिनिधिहरूले स्थानीय पाठ्यक्रम विकास र त्यसको सफल कार्यान्वयनको खुलेर प्रशंसा गरेका थिए ।
  - संस्थाले यस कार्यक्रमअन्तर्गत "Planning meeting with Municipality for the Sustainable Exit Plan" कार्यशाला आयोजना गरेको थियो । कार्यशालामा पालिकाको कार्यकारी परिषद, LCDC Committee Members, SVA र SN का प्रतिनिधिहरू सहभागी भएका थियो । राक्सिराङ्ग गाउँपालिकाले यस परियोजनाका उलब्धिहरूलाई अपनत्व ग्रहण गर्नुका निरन्तरता दिने प्रतिवद्धता व्यक्त गर्नुभएको थियो । साथै कक्षा १ देखि ८ सम्मका लागि विकास गरिएको स्थानीय विषयको पाठ्यपुस्तकहरूको छपाइका लागि बजेट व्यवस्था पालिकाको रातो किताबमा राखिसक्नु भएको छ । यसले स्थानीय विषयको सिकाइलाई सुनिश्चित गराएको छ ।

### चुनौती तथा सिकाइ :

- स्थानीय सरकार र पाठ्यक्रम विकास केन्द्रविच परियोजना सञ्चालन क्रममा प्रत्यक्ष समन्वय र सहयोग राम्ररी हुन सकेन जसको कारण परियोजनाअन्तर्गत विकास गरिएका स्थानीय पाठ्यक्रम र कक्षा १ देखि ८ सम्मको पाठ्यपुस्तकहरूलाई केन्द्रको वेबसाइटमा अपलोड गर्न सकिएन ।
- स्थानीय सरकारले पाठ्यक्रम विकास केन्द्रसँग नजिकको सम्बन्ध राख्नु आवश्यक हुने रहेछ । साथै परियोजना पूर्व Baseline र पूरा भएपछि Endline सर्भे गर्न सक्दा परियोजनाको उपलब्धि सहजै तुलना गर्न सकिने रहेछ ।



४. केएर नेपालसँग भएको "Udaan Scale Up Project in Nepal", SOAR- Strengthening Opportunities for Adolescent Resilience from BEZOS Family Foundation & Peierls Foundation" नामक दुई परियोजना अन्तर्गत यस आ.व.मा तपसिल बमोजिम कार्यक्रम सञ्चालन भएका छन् :

- अनौपचारिक तथा वैकल्पिक शिक्षातर्फको तह २ को संश्लेषित पाठ्यक्रम निर्माण गरियो । यसका लागि शिक्षा तथा मानव स्रोत विकास केन्द्रसँग समन्वय गरेर काम गरिएको थियो ।
- तह २ को संश्लेषित पाठ्यक्रममा आधारित भएर तह २ को सिकाइ सामग्रीको रूपमा नेपाली, अङ्ग्रेजी, गणित र सामाजिक, विज्ञान, स्वास्थ्य, शारीरिक, सिर्जनात्मक कला गरी ४ ओटा सामग्री विकास गरिएको थियो । उक्त सामग्रीहरू शिक्षा तथा मानव स्रोत विकास केन्द्रको website मा राखिएको छ । पाठ्यक्रमलाई राष्ट्रिय पाठ्यक्रम तथा मूल्याङ्कन परिषदबाट अनुमोदनसमेत भएको छ ।
- यसै अन्तर्गत तह ३ को पाठ्यक्रम तयार गर्ने काम पूरा भएसकेको छ । साथै पहिलो र दोस्रो तहको सिकाइ सामग्रीको सहजीकरण गर्नका लागि सहजकर्ता मार्गदर्शन पुस्तिका तयार भइरहेको छ । तह ३ को ६ ओटा विषय (नेपाली, अङ्ग्रेजी, गणित, विज्ञान तथा वातावरण, सामाजिक अध्ययन तथा मानव मूल्य शिक्षा र स्वास्थ्य, शारीरिक र सिर्जनात्मक कला) को पहिलो भाग सिकाइ सामग्री लेखन कार्य विज्ञहरूबाट भइरहेको छ ।

### चुनौती तथा सिकाइ :

- यस कार्यक्रम अन्तर्गत शिक्षा तथा मानव स्रोत विकास केन्द्र, पाठ्यक्रम विकास केन्द्र, केएर नेपाल, युनिसेफ नेपालसहित तह १ को पाठ्यक्रम र सिकाइ सामग्री विकास गर्दाका अनुभव, सहकार्य, साभेदारी र समझदारीले अनौपचारिक तथा वैकल्पिक शिक्षातर्फको संश्लेषित पाठ्यक्रमहरू तह १, २, ३ ... गर्दै कम्तीमा विद्यालय शिक्षासम्मको ५ औं तहसम्म पुग्ने गरी कार्य गर्न सकिने वातावरण तथा समझदारी विकास भएको छ ।
- शिक्षा तथा मानव स्रोत विकास केन्द्र, केएर नेपाल, युनिसेफ नेपाल र समुन्नत नेपालबिच भएको समझदारी र छोटो समयमा तह १ र २ को पाठ्यक्रम, ८ ओटा सिकाइ सामग्री विकास भएको छ । यसलाई उक्त पाठ्यक्रमलाई राष्ट्रिय पाठ्यक्रम तथा मूल्याङ्कन परिषदले २०८० वैशाख २० गते अनुमोदनसमेत हुनु ठूलो उपलब्धिका रूपमा लिन सकिन्छ ।
- अनौपचारिक तथा वैकल्पिक शिक्षातर्फको तह ३ को पाठ्यक्रम, सिकाइ सामग्री विकास, सहजकर्ता मार्गदर्शन पुस्तिका, सामुदायिक सिकाइ केन्द्रका सहजकर्ताहरूलाई यससम्बन्धी क्षमता विकास, सिकाइ सामग्री छपाइ, सरोकारवालाहरूलाई अभिमुखीकरण जस्ता भावि कार्यक्रम रहेका छन् । यसले विद्यालयबाहिर बालबालिका, किशोर किशोरी र युवाहरूको वैकल्पिक सिकाइको अवसर सुनिश्चित गरेको छ ।

अन्त्यमा समुन्नत नेपालले यस आ.व.मा सञ्चालन गरेका कार्यक्रमहरूले लक्षित समुदाय, लाभग्राही र सरोकारवालाहरूलाई सेवा प्रवाह गर्न सकेका छन् भन्ने लागेको छ । यसका लागि हामीलाई साथ र सहयोग गर्नुहुने शिक्षा तथा मानव स्रोत विकास केन्द्र, पाठ्यक्रम विकास केन्द्र, शैक्षिक गुणस्तर विकास केन्द्र, युनिसेफ नेपाल, शान्ति भोलिन्टर एशोशियसन, केएर नेपाल, अप्लाटुन इन्टरनेशन, समाज कल्याण परिषद, जिल्ला प्रशासन कार्यालय, जनकपुर उमनपा, शहीदनगर नपा, जलेश्वर नपा, वर्दिवास नपा, रत्ननगर नपा, काडमाडौं मनपा वडा नं. १५, नेपालगञ्ज उपनपा, भेरिगंगा नपा, विरेन्द्रनगर नपा, दुल्लु नपा र ठाँटीकाट गापा, साभेदार संस्थाप्रति आभार व्यक्त गर्न चाहन्छौं । साथै कार्यक्रममा प्रत्यक्ष लाभग्राहीहरूप्रति हृदयदेखि नै धन्यवाद दिन चाहन्छौं । यस महान कार्यको नेतृत्व गर्नुहुने संस्थाका पदाधिकारीहरू, सदस्य र सम्पूर्ण कर्मचारीहरूलाई पनि धन्यवाद दिन चाहन्छु । धन्यवाद ।

**डा. सुमन कमल तुलाधर**

अध्यक्ष, समुन्नत नेपाल, २०८० कार्तिक १२ गते

## **2. About Samunnat Nepal**

Samunnat Nepal was established as a Non-Governmental organization on September 19, 2012 with a registration #317/069/070 at the District Administration Office in Kathmandu, Nepal. The organization is affiliated with # 36257 at the Social Welfare Council. The organization is an outcome of like-minded individuals working in various sectors in education to work for a common goal to deliver equitable quality learning environment for all. The working team comprise of educational personnel with extensive experience in child friendly training pedagogy, development of various educational learning materials, linkage with government line agencies for partnership and system strengthening etc.

### **Vision:**

Education stakeholders capacitated with innovative solutions and strategies to promote lifelong quality learning for all.

### **Mission:**

To advocate at the policy level to create equitable quality learning society through evidence-base strategies and integrated approaches to capacity building.

### **Goal:**

Ensured support to the government in implementing the policy of equitable quality learning environment for all children and adolescents in the nation.

### **Objectives:**

Samunnat Nepal has 3 strategic objectives in order to fulfil the above vision, mission and goal:

- I. To demonstrate Innovative solutions:
  - Design and develop innovative programs
  - Design and develop resource materials (training materials, IEC materials, guidelines)
- II. To build Capacity of partners and key stakeholders
  - Provide training to key education stakeholders to implement the innovative solutions,
  - workshops, consultations and planning meetings
- III. To Advocate and promote Partnerships
  - Conduct action research, evidences of best practices,
  - Disseminate, share and exchange experiences, best practices
  - develop evidence-based strategies
  - promote partnerships with civil society and government



### 3. Major Programs and Activities

#### Non-Formal Education:

##### 1. Flexible Learning Centers for out of school children - KSK

b) **Name of program:** *Implementation of Alternative Learning Program for learning continuity of out of school children*

c) **Funding period:** *June 2021 to December 2022*

d) **Working Area:** *Nepalgunj, Chitwan, Dhanusha and Kathmandu districts.*

e) **Objective:** *To improve access, equity, quality education and strengthen alternative pathways of education by supporting the School Education Sector Plan(2022/23- 2031/32).*

f) **Modality:** *PPP approach*

g) **Implementing Partners:** *Nepalgunj Sub-Metropolitan City, Jay Prthivi CLC; Ratnanagar Municipality, Samudayak Sewa Kendra; Janakpur Sub- Metropolitan City, Hanuman CLC; Shahidnagar Municipality, Mahila Shahid CLC and Kathmandu Metropolitan City-15, Swoyambhu CLC.*

h) **Technical support partner:** *Samunnat Nepal*

i) **Funding Partner:** *UNICEF*

j) **Beneficiaries:****(400 girls+ 600 boys) 1000** *out of school children aged 10-19 yrs. throughout the program*

k) **Results for this year:** *Local Government scaled up of KSK program into 12 centers with 50% contribution*



#### The Kheldai Sikne Kendra:

The *Kheldai Sikne Kendra* or KSK is a flexible learning center with a *child centered learning environment* which tries to meet the special needs of *hard to reach* out of school children using the multi-grade multilevel methodology (MGML) and caters the needs of children of different agegroups and grade levels. Children attending KSK can drop in the KSK center anytime between 10 am to 5 pm and can engage in various learning activities of their interest. The KSK center is managed by a team of two trained facilitators including a focal person/class mobilizer to monitor and report the activities.

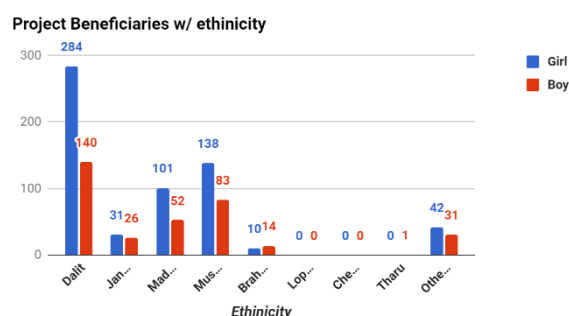
The beneficiaries of KSK include urban out of school children and adolescents aged 10-19 years, street children, children selling newspapers, porters, domestic and industrial laborers, children working in the construction works, automobile workshops and other daily labor works, children in the transportation sector, children employed in hotels and hospitality jobs etc.

The KSK initiative was started in the year from December 2014-November 2015 through support from UNICEF.



On site monitoring visit at KSK, Nepalgunj

As per the PCA amended in July 2020, the program was extended by three more months till December 2020, due to the COVID crisis affecting its implementation. The KSK were in operation from June 2021 as a part of UNICEF



support till December 2022. Then, LG continued to support KSK implementation in respective location.

The program modality was changed to provide learning continuity of the KSK programs by responding to the current situation through both home based and center-based learning modalities, assessment practices at the KSK centers and use of safety practices against the COVID pandemic. The major interventions were the trainings that included basic and refresher. The training was more focused to address the real issues faced by the KSK facilitators and equipped them with more activity-based learning techniques. The trainings also provided important targets and indicators for proper management of program. The KSK trainings in late August-September first week (2022) provided the required support to the local program implementers to execute the program using safety measures and COVID-supplies for prevention of the disease.



The twelve KSK centers (9 old and 3 new started from June 2021) in all five municipalities operationalized the learning from first week of June 2021. As those 9 old KSK were already in operation and 3 KSK was newly setup from June 2021 at Sahidnagar, Dhanusha 2 new KSK and 1 at Madanapur, Nepalgunj. The current KSK is running in the 12 centers viz Nepalgunj (4 centers), Ratnanagar-1 and 6 KSKs in Dhanusha (Hanuman CLC-2 centers & Mahila Shahid CLC-4) and Kathmandu-1 (Swoyambhu CLC) districts.

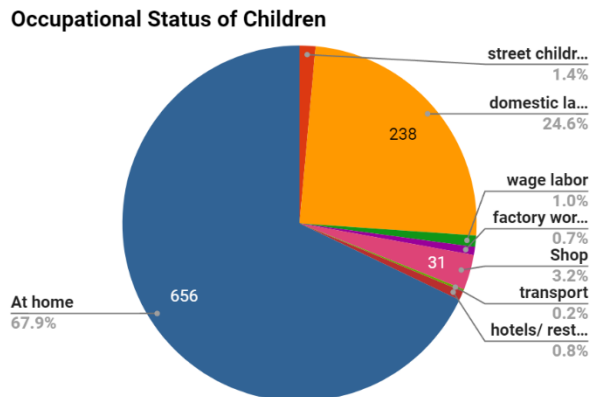
### Outputs and Achievements:

1. The local governments contributed 50% support (facilitators salary and other management expenses) during the implementation of KSK.
2. The five municipalities namely Banke (Nepalgunj), Chitwan (Ratnanagar) Dhanusha (Janakpur & Shahidnagar) and Kathmandu have extended the KSK program for upcoming fiscal year also by allocating the remuneration of the facilitators and class mobilizers. Each KSK center is being led by a Task Force team headed by the Deputy Mayor, education focal person of the municipality, CLC chairperson/ focal person of partner and other KSK management committee members.
3. A total of 993 children (604 – 61% girls & 389 -39% boys) out of school children has been reached out through 12 KSK (June 2021 to, 2022 December). Among, them 332 (203 - 61% girls & 129- 39% boys) were mainstreamed to formal education.
4. Access to the most marginalized and hard to reach group has been ensured with KSK centers

reaching out to 42 % dalit, janajati 5.7 % and 51 % other castes.

5. Many of the KSK attending children are found involved in work. The adjacent chart shows that over half the children work in their own homes (67.9%) helping their parents in their household chores and taking care of the younger children. 24.6% are seen involved in domestic labours, 3.2% working in shops as a helper; 0.2% in transport work, followed by 1.0% involved in wage labour.

6. 48.8% of KSK participants are of age 10-12yrs. 29.9% are of age 13-15yrs. Similarly, 13.0% are of age 16-18 yrs. which shows that target age group covered under the achievement.



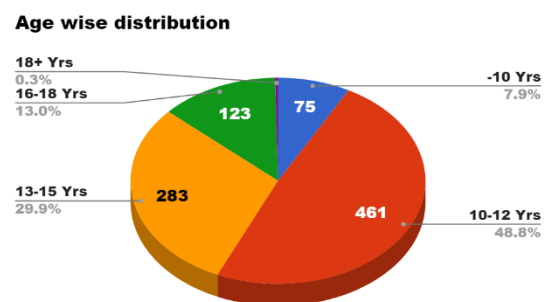
7. KSK facilitators and mobilizers/ focal persons have established good linkage with schools where KSK children have been enrolled and are carrying out follow up visits to support the mainstreaming process by providing them mental and material support through linkages with various services like school support materials and home-work support during holidays. Similarly, facilitators have linked the KSK learners with various skill development trainings like hand

bag training, sewing and tailoring etc to the interested children.

8. The condense curriculum of level 1 (grade 1-3) of Non-Formal & Alternative Education was developed in coordination with CEHRD and CDC. Based on that level 1 condensed curriculum learning materials was developed. In total, 4 learning materials (My Nepali, My English, My Math & Hamro Serofero) was developed. These materials have been uploaded in website of CEHRD. The condensed curriculum has been approved by National Curriculum Evaluation Council.

### Challenge and learning:

- In program duration it was hard to comprehend the KSK and take the ownership by local government as they were newly elected. If the election is scheduled in the calendar of local government in program duration, then orientation program needs to be organized for the newly elected local government representative.
- The capacity building program needs for the organization and stakeholders to conduct the program for using the condensed curriculum of level 1 and its learning materials.



## **Formal Education:**

### 2. Promotion of Local Subject in Makwanpur District

- a. **Name of program:** *Promotion of Child Centered Learning Through Local Subject*
- b. **Funding period:** 1 March 2020-28 February 2023 (3-year period)
- c. **Working Area:** *Raksirang Rural Municipality, Makwanpur, Bagmati Province*
- d. **Objective:** *To provide local subject classes regularly through child-centered learning methods*
- e. **Funding Partner:** *Shanti Volunteers Association*
- f. **Beneficiaries:** 52 schools, 215 teachers, 6575 students of ECD to Grade 8.
- g. **Deliverables:** Student's textbooks on Local subject printed and distributed.
  - **Grade 1-5 = 7610 copies distributed**
  - **Grade 1-2000, Grade 2-2100**
  - **Grade 3-1850, Grade 4-1775**
  - **Grade 5-1660**
  - **Grade 6-8 = 1950 copies printed**
  - **Grade 6-800, Grade 7-650, Grade 8-500**

- 640 copies of four title of quality Kamishibai (Paper Theater) produced, printed and distributed.
- Refresher orientation training to 51 Head Teachers on local subject, Refresher training to 95 grade 1-5 teachers, and 20 grade 6-8 teachers on local subject.
- Developed grade 6-8 teacher training guide manual and distributed. Developed monitoring tools, deliver to Raksirang education section and uses. Sample school monitoring jointly with SVA team.



The project aims to provide local subject classes regularly through Child Centered Learning Methods. The project completed its 2nd years on 28 February 2022. The project is continue working with its 52 schools in Raksirang Rural Municipality of Makawanpur district. The overall goal of the project is to equip student with knowledge about local culture, history, society, economy, geography, natural resources, traditional knowledge and skills and environment. The process involves developed local curriculum, students' textbooks, and teacher training manual guide for grade 1-8 printed and distributed. At the same time teachers' usages, the Child Centered Learning Method in the classroom to accomplish the project goals.

The process in 2nd year involved the implementation of grade 1-5 local subject textbook in all 52 schools in all classes of grade 1-5. Likewise, developed grade 6-8 student textbook by organizing a consultative writer's workshop, printed and distributed textbook to all 14 Basic and secondary schools.

This year program monitoring activities was carried out. Chairperson, vice chairperson, chief administrative officer, assistant education officer, board chairperson and women members were involved in monitoring and discuss to continue the program. In total, 3 schools were monitored. For the last evaluation of the program "Endline Survey" was conducted in 17 schools.

National conference for experiences sharing and lesson learn on local curriculum was organized by Raksirang Rural Municipality in coordination with SVA and SN. Rural Municipality – chairperson chaired the program where provincial assembly member of Bagmati province, CHERD, CDC, ERO, SVA, head teachers, teachers, School Management Committee, student & representative from indigenous organization participated in the program.



“Planning meeting with municipality for the sustainable exit plan” was organized. Executive council, LCDC members, SVA & SN participated the program. Rural municipality expressed the commitment for continuation and allocated the budget for printing the local subject text books of grade 1-8 in local level plan ensuring the learning of local subjects.

### **Challenge and learning:**

- In program implementation there was a lack of coordination & support between local government and CDC which resulted on fail to upload the developed text books of grade 1-8 in website of CDC. Its very vital to maintain close relationship & coordination between local government and CDC.
- The achievements of the program can be simply compared by conducting the Baseline and Endline survey.

### **3. Gender Sensitive Global Citizenship and Life Skills Education for Youth**

The program has been conducting upon taking the approval from SWC. The six municipalities have been coordinated for program implementation, and four local partners, Viz Life Nepal, Janakpur; SDC Jaleswor, SAC Nepal, Surkhet, and SOSEC Dailekh have also been coordinated and partnered to get their support for the program.



- Around 45 schools have been implementing the program with support from the local municipalities and partners. This program has been evaluation by UNSDG and necessary information has been provided to UNSDG for the research: Intervention 50% & Control 50%.
- Organized the meeting program for support and coordination involving Nepal Ratsriya Bank, Nepal banking institute, UNESCO, World Vision and World Education. The contextualized afalatun curriculum, learning materials and chatbot are in implementation upon the review.



- Participated in regional meeting held at Bali. Girman Thapa & Pramila Bakhati – Director from CEHRD and Rosy Shakya from SN participated in the program.

- Three days teachers training was organized for the social

subject teachers at Karnali and Madhesh province covering 46 teachers, focal person from 5 local level and 3 from local partners. Similarly, lead student training (4 day) was conducted in 6 groups at 6 local levels. 218 students were capacitated as a lead student and currently they are facilitating the 42 sessions in their respective schools. Likewise, orientation program was also held at school level by local partners.

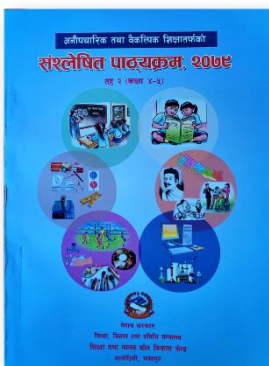
- The team from Aflatun International visited the program site at karnali province for 5 days and 3 days at madhesh province. And meet with CEHRD and CDC to share the views and perspective of the program.
- Audit visit was completed from Education Above All Foundation by ROTA along with an observational visit at Janakpur. Regular, online meeting was held with lead students, contact teachers and focal person from local partners.

### **Challenge and learning:**

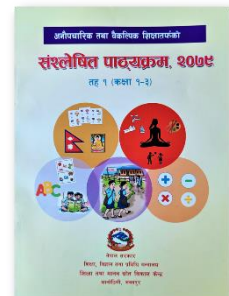
- The sessions of GCED have been conducting under the extra class which resulted in hardship for regularity and active participation of students. Due to several holidays like festival, examination, school closure etc. session conduction has been not in aligned with plan.
- Due to the large numbers of students in class its very hard to conduct activity-based learning. Lack of internet facilities & mobile among the students created obstacles to facilitate some of the session and conveying the information.
- Demand of meals to participate in session. In most of the schools the trained social subject teachers are transferred and created difficulties in program coordination.

## **4. "Udaan Scale Up Project in Nepal, Strengthening Opportunities for Adolescent Resilience (SOAR) funded by BEZOS Family Foundation & Peierls**

CARE's Udaan/SOAR program provides new learning opportunities to formerly out of school adolescents girls through an accelerated learning approach. Broadly program aims to improve the access and retention in education for adolescents' girls from marginalized communities in Madhesh and Karnali through 22 accelerated learning centers where they will gain an accelerated basic education and build life and leadership skills. And in place the system in provincial and local governments for accelerated learning through advocacy. Samunnat Nepal is a technical partner for Care Nepal in this program. Samunnat Nepal, CEHRD and Care Nepal had an MoU for this partnership. Following are the major activities covered under the fiscal year:



- Care Nepal supported partially for the development of level 1 condensed curriculum which was under the program of UNICEF also. Level 1 (grade 1-3) condensed curriculum was developed in coordination with CEHRD and CDC. Also, the learning materials (My Nepali, My English, My Math & Hamro Serofero) was developed.



- Further, level 2 (grade 3-4) was developed and based on these four learning materials (Nepali, English, Math & Social, science, health, physical, creative art) was also developed. Both of level 1 & 2 curriculum has been approved by the National Curriculum Evaluation Council and uploaded in website of CEHRD.
- The preparation of level 3 condense (grade 5-8) curriculum has been completed. Like wise the Facilitators Guide of Level 1 & 2 has been also prepared. The learning materials of level 3 part 1 (Nepali, English, Math, Science & Environment, Social studies & Human value education & Health, Physical & Creative Art) is under progress.



### ***Challenge and learning:***

- Throughout the development of condensed curriculum and learning materials in coordination with CEHRD, UNICEF and Care Nepal, there has been an environment of understanding to develop further till level 5 covering the school education in mutual partnership.
- With an understanding of the partnership between CEHRD, UNICEF, Care Nepal and SN; the development of level 1 & 2 condensed curriculum and approval on Baisakh 20, 2080 B.S. in short spare of time is a huge achievement in Non-Formal Education sector of Nepal.
- Level 3 condense curriculum, learning materials, facilitators guide, capacity building of CLC facilitators, learning materials printing and orientation of stakeholders' program are ongoing which has ensured the learning opportunity of out of school children, adolescents and youth.

### **4. Future Directions**

Samunnat Nepal believes on fulfilling the aim of the organization through out the program by leaving no child behind and reaching out the hard-core marginalized population through hard work and dedication. We will continue the efforts.

We will continue the program advocacy and implementation with UNICEF – newly proposed program, Care Nepal and Aflatun International third phase. The partnership with all stakeholders will be on going in future through the innovative program focusing on need basis. Through out the journey of SN till here, we would like to express heartfelt regards to local governments, local partners, CLCs, CEHRD, CDC, ERO, UNICEF, Care Nepal, SVA, Aflatun International, Social Welfare Council, District Administrative Office and other stakeholders who were involved directly or indirectly in all levels of implementation. With out the team work we would not have been here cherishing the moments so entire team of Samunnat Nepal deserves the sincere appreciation.

Similarly, the development of proposals to major donor organizations and agencies to extend the partnership will be on top priority of Samunnat Nepal. Furthermore, organization will steer forward the vision and mission of the organization.

## 5. Financial Report

**Sujit Wasti & Associates**

Registered Auditor, RA 506

Saraswotinagar-7, Kathmandu, Nepal

COP 2374, VAT 100149825

Email: wastisujit@gmail.com

---

### INDEPENDENT AUDITOR'S REPORT

TO THE MEMBERS OF  
SAMUNNAT NEPAL  
GYANESWOR, KATHMANDU, NEPAL

#### Report on the Audit of the Financial Statements

##### Opinion

We have audited the financial statements of SAMUNNAT NEPAL ("NGO"), which comprises the statement of financial position as at 31, Ashadh 2080 and the statement of comprehensive income, and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the financial statements present fairly, in all material respects, the financial position of as at 31, Ashadh 2080 (16<sup>th</sup> July 2023) and its financial performance and its cash flows for the year then ended in accordance with Nepal Accounting Standards for Not for Profit Organisations (NPOs).

##### Basis for Opinion

We have conducted our audit in accordance with Nepal Standards on Auditing (NSAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities of the Audit of the Financial Statements section of our report. We are independent of the NGO in accordance with the Institute of Chartered Accountants of Nepal's code of ethics for professional accountants (ICAN Code) together with the ethical requirements that are relevant with to our audit of financial statements in Nepal, and we have fulfilled our other ethical responsibilities in accordance with those requirements and the ICAN Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

##### Responsibility of Management and Those Charged with Governance for the Financial Statements

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

In preparing the financial statements, management is responsible for assessing the NGO's ability to continue with as a going concern, disclosing, as applicable, the matters related to going concern and using the going concern basis for accounting unless management either intends to liquidate the NGO or to cease operations, or has no realistic alternative but to do so.

##### Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the the financial statements as a whole are from material misstatements, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit concluded in accordance with NSAs will always detect a material misstatement when it exists. Misstatements can arise from fraud and error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users of taken on the basis of these financial statements.

As a part of an audit in accordance with NSAs, we exercise professional judgement and maintain professional skepticism through the audit. We also:

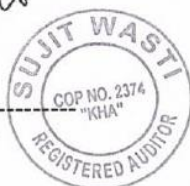


- Identify and access the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal controls relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the The NGO's internal control.
- Evaluate the appropriateness of accounting policies used and the effectiveness of accounting estimates and related disclosure made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the NGO's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosure are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause to cease to continue as a going concern.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identified during our audit.

We also provide those charged with governance with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may responsibly be thought to bear on our independence, and where applicable, related safeguards.

*Sujit Wasti*



**RA Sujit Wasti**  
RA506, COP 2374  
Date: September 25, 2023  
Place: Kathmandu  
UDIN



SAMUNNAT NEPAL  
Gyaneshwor, Kathmandu  
Statement of Financial Position  
as on Ashad 31, 2080 (16 July 2023)


VAT:600933463

Amount in Rs

Assets	Sch.	Current Period	Previous Period
Cash & Cash Equivalents	1	6,632,864.45	25,150,815.15
Advances & Receivables	2	508,885.33	725,970.43
Fixed Assets	21	613,484.33	763,213.16
<b>Total Assets</b>		<b>7,755,234.11</b>	<b>26,639,998.74</b>
<b>Liabilities and Fund balance</b>			
<b>General Fund</b>	8-B	471,615.18	467,615.18
<b>Liabilities</b>			
Payables	3	19,675.72	9,072,996.30
Provisions	4	49,336.56	49,336.28
Donors' Fund	5	3,026,484.19	11,397,745.37
Income Tax payable (Income Statement)		-	322,181.65
<b>Total Liabilities</b>		<b>3,567,111.65</b>	<b>21,309,874.78</b>
<b>Reserves &amp; Surplus transferred from Income Statement</b>		<b>4,188,122.46</b>	<b>5,330,123.96</b>
<b>Total Liabilities &amp; Reserves</b>		<b>7,755,234.11</b>	<b>26,639,998.74</b>

Significant accounting policies & other explanatory notes 22  
Schedules and Notes form integral part of this statement


This is the financial statement referred to in our report of even date

  
Bhola K. C.  
Treasurer

Suman K. Tuladhar  
Chairperson

  
Sapana Bomjan  
Sr. Account Officer



  
Yogesh K. Shrestha  
Executive Director

Sujit Wasti  
Registered Auditor



Date: 25 September 2023  
Place: Kathmandu, Nepal

**SAMUNNAT NEPAL**  
Gyaneshwor, Kathmandu

**Statement of Activities (Income & Expenditure) & Changes in Reserves**  
for the period ending on Ashad 31, 2080 (16 July 2023)

*Amount in Rs*

Particulars	Sch.	Unrestricted Fund	Temporarily Restricted Fund	Permanently Restricted Fund	Total Current Period	Total Previous Period
<b>Income</b>						
Grant Income	6	1,447,227.79	30,708,124.19	-	32,155,351.98	54,529,098.22
Other Income	7	631,986.04		-	631,986.04	3,300.35
Misc. Income	7	54,817.34		-	54,817.34	
Bank Interest	7	343,890.18	250,934.74	-	594,824.92	320,556.55
<b>Total Income</b>		<b>2,477,921.35</b>	<b>30,959,058.93</b>	<b>-</b>	<b>33,436,980.28</b>	<b>54,852,955.12</b>
<b>Expenditures</b>						
Bidding/Program Expenses	7	-	30,725,056.08	-	30,725,056.08	51,438,239.24
Central Administrative and Management Cost	8	3,654,330.92		-	3,654,330.92	1,944,330.42
Depreciation	8	199,594.78		-	199,594.78	221,108.85
Income Tax Provision		-		-	-	322,181.65
<b>Total Expenses</b>		<b>3,853,925.70</b>	<b>30,725,056.08</b>	<b>-</b>	<b>34,578,981.78</b>	<b>53,925,860.16</b>
<b>Surplus/ (Deficit) for the year</b>		<b>(1,376,004.35)</b>	<b>234,002.85</b>	<b>-</b>	<b>(1,142,001.50)</b>	<b>927,094.96</b>
<b>Surplus (Deficit) upto previous year</b>		<b>5,330,123.96</b>			<b>5,330,123.96</b>	<b>4,403,029.00</b>
<b>Surplus (Deficit) Transferred to SOFP</b>		<b>3,954,119.61</b>	<b>234,002.85</b>		<b>4,188,122.46</b>	<b>5,330,123.96</b>

Schedules and Notes form integral part of this statement

This is the financial statement referred to in our report of even date

Bhola K. G.  
Treasurer

Suman K. Tuladhar  
Chairperson

Sapana Bomjan  
Sr. Account Officer

Yogesh K. Shrestha  
Executive Director

Date: 25 September 2023  
Place: Kathmandu, Nepal

Sujit Wasti  
Registered Auditor





**SAMUNNAT NEPAL**  
Statement of Changes in Fund Balance  
**Cash Flow Statement**  
for the period ending on Ashad 31, 2080 (16 July 2023)

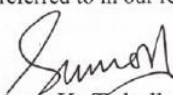
		Amount Rs	
S. N.	Particulars	Current Period	Previous Period
A)	<b>Cash Flow From Operating Activities</b>		
	Surplus/(Deficit) during the period	(1,142,001.50)	927,094.96
	Prior period adjustments in fund balance	-	-
	<b>Adjustment for</b>		
	Depreciation/Written off as Expenses	199,594.78	221,108.85
	<b>Operation of Cash Flow before change in Working Capital</b>	<b>(942,406.72)</b>	<b>1,148,203.81</b>
	<b>Changes in Working Capital</b>		
	Decrease / (Increase) - Current Asset	217,085.10	1,687,279.41
	Increase / (Decrease) - Current Liabilities	(17,742,763.13)	6,646,085.31
	<b>Net Cash Flow from operating activities</b>	<b>(18,468,084.75)</b>	<b>9,481,568.53</b>
B)	<b>Cash Flow from Investing Activities</b>		
	<b>Vehicle Purchase</b>	-	-
	Fixed Assets Additions During the Year	(49,865.94)	(445,002.48)
	<b>Net Cash Flow from Investing activities</b>	<b>(49,865.94)</b>	<b>(445,002.48)</b>
C)	<b>Cash Flow from Financing Activities</b>		
	<b>Net Cash Flow from Financing activities</b>	-	-
	<b>Net increase / (decrease) in Cash (A+B+C)</b>	<b>(18,517,950.69)</b>	<b>9,036,566.05</b>
	Opening balance of Cash and cash equivalents	25,150,815.15	16,114,249.10
	<b>Closing balance of cash and cash equivalents</b>	<b>6,632,864.46</b>	<b>25,150,815.15</b>

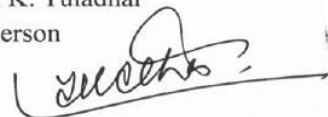
Schedules and Notes form integral part of this statement

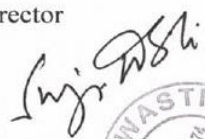
This is the financial statement referred to in our report of even date

  
Bhola K. C.  
Treasurer

  
Sapana Bomjan  
Sr. Account Officer

  
Suman K. Tuladhar  
Chairperson

  
Yogesh K. Shrestha  
Executive Director

  
Sujit Wasti  
Registered Auditor



Date: 25 September 2023  
Place: Kathmandu, Nepal