



# FORWARD LOOKING (PARILAKCHHIT)

## ANNUAL REPORT 2024



## Foreword from the Chairperson



**Ram Bahadur Mukhiya Sunar**

Person with Visual Impairment

In 2024 Nepal faced the overwhelming calamities due to floods and landslides in many parts of the country. The calamities resulted in the tragic loss of many lives and significant damage to property, including homes and agricultural land. Many of the victims were became disabled due to effect of calamities. Nepal is one of the western Nepal, claiming over 157 lives and affecting most vulnerable countries to climate change and the terrifying impacts are intensifying across all Nepal. Similarly, in late 2023, a powerful earthquake struck more than 38,000 families. Despite these challenges, 2024 has been a year of satisfaction for the Forward Looking for its work in the area of our support to the persons with disabilities.

Our work in addressing the challenges of disabilities has been continued through our support to the persons with disabilities facilitating them for obtaining their disabilities rights. Forward looking remain committed to serve the persons with disabilities continuously through its efforts for improving the lives of persons with disabilities focusing on accessibility, inclusion and rights. The program of Forward Looking aimed at providing access to education, health care and social support. We have been still facing the challenges of social stigma, poverty and unavailability of disabled friendly infrastructures particularly for marginalized communities like indigenous women with disabilities and children.

Thank you.

# Background of the organization

Forward Looking (FL) was established in November 23, 2001 AD registered at Kathmandu District Administrative Office (Regd. No. 433/058/059) and affiliated with Social Welfare Council (SWC) since December 2, 2002 (Affiliation No. 14102) for the fulfilment of its objective of education support for marginalized and vulnerable children in order to make them self-reliance and empowerment to live with dignity. FL focused to support the persons with disabilities (PWDs) and vulnerable children of deprived communities.

## Vision, Mission, Goal and Strategic Objects of the FL

### Vision:

Established as a resource center for working to promote persons with disabilities, marginalized people and children in need to live independent and dignified life in inclusive society where human rights and justice prevail.

### Mission:

Promoted rights of persons with disabilities, marginalized people and children in need through awareness raising, advocacy, educational and economic empowerment in partnership with N/GOs, self-help groups and communities.

### Goal:

Transformed live of persons with disabilities, marginalized people and children in need through educational support, vocational and life skill trainings.

Working districts of FL:

- Lalitpur
- Kathmandu
- Palpa
- Surkhet
- Kailali
- Gorkha
- Dhading
- Tanahun



## Summary of the report

**Support Activities:** During this reporting period total **711** PWDs were directly benefited by project. Among them 407 enrolled and received education support among them 382 PWDs rest were marginalized group. **14 teachers** received training in **sign language methodologies and techniques**. 91 PWDs access for vocational training, 86 PWDs involve in small business (goat, pig farming, bee keeping and small grocery shop), 20 PWDs facilitated for On-the-Job Training (OJT), 39 PWDs for Loksewa, education services commission, 54 PWDs participated for health training on sexual and adolescent, partnership with 5 schools, to reach effective disability-friendly support furniture, infrastructure support (Disability friendly toilets, set-up a pure drinking water system), education material Support (incorporating painted sign language symbols on school walls), and nutrition support.

From total 109 beneficiaries involve in livelihood activities to earn Rs. 300- 500 per day. 30 PWDs involved in various institutional job employment which fulfil their specific needs to sustain their livelihoods economic activities and improve the overall well-being of PWDs. In addition, this support address economic independence for small local entrepreneurship, which broadens the social participation, economic empowerment accessible in community level that promotes equality and inclusivity for PWDs.

FL conducted total 3 activities for advocacy like Radio jingles for CWD's enrollment for 20 PWDs students, disability day celebration for 935 PWDs, 40 episode of radio program on disability rights and calendar distribution for advocacy for the disability promoting equal

rights, accessibility and social inclusive environment. Which increases awareness in the society and ensure fair treatment towards PWDs.

FL organized 10 Palika Level advocacy meetings on disability issues, rights and required provisions with 103 participates and 1 Provincial Level advocacy meetings on disability issues and rights with members of provincial level parliament. Similarly events of social audits as well as joint monitoring were held.

These initiatives have contributed to educational empowerment, skill development, and social inclusion, enabling marginalized children and youth to continue their studies with confidence and dignity. FL remains committed to supporting vulnerable communities, fostering equitable learning opportunities, and creating pathways for long-term personal and academic growth.

### List of Project

1. Education Support Project for PWDs
2. Livelihoods Improvement for Persons with Disabilities, Marginalized and Poor in Palpa (LIPP)
3. USAID Inclusive Livelihoods –Central activity for youth with disabilities
4. Scholarship Support for Marginalized Children and Youth

### List of the Intentional Partners

- Felm (Finland)
- DDP – Disability Development Partners
- Nepal Outreach (USA)
- ONGD-FNEL (Luxembourg)

# 1. Education Support Project for PWDs

## Working Area:

- Kailali district (Dhangadi sub metropolitan city, Godawori municipality, Gauriganga municipality)
- Surkhet district (Birendranagar municipality, Bheriganga Municipality, Gurbhakot municipality)

## Major Achievement:

546 persons with disabilities received the support.

- A total of 382 students with disabilities were enrolled across educational levels, from primary school to university.



- A partnership was established with special and resource class schools, resulting in:
  - Construction of disability-friendly toilets
  - Provision of nutritious food support
  - Child protection training
  - School improvement plan training
  - Access to clean drinking water
  - Distribution of educational materials
  - Provision of classroom and hostel furniture



- 14 teachers received training in sign language methodologies and techniques.



- 16 persons with disabilities participated in On-the-Job (OJT) training programs.
- 5 persons with disabilities attended public commission exam preparation classes.



- 25 persons with disabilities successfully completed vocational training programs.



- 54 youth with disabilities participated in a health and sanitation orientation training and received personal hygiene kits



- 40 persons with disabilities engaged in income-generating activities.
- 10 persons with disabilities started or participated in small grocery shop businesses.

- 40 radio episodes were produced and broadcasted, airing weekly on two radio stations, covering:
  - Disability rights and related issues
  - Personal success stories (employment and self-sufficiency)
  - Laws and constitutional provisions of the Government of Nepal relevant to persons with disabilities



- Conducted 6 joint monitoring and local level project advisory committee (LPAC) meeting and Mid term evaluation conducted by social welfare council (SWC)



Among the total beneficiaries 15 students with disabilities were able to get employment opportunity in the different sectors during this period. Similarly, 65 PWDs have been running their small business and livestock through which they are self-employed.

## 2. Livelihood improvement for PWDs, Marginalized and Poor in Palpa districts

### Working Area :

- Palpa district (Rampur municipality, Ramgha Rural Municipality, Tinahu Rural Municipality and Tansen Municipality)

### Major Achievement:

48 persons with disabilities received the support in this period.

- 44 persons with disabilities startup small business.
- 4 persons with disabilities participated in On-the-Job Training (OJT).
- 6 persons with disabilities received vocational training along with seed money support to start their own initiatives.



- 30 persons with disabilities were received goats and goat rearing training.



- 2 persons with disabilities received small grocery business support, including small business training.
- 6 persons with disabilities received bees along with beekeeping training to support sustainable livelihoods.



- 48 persons with disabilities were trained in group strengthening, leadership development, and disability rights awareness.
- Advocacy forum formulated in palika level



- 200 fruit plant distributed for 48 persons with disabilities.



### 3. USAID Inclusive Livelihoods – Central activity for youth with disabilities:

#### Working Area:

- Kathmandu valley

#### Major Achievement:

- 31 Person with disabilities successfully completed the Barista Training.



- 29 Person with disabilities successfully completed the Digital Marketing training.

- 34 Person with disabilities successfully completed Public Service Commission (PSC) Preparation class.

10 youth with disabilities secured employment in various sectors as a direct result of the vocational and skill-building programs.

### 4. Scholarship Support for Marginalized Children and Youth

#### Working Area:

- Tanahu district

#### Major Achievement:

- 25 marginalized children received scholarships for university level.
- Rent Room Support for Youth: 6 marginalized youth, enrolled in college, received including rent assistance, to facilitate their continued education and reduce economic barriers.
- Success Story – Darai Community Students: Among the beneficiaries, two students from Pipaltar, Tanahun, belonging to the Darai community and one from Dalit community student, successfully passed their Secondary Education Examination(SEE)inthisyear. Their accomplishment demonstrates how targeted educational support can empower marginalized children to overcome social and economic challenges, continue their studies, and pursue higher education.



5 students completed their university education and engaged in job opportunity.

## Forward Looking

# Financial Report: Income and Expenditure of 2024

S.N.	Project Name	Income NPR	Expenditure %	
			Program cost	Admin cost
1	Education Support Project (ESP)	22,574,906.40	85%	15%
2	ONGD - FNEL Project – Livelihood Improvement Project	3,852,218.57	93%	7%
3	Nepal Outreach and Individual scholarship	2,636,261.00	85%	15%
4	USAID Project – Livelihood center activities	2,442,765.46	85%	15%
5	FL Organization Account	1,104,016.00	-	-
	Total Amount	32,610,167.43	87%	13%

### Lesson Learned

The major lessons learned on the entire project period are:

- Motivation of the beneficiaries is one of the basic components of the project success. In this context regular follow-up and monitoring by field staff played a vital role for encouraging and motivating the beneficiaries for their participation in the project activities. We learned that regular visit to the project area compassionate the beneficiaries for their meaningful involvement.
- Coordination and cooperation with the various level of government authorities synergies the project activities for effective implementation. We experienced that efficient coordination with local government/duty bearers significantly facilitates the smooth implementation of activities in the project area.
- The persons with disabilities enabled on various skills under On-the-Job Training (OJT) program. After completion of the training strong documentation is necessary to facilitate for the job placement of candidates who have successfully completed OJT.
- The technical vocational training, business start-up support creates the

equal and inclusive opportunities to involve in economic activities for PWDs.

- PWDs can sustain their life through small support and indulge themselves in earning process.
- PWDs ability can identify by providing skilled developed training and creating job access opportunities in local community's level.
- The support during pandemic situation for PWDs are crucial to access healthcare and fulfil the shortage of food items in crisis.

### **Good Practices of the FL**

- Forward Looking has established an effective coordination and collaboration with local government. This helps to run the project activities effectively and efficiently.
- FL has established clear and effective communication system among the staff

and team members in order to share the developments and updates of the project progress.

- FL facilitates to build the capacity of the persons with disabilities as per their choice. After successful completion of their vocational training FL offered initial financial support of seed money in cash or kind to establish businesses such as tailoring or repair works.
- FL has established linkage with institutions to support the candidates of On-the-Job Training (OJT) after completion of waiter and housekeeping training for job placement.
- FL has been providing scholarship support continuously to students in order to obtain basic as well as higher level of education. This program enabled the PWDs self-reliant and confident for living independently.

## Case study with photograph

### Case Story 1. **Life Story of Arjun Kami**

My name is Arjun Kami, 23 years old. My father's name is Maan Bahadur Kami and mother's name is Lakshmi Kami. I'm physically disabled. We are six members in our family, unfortunately, my mother passed away when I was ten years old, and since then, I have been raised by my maternal uncle. My childhood was very painful, and being born with a disability added to my challenges. It was exactly the way things turned out when my mom passed away and the true fact of my physical disability started to haunt me. I was raised in a poor family as a result, I did not get the proper treatments for my legs, the only possible action I took was being diagnosed at the local hospitals, but it didn't work out.



Although my school was quite far away from the house I lived in, I received my primary education in the village. Walking long distances was challenging due to my leg problem, and my friends would often tease and abuse me in the local language. This period was so difficult that I questioned why God had given me life. Regardless of these difficulties, I still continued my studies and passed my SLC and +2 from Shree Nepal Rastriya Secondary School in Bheriganga9, Sanojatri, Surkhet with a second



division. I dreamed of pursuing higher education, but with no support and my family's poor financial condition, I went to India to earn money. I enrolled in the first year of a B.Ed. program. Later, I returned to Nepal and learned about Forward Looking (FL). I needed to continue earning while studying, so I took on-the-job training at the Bheriganga Municipality Ward No. 9 office. Over seven months, I learned many official tasks and

gained knowledge about disability rights, all while completing an advanced computer course. This training brought joy to my life. I was very happy living with my maternal uncle.

After the training, my father called and asked me to come back home. After 12 years, I was delighted to be reunited with my family. The Bheriganga Municipality has a Disabled People's

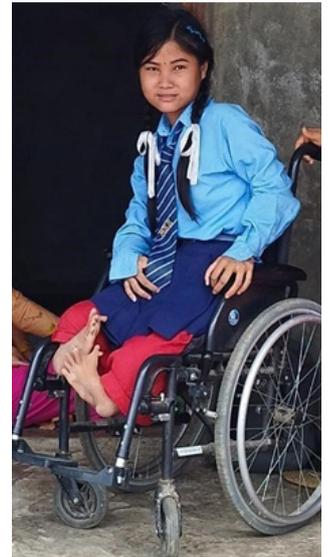
Organization (DPO) group, and they made me the secretary. The community trusts me, and I am actively involved in social work. I am now well-known in Ward No. 9 and have built relationships with the ward president, ward members, government staff, and beneficiaries, which has opened up further opportunities for me.

Currently, I am working as a computer teacher at Bidhaya Sagar Adharbhoot School and am also an activist in the disability sector. My family and I am very happy, and this situation have been created through the efforts of Forward Looking.

### Case Story 3.

## A Story of Ramita Kumari Pun Magar

Ramita Kumari Pun Magar was born on September 23, 2008, daughter of Tek Bahadur Punmagar (who is visually impaired) and Kalpana Devi Punmagar (who has a physical disability) in the remote area of Chure Rural Municipality, Kailali District. Ramita has a physical disability from birth and using a wheelchair since long time. Her family consists of 12 members, including five persons with disabilities. Despite his blindness, her father works as an office assistant at a school, and her mother is a housewife.



Regardless of her disability, Ramita started school at the age of seven. She firstly attended a residential school with hostel facilities, located far from her home from grades 1 to 5 at Su.Pa. Samabesi School in Attariya, Kailali. However, the school's hostel only accommodated students up to grade 5, and her family economic condition is very poor and so that she couldn't continue her education in the city. As a result, Ramita returned to her hometown and continued her studies from grades 6 to 8. This period was mostly challenging for her. Since there were no wheelchair-accessible facilities, she had to crawl to get around. Walking was extremely difficult, especially during the winter season. She felt so many social stigma from neighbor. Because of hardship and family encouragement she achieving first position in grade 8 board exam. The challenging surroundings in the hills encouraged Ramita's family to migrate to the Terai region for accessible mobility and better educational opportunities. Now, she resides in Gauri Ganga Municipality, Ward No. 1, Slum Area, with her two disabled sisters and a cousin. Her parents occasionally visit from the rural village. The family relies on social security allowances to cover their expenses.



In the Terai, Ramita attends schools nearby her home, in that school there are no disable friendly toilet. She uses a wheelchair but needs assistance from her cousin to get around. The lack of accessible toilets at school and home poses additional challenges. Because of financial difficulties and toile problem she often goes to school without food.

One day, Ramita know about the Forward-Looking scholarship program and applied for a scholarship. She was selected for scholarship. After selected, she received support for her school fees and stationery, simplification the financial burden. Now She and her family is happy with the support of Forward Looking.

Ramita wants to complete the study in account and wants to be an accountant in the future. She aims to become an independent life and improve her family's conditions. Ramita is deeply grateful for the support from Forward Looking and sponsor.

## Case Story 4. A story of Karuna Rana

*"This training provides me self-confident to job placement in public official works, where I could use skill to serve the marginalized group and PWDs in the community."*

Karuna Rana was born in a distant village of Tinau-2, Palpa district on 2053/12/26 B.S. She was born a healthy baby, in her infant age she suffered a severe burn from hot oil, which progressively worsened her condition and became physical disability. Despite the condition, they gone through suffering and hardship life when her father abandoned the family including her mother and brother, leaving with his new family. The absence of her father left a significant emotional and financial void in their lives. Karuna's mother manage to work multiples jobs and seasonal labour to meets ends and ensure care and needs for two sibling. Being the disability, it hard to start school at the usual age and additional she required other help to walk the distances for school. However, despite these obstacles, she successfully completed grade 12.



After the completing grade 12, she eagerly searched for job hoping to contribute for family expanses and gain financial independence. Due to lack job experience, she faced the tough situation to get job opportunities. Meanwhile, she learned about the FL support for On the Job training and she linked with SHGs group as part of OJT for the year 2024. Now, she assisting with listing of PWDs, provides support for preparing disability identification card, help to maintain file, photocopy and participating in local community programs for learning about the services in the department of Women, Children and Social Welfare in Tianu municipality.

Through this support she learn skill and gain hands-on experience of official task like managing of paper works and office records files and more connective to handle

public inquiries as directly involves with issues of PWDs while preparing disability identification card. In addition, this support contribute for the dailies expense for family needs. She is improving her capabilities for the next job placement. For the future, she is determined to job placement in public official works, where she could use her skill to serve the marginalized group and PWDs in the community. Additionally, she has planning furthering her education. She decided to pursue a bachelor's degree with securing stable job. The skill she acquired through OJT training is an invaluable strength to be able in her dream work place.

*Karuna said that This training provides me self-confident to job placement in public official works, where I could use skill to serve the marginalized group and PWDs in the community."*

## Case Story 5.

## A story of Safina Khatun

Safina Khatun 31 year's old residence of Rampur, Palpa belonging from economically marginalized family. As her family base on the seasonal labour, they faces the significant financial challenges. At the age of 10, she had a wound in her eye, got awful pain and started to swell which led low vision disability. Due to their financial constraints, her surgery was delayed making difficulties for her to study, and eventually failed in grade 10th.



Despite these challenges, she involves in various sectors to earn for living and support her family. She has not successful earning and as being the disability it hard to find stable job. Therefore, she continues work in seasonal labour, which caught some eye problems.

As she had knee interest to develop her career in beauty parlour filed therefore she experimenting waving hair designing, known about makeup application and she keeping up with beauty trends. Due to financial constraint and condition of family,

she left her dreams unfulfilled. Meantime, she learned about FL support for vocational beauty parlour course. Now she participating for the beauty parlour training at Yamshu Yushnish beauty parlour training institution, Rampur. This support make possible to pursuit-unfulfilled dreams to learn technical skill of beauty parlour. Safina mention,

*"I am happy and thankful to participating in this training. It gives me hope for future selfdetermination to involve in own stable business of beauty parlour shop".*

After completing the training, she has determination to applied this technical skills and knowledge to establishes own business of beauty parlour shop. Even though, their lots of challenges, this skill provides the confident to fit her passion in stable earning platform. Additionally, FL will support business start material after completing the training, which assist and make her easier to pursuit dreams of initial own business shop. From the stable business, she wants to be self-earning women and manage her own household expenses and fulfil the financial needs of family.

Thank You.

**For more information please visit:**

URL: [www.forwardlooking.org.np](http://www.forwardlooking.org.np) <https://flooking.org.np>

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