



Her Voice.
Her Choice.

ANNUAL REPORT

2025 - 26

From participants to leaders - a year of
girls authoring their own change.



SEPTEMBER 2025 - AUGUST 2026

[ATOOTGIRLS.ORG](https://atootgirls.org)

CONTENTS

Our programme year, September 2025 to August 2026, in
Shuddhodhan Gaunpalika, Kapilvastu, Nepal.

A Word from our Co-Founders	03
-----------------------------	----

ABOUT ATOOT

Our Story	04
Where We Work	05
Our Theory of Change	06
Mission, Objectives & SDGs	07
The Year in Numbers	08

THE FOUR PILLARS

01 Football Sessions	09
02 Extra Educational Classes	11
03 Life Skills Workshops	13
04 Community Engagement	14

BEYOND THE FOUR PILLARS

Beyond the Four Pillars	15
Partnerships & Cross-Cultural Exchange	17
Visibility, Advocacy & Global Engagement	18
Monitoring, Evaluation & Learning	20
Challenges	25
The Road Ahead	26
Partners & Our Team	27



Dear Friends, Partners & Supporters,

As we reflect on the last programme year we are filled with a deep sense of gratitude, pride and hope - it has been another important chapter in Atoot's ongoing journey.

It was a year of growth, learning, challenges - and above all - witnessing the extraordinary strength and resilience of the girls and young women who are at the heart of everything we do.

When girls first started in Atoot, they looked up to Team Atoot as their teachers, coaches and mentors. Over this last year, many of those girls have flipped the script and became assistant coaches, teachers and mentors for the new generation of Atoot girls.

Witnessing them transition from participants to leaders is ground breaking. After years of Atoot's continuous programming, they finally understand that their voices can influence the world around them. While many are becoming trailblazers within Atoot, even more are leading change in their homes and communities. Change is powerful when girls are not simply the recipients of it, **but the authors of it.**

The pathways we provide at Atoot are more than an initiative, it is a glimpse of the future we are trying to build. One where those who work with Atoot come from the communities we work



within. Where local girls become role models and create opportunities for those who come after them.

Our work last year also travelled beyond our communities in south Nepal via Team Atoot's many experiences. To name a few: a coaching exchange in St. Lucia, conferences at the United Nations and other venues in New York City, representing the Executive Board of the UN Football for the Goals global initiative, travels across the U.S.A. connecting with global spectators, diverse industry leaders and Atoot supporters during the 2026 Men's FIFA World Cup, cross cultural exchanges with other organisations across the globe - and many more adventures. The stories of our girls and Atoot are reaching places we could never have imagined when we co-founded this organisation only eight years ago.

This last year also reaffirmed to us that meaningful change is never achieved by one organisation or one individual alone. We are deeply grateful to our team, volunteers, partners and supporters who continue to stand beside us. Your belief in our work allows us to continuously show up, uninterrupted, extending greater opportunities for these unbreakable girls.

In Solidarity,

Sarah Van Vooren & Mashreeb Aryal

Co-Founders & Co-Executive Directors



OUR STORY

Atoot, meaning “unbreakable” in Nepali, reflects the spirit of the girls we work with. In the deeply patriarchal rural belt of southern Nepal, girls in Kapilvastu grow up isolated - unseen, unheard, and constrained by intergenerational inequalities, discrimination, intersectional marginalisation and economic injustice. They often lack access to education, play, work or any decision-making power.

Despite these challenges, these girls show remarkable courage, determination and strength in navigating their daily lives. Simply put, **they are unbreakable.**

Atoot was founded to avail equitable sporting and educational opportunities for rural, marginalised Nepali girls where there was once never any, and provide them safe and empowering spaces to fight these inequalities and discrimination.

We believe sport is a tool to help bridge gaps, promote gender equality, build resilience, eradicate discrimination, level the playing field and build character and self-esteem.

WHERE WE WORK



NEPAL IN THE WORLD



OUR COMMUNITY

Shuddhodhan Gaunpalika, Kapilvastu District, Lumbini Province, Nepal

83.7%

of girls aged 10 - 20 in the district get married (legal age: 20) - among the highest child marriage rates in Nepal. National average: 76.5%.

53%

of the population is under 25 - about 6% above the national average, making Kapilvastu one of the most promising districts for development.

Diverse

population, including many minority groups - Hindus, Madhesis, Dalits, Janjati and Muslims.

Source: Nepal Census 2021

ATOOT WORK MODEL



OUR THEORY OF CHANGE

CURRENT CONDITIONS

FEMALES HAVE NO VOICE

There is a high rate of child marriage, especially among girls, a high rate of early school drop-outs and a high rate of human trafficking.

OUR STRATEGIES

ACTION

Football

Regular training with an emphasis on social transformation.

Life-skills

Workshops on child rights, health and hygiene, menstruation and more.

Education

High-quality extra classes in Nepali, English and Maths by passionate tutors.

OUR IMPACT

IMPACT

Gender Equality

The value of girls in the community is higher.

Quality Education

Higher school enrolment and retention, more girls in higher education.

Human Rights Knowledge

Reduced rates of human trafficking.

Reduced Inequality

A decrease in child marriage. Increased scope and opportunities for girls.

VISION

HER VOICE. HER CHOICE.

Girls will be leaders of change in their own lives, communities and beyond. Every girl will be empowered to make her own life decisions.

OUR MISSION & OBJECTIVES

01

Help girls break out of the vicious cycles they are trapped in and enable them to make their own life decisions.

02

Provide multiple platforms for girls who have never had a voice to gain confidence and form emboldening relationships.

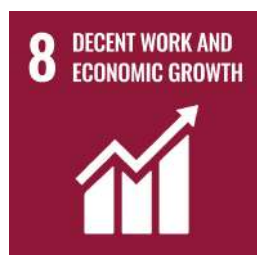
03

Through multiple safe spaces, girls join together in a progressive environment to play, learn and surround themselves with positive peers.

Our mission is to avail equitable sporting and educational opportunities to marginalised girls.



ATOOT & THE SDGs





WHAT WE OFFERED

410

Football sessions

187

Extra educational classes

112

Life-skills workshops

100

Community engagement sessions

OUR IMPACT

363

Beneficiaries reached

28

Assistant coaches trained

120

Players in the intra-Atoot mixed-gender tournament

- 2 Alumni employed at Atoot as youth leaders
- Structured leadership pathway established
- Digital Lab established
- Football ground levelled and flattened



PILLAR 01

FOOTBALL SESSIONS

Football remains at the core of Atoot's operations. For many girls, simply having a regular place to play is transformative - a consistent space to be active, build friendships and develop confidence while challenging the idea that football is only for boys. This year, the girls increasingly moved beyond being players: they are becoming coaches, mentors, organisers and role models for younger girls.

Solidarity Cup 2026

The Solidarity Cup 2026 marked a major milestone as the first structured tournament experience for most beneficiaries. Delivered as part of the Khel Pou Lavi (Play for Life) project - a collaboration with Sacred Sports Foundation Inc. (St. Lucia) and GOALS Haiti under the global Common Goal #EqualPlayEffect movement - the event connected Atoot girls to a broader international network.

The tournament served as a community celebration, drawing local school principals and government representatives. Specialised awards celebrated team spirit, communication, goal scoring and goalkeeping, while every participant received a medal honouring her courage and effort.

Infrastructure: Pitch Flattening

For seven years, Atoot's football activities took place on a small, uneven piece of unused public grazing land surrounded by active agricultural fields. As enrolment expanded, space constraints and safety risks increased.

In coordination with the local rural municipality, an excavator was brought in during the post-harvest window to level the pitch without disturbing adjacent crops. The result: a safer, expanded playing area that **directly upholds the girls' right to safe play spaces.**

BUILDING A LEADERSHIP PIPELINE

01

Peer Coaching & Session Planning

Our U-16 girls are now supporting younger U-7, U-10 and U-13 players as assistant coaches. They help plan warm-ups, guide activities, demonstrate drills and encourage younger players.

Continuous and regular coaching workshops with more than 25 girls strengthened these emerging coaching skills. Rather than simply copying formal drills, girls drew from games they grew up playing in their own communities and reinvented them as football activities - becoming not only better players, but better communicators, mentors and leaders.

02

The Buddy System

Through Atoot's new Buddy System, older girls are paired with one another to provide support and accountability during football sessions, classes and community visits. It strengthens peer relationships while creating opportunities to practise responsibility, teamwork and leadership.

The impact is visible across generations: younger girls see relatable role models, while older girls discover their own capacity to guide and support others.



25+

girls received regular training and capacity-building to train them as assistant coaches and teachers. They reinvented their local, community childhood games as football drills.

EXTRA EDUCATIONAL CLASSES

At Atoot, education does not stop at textbooks. Daily extra classes strengthen English, Nepali, literacy, numeracy and communication through creative, participatory learning.

Kinesthetic & Experiential Learning

Grammar in Motion

Preposition lessons became movement games - girls showed *in*, *between* and *behind* with their own bodies.

Tactile Vocabulary

U-7 cohorts explored foundational vocabulary through clay modelling, structured movement and object games.

Marketplace Simulation

U-15 girls turned the classroom into a mock market, negotiating prices and managing spontaneous dialogue in English.

Public Speaking Through Storytelling

After learning English tenses in class, the girls wrote their own short stories and read them aloud to their classmates. These sessions gave them a chance to practise speaking in front of others, listening carefully, and encouraging one another. Over time, many girls became more confident in sharing their ideas and speaking up.



CAREER ASPIRATIONS & GENDER NORMS

One U-12 girl shared that she dreams of becoming a professional dancer - a career rarely encouraged in her community.

During a lesson on different careers, our U-12 girls talked about what they want to become. Many mentioned doctors, engineers and police officers. At Atoot, we create a safe space where girls can dream freely, express their ambitions, and believe they can choose their own futures.

From Learners to Leaders

While staff were preparing teams for the Solidarity Cup, one of our U-16 girls stepped up to lead a Nepali alphabet class for the youngest cohort. With staff support, she turned the lesson into a fun and engaging learning experience.

Across the programme, senior girls are gradually learning to plan and lead educational sessions - building confidence, communication and leadership while becoming role models for younger girls.

Learning Beyond the Classroom: YELP

This year, our girls entered a new learning environment through online English sessions with the Young Executive Leadership Program (YELP). Early sessions covered self-introduction, vowels and consonants; later ones moved to grammar, sentence-building and story formation.

For girls in an online classroom for the first time, simply speaking up was an important step. Across sessions we saw growing confidence, participation and willingness to try independently.



LIFE SKILLS WORKSHOPS

Weekly and bi-weekly workshops give participants practical strategies to navigate social dynamics, personal health, digital safety and community emergencies.

01 Crisis Resilience & Civic Learning

Following civic unrest across Nepal in September 2025, surrounding rural areas faced localised instability - including reports of jailbreaks, property theft and reduced law enforcement presence.

The workshop series gave girls a safe, non-partisan space to understand what happened, share experiences and learn practical approaches to staying safe - treating resilience not as an individual quality, but as information, connection, dialogue and collective care.

03 Creativity, Confidence & Expression

During the winter break, U-12 girls created something from clay or household materials and presented it to their peers - cardboard homes, clay villages, farmers and more, inspired by their lives and imaginations.

The focus was not artistic perfection. It was about creating, explaining, speaking in front of others and **celebrating their ideas**.

02 Digital Safety & Rights Awareness

Aligned with the 2025 #16DaysOfActivism theme, "UNiTE to End Digital Violence Against All Women and Girls", Atoot ran targeted digital safety workshops for U-15 participants.

The curriculum focused on identifying online harassment, managing privacy settings, recognising unsafe content, and designing personal digital safety shields.

04 Health & Wellbeing

Through our partnership with Pamoja Girls, girls took part in the 'My Fuel' and 'My Sleep' workshops, exploring nutrition, healthy eating and sleeping habits.

The sessions encouraged girls to share their own experiences, ask questions and learn together through practical, girl-friendly resources.



COMMUNITY ENGAGEMENT

Girls' empowerment cannot happen in isolation from their communities. We engage closely with parents, caregivers, local leaders and stakeholders so our programme stays responsive to girls' needs.

Junoon: Girls Identifying Problems and Creating Solutions

Through Junoon, an inter-school initiative led by our regional partner The Unifly Collective, Atoot girls looked around their schools and communities and identified problems they wanted to address.

01

Community Rally: Tackling Land Pollution

Carrying handmade posters, girls walked through their villages and spoke with families about practical ways to manage waste, including using dustbins and sacks - moving from identifying a problem to communicating solutions.

02

School Clean-up

Girls identified broken bathroom doors, missing dustbins and litter. Instead of waiting for someone else to act, they organised a clean-up and encouraged peers to take responsibility for their shared environment.

03

Breaking the Silence Against Dowry

Girls developed and performed a street drama at the ward office, challenging a harmful practice that continues to affect families. It sparked conversations and strong appreciation - and the message will now travel to other villages.

3rd

U-15 team placing in the Community & Environment category of the Junoon Create Inter-School Initiative. More importantly, it showed what happens when girls are trusted to identify problems, develop solutions and **speak publicly about issues that affect their communities.**

Annual Mela (Fair)

Girls hosted Atoot staff at the Kartik Purnima Mela, guiding them through market stalls and celebrations.

Holi Festivities

The football field became a space for colour, games, dancing and shared celebration.

Saraswati Pooja

The U-15 Cultural Committee independently managed logistics, budget and decoration for the annual event.

BEYOND THE FOUR PILLARS

Wider opportunities help girls develop skills, access new experiences and progress into leadership roles.

**YOUTH EMPLOYMENT PIPELINE****Nandani's Story**

9 yrs

age 9 · joined Atoot

16 yrs

age 16 · hired as staff

Seven years ago, 9-year-old Nandani joined Atoot as one of the few girls in her village playing football. At 16, she was officially hired as an Atoot Youth Programme Associate.

She now earns an independent wage while coaching football, facilitating life skills modules, mentoring younger players and assisting in daily Community Centre operations. Her trajectory illustrates our core strategy: **training alumni to become paid leaders within their own communities.**

Geographic Expansion: Gadhawa Village

Atoot launched a new participant cohort in neighbouring Gadhawa village. Two senior programme beneficiaries lead session delivery, logistics, curriculum planning and facilitation independently.

Programme expansion is not only about reaching more girls. **It is about expanding girls' leadership alongside programme reach.**

Atoot's First Custom Jersey

Designed by Kimaya Gurung with Awadhi artist Priyanka Shukla, our first custom football jersey carries motifs inspired by Awadhi women's woven baskets and crafts - celebrating the culture, strength and everyday resilience of the communities our girls belong to.

Digital Access & Learning

With generous support from Twimbit, who donated laptops, Atoot now has its very own Digital Lab. For many girls, this was their first time using a laptop - turning devices on and off, using the cursor, checking the date and time, and creating designs in Paint.

Some girls first approached the devices cautiously, worried about damaging them. With guidance and practice, hesitation gave way to curiosity and active participation.

Internship

Nivya and Maheera, Master of Social Work students from Madras Christian College, Chennai, joined for three weeks - supporting sessions, workshops, classes and office activities, and contributing to research on Positive Youth Development among adolescent girls in sport-for-development.

Despite language differences, the interns and girls connected instantly, creating informal opportunities for English practice.



PARTNERSHIPS & CROSS-CULTURAL EXCHANGE

Atoot continued to leverage international sport-for-development coalitions to connect our girls with global networks.

Khel Pou Lavi (Play for Life)

Under the Common Goal #EqualPlayEffect initiative, Atoot collaborated with Sacred Sports Foundation Inc. (St. Lucia) and GOALS Haiti on a year-long project promoting gender equity and leadership in sport.

3

countries - Nepal, St. Lucia and Haiti - hosted the Solidarity Cup, levelling the playing field for girls across the globe.

01

Purposeful Play Curricula

Monthly thematic sports modules on communication, gender equality, resilience, leadership, environment and more.

02

Cross-Cultural Video Exchanges

Girls produced three videos on their lives in rural southern Nepal - daily responsibilities, farm work, homes, traditions, aspirations and the Solidarity Cup - shared with peers in Haiti and St. Lucia.

03

Coaches Exchange

Programme Coordinator Monika represented Atoot in St. Lucia, observing grassroots approaches, sharing experiences from rural Nepal and bringing back learning to adapt locally.

04

The Solidarity Cup

A tournament held across all three countries, connecting girls through play.



VISIBILITY, ADVOCACY & GLOBAL ENGAGEMENT

This year saw increased engagement in national and international spaces - sharing grassroots perspectives, strengthening networks and contributing to wider conversations on sport, gender equality, youth wellbeing and locally led development.

Atoot at the United Nations

Co-Founders Sarah and Mashreeb represented Atoot at the Youth Mental Health Matters, #OneWorldOneGameOneGoal Conference at UN Headquarters in New York, which brought together organisations at the intersection of sport, mental health and social change.

Discussions explored sport's role in youth mental health, refugee wellbeing, inclusion and belonging, alongside emerging UN initiatives on Football for Mental Health. The learning is now informing Atoot's efforts to strengthen psychosocial wellbeing within our programmes.



Contributing to Regional Gender Equality Dialogue

Chief Operating Officer Sharanya joined a roundtable in Lumbini convened by the UK Minister for Indo-Pacific and Equalities, Seema Malhotra, bringing together women leaders working to advance gender equality and social change.

She shared insights from our grassroots work - the realities faced by girls in rural communities, and the importance of opportunities to build confidence, agency and leadership - while connecting with government, diplomatic and development-sector representatives.



Grassroots Perspectives in Funding Conversations

Co-founder and Director Mashreeb was invited by Global Fund for Women to contribute to an internal learning session, drawing on his experience with its Anti-Corruption Advisory Group.

The discussion examined how corruption and funding practices affect grassroots organisations, and why funding systems must be more transparent, equitable and responsive to community realities.

Football for the Goals (FFTG)

Programme Coordinator Monika already sits on the Executive Board of the UN FFTG as its youngest member. Atoot as an organisation also gained membership to the FFTG, a United Nations led initiative bringing together organisations using football to contribute to the Sustainable Development Goals.

Membership connects Atoot to a global network and strengthens opportunities for knowledge exchange, collaboration and collective action.



MONITORING, EVALUATION & LEARNING

With James Lever, PhD candidate at Abertay University, we rethought how we approach MEL. Inspired by the capability approach, our new framework centres what participants value about Atoot - and the barriers and enablers that affect their participation.

Co-Design & Implementation

The collaboration began in July 2025 with several months of discussion and reflection: how data should be collected and analysed, how findings could be communicated in meaningful and accessible ways, and the ethics of conducting MEL.

In December 2025 the framework was finalised and implementation began, collecting qualitative and quantitative data through methods that let girls express themselves in different ways.

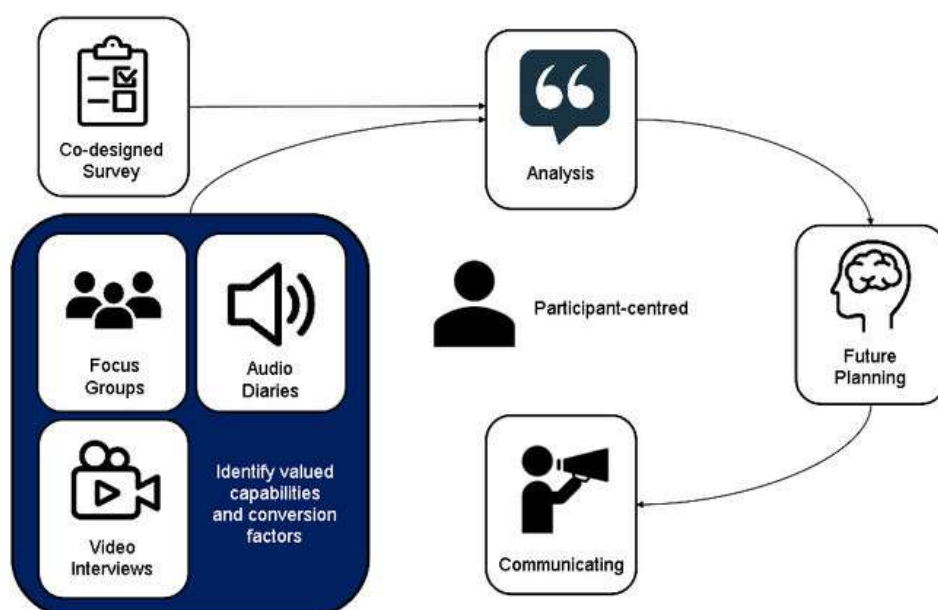
Qualitative. Focus groups, video interviews and audio diaries. Focus groups opened with hypothetical stories - an accessible starting point that invited girls to consider whether the experiences described reflected their own.

Quantitative. We co-designed a questionnaire with the girls, giving them the opportunity to decide what should be evaluated. We also experimented with play-based data collection: rather than filling in a form, **girls answered by dribbling to different areas of the football pitch.**

Analysis. Information was coded and organised into themes. As a team, we examined the findings together and reflected on what they meant for Atoot - identifying areas of strength and opportunities for future action.

Communicating back. We combined the girls' experiences into a collective story, turned it into a drama script, and performed it for them - inviting them to reflect on whether their experiences had been represented accurately.

THE MEL FRAMEWORK



What did our participants value about Atoot?

Friendship

The social connections and support networks they have made - and the trust they now have in one another.

Learning

Developing English, coaching skills and academic abilities - and 'life skills' not taught anywhere else.

Playing

The chance to play football, take part in tournaments and refine their abilities.

Gaining confidence

Newfound abilities to speak in front of others and resolve conflicts.



What helped them achieve what they valued?

Staff Demeanour

Staff were described as kind, respectful and supportive.

Family Support

Family help enabled some participants to attend. Parents made sure girls woke up on time and were well-fed - and even protected them from gossip.

Programme Design

The chance to become coaches built new skills and let girls support others. Trips were key to experiencing new things.

What prevented them?

Community Attitudes

Community members often made negative comments about Atoot and the girls - criticising the clothes they wore and who they played with.

Infrastructure Issues

The football field was often deemed inappropriate. The lack of a classroom, clean water and toilets also presented issues.

Household Responsibility

Chores - cooking, cleaning, caring for siblings, fetching water - sometimes prevented girls from attending.



PARTICIPANTS AGREED THAT...

100%

they learn useful and practical things
in class

100%

they feel safe and relaxed at our
community centre

100%

Atoot staff listen to them and offer
guidance when needed

92%

they get along better with their friends
than before

84%

they get to see places outside their village
they never had before

80%

they feel more confident making decisions
for themselves



REFLECTIONS & LEARNINGS

What Worked in This Round of MEL

Deeper FGD conversations: The group format opened up dialogue between the children themselves, surfacing perspectives that wouldn't have come out in one-on-one settings.

Audio diaries: A completely new format for the girls, and one they engaged with enthusiastically.

U-7 interviews: For the first time, younger children (under 7) were included in interviews, capturing a set of voices we hadn't previously documented.

Separate regular/irregular FGDs: Running these separately gave a clear read on how the two groups' experiences and priorities differ.

Co-design survey: A strong addition conceptually, inviting participants to help shape the process rather than just respond to it.

Actionable feedback: The round produced genuinely useful, concrete input - infrastructure needs like toilets, additional classroom space, and a borewell for drinking water - the kind that translates directly into planning decisions.

James' guidance: His support throughout the process was a real asset.

What We'd Change Next Time

A few adjustments would sharpen the next round:

Mothers' FGDs: Be more deliberate about participant selection - spreading out or limiting the more dominant voices so quieter participants have more room to speak.

Timeboxing: Set firmer time limits across all activities; this round ran longer than planned.

Audio diaries: Extend the recording window - 2 - 3 minutes proved too short for participants to fully express themselves.

Consent processes: Streamline how we approach and explain consent to parents. Several were hesitant, and building understanding and buy-in took significant time.

Community FGDs: Improve logistics for turnout - reaching fathers, and mothers in particular, required going house-to-house, which was time- and resource-intensive.

Analysis time: Build in dedicated time for analysis immediately after data collection, rather than letting it lapse.

CHALLENGES

What made the year harder - and what we are learning to plan around.

01 **Extreme Weather & Seasonal Disruptions**

Extreme heat, heavy monsoon rains, flooding, and winter fog and cold affected delivery and attendance. Changed timings in the heat and difficult winter travel made it hard for girls and staff to arrive consistently and on time.

02 **Limited & Inadequate Programme Spaces**

Flooding made the ground inaccessible during the monsoon, limited indoor space made larger groups difficult, and construction at the local school made our usual classroom unavailable for part of the year.

03 **Growing Participation & Group Management**

More girls in limited spaces made large groups harder to manage, and a widening range of ages, abilities and experience required more attention to adapting activities.

04 **Adolescent Social Dynamics & Community Perceptions**

As U-16 participants grow older, gossip, rumours and talk of friendships and romantic interests have emerged within the team and the wider community - requiring careful management to keep a safe, respectful environment and preserve families' trust.

05 **Family & Social Pressures on Participation**

Family responsibilities, social expectations, weddings, agricultural work, and pressure to leave school or reduce involvement in Atoot continued to affect participation.

THE ROAD AHEAD



01 Leadership and Employment Pathways

We will continue to strengthen Atoot's youth leadership pipeline, mentoring and training 25-30 older girls as assistant coaches and peer educators. Through hands-on experience delivering football and educational activities, participants will build leadership, facilitation, and management skills. Over time, these pathways will enable girls to progress into paid roles as coaches, facilitators and programme staff - helping us build a locally rooted team, and creating opportunities for each generation of girls to lead and support the next.

02 Expand Girls' Football Programmes

We will launch Kapilvastu's first Girls' Football League. Regular league matches will strengthen girls' football skills, confidence, teamwork, and leadership, while increasing the visibility and acceptance of girls' sport within their communities.

03 Digital Literacy and Skills Development

With the Digital Lab now established, our focus shifts to maximising its use as a community learning space. Regular digital literacy sessions and practical technology-based learning will help girls build confidence and future-ready skills, opening new pathways for education and employment.

04 Strengthening Infrastructure and Safe Spaces

This year's MEL findings and recurring seasonal disruptions confirmed what our participants have long told us: inadequate infrastructure remains one of the biggest barriers to consistent participation. Building on the recent pitch-flattening work, we will pursue further improvements to programme spaces, including access to a dedicated classroom and basic sanitation facilities, so that girls can participate safely and consistently across all seasons.

05 Community Dialogue and Trust-Building

As our older girls grow into more visible leadership roles, they also face greater scrutiny from their communities. We will deepen our engagement with parents, caregivers, and local leaders to address the social pressures our U-16 participants increasingly navigate, protecting the trust that allows girls to fully participate.

OUR PARTNERS



OUR TEAM



Nandani Kahar

Youth Programme Associate



Upashana Pandey

Programme Officer



Alisha Shrestha

Programme Coordinator



Monika Kumari

Programme Coordinator



Sushant Khanal

Programme Intern



G. Sharanya Rao

Chief Operating Officer



Sarah Van Vooren

Co-founder & Executive Director



Mashreeb Aryal

Co-founder & Director

WE THANK YOU.

For your continued support in
our programmes.



W atootgirls.org
IG [@atootgirls](https://www.instagram.com/atootgirls)
E atootnepal@atoot.org