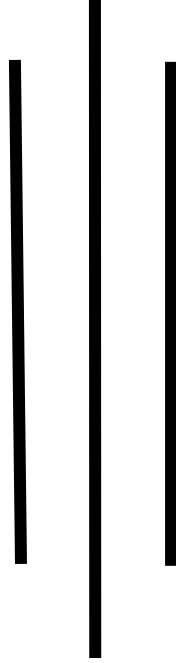


# बाल विकास नेपाल

बरहथवा-१८, श्रीपुर (सर्लाही)

## Child Development Nepal

Barahathawa-18, Shreepur (Sarlahi)



११ औं बार्षिक प्रगति प्रतिबेदन- २०८१/२०८२  
11th Annual Progress Report -2024/2025

# Child Development Nepal

Barahathawa-18, Sarlahi

## 11th Annual Progress Report -2024/2025

### 1. Brief Background of Child Development Nepal

Child Development Nepal (CDN) was established in 2015 A.D. (2071 B.S.) which is registered in District Administration Office, Sarlahi district and affiliated with Social Welfare Council (SWC). CDN aims to bring changes in the lives of marginalized and deprived children and people due to economic, social, cultural, educational political reasons through ensuring their participation, survival, protection and development rights. Since its establishment, Child Development Nepal has been carrying out various projects related to various sectors i.e. Water, Sanitation and Hygiene, **Nutrition**, child rights, adolescents sexual reproductive health, awareness program on earthquake, Violence against Women, vocational training to youths, awareness against human and child trafficking and support to flood affected children and Covid-19 response in coordination and collaboration with Province Level, district level line , District Coordination Committee, District Administrative Office, municipalities. CDN is currently implementing a project "Education and Livelihood for Dignified Life" funded by Aide et Action Nepal for quality education and livelihood training since 2020 which is indirectly support in the food security and change in nutritional behaviors. The program has been implementing in 10 Municipalities collaboration with and Aide et Action Nepal for interventions on Livelihood, youth empowerment and employment, young women empowerment and employment, TVET, income generating activities, gender equality and social inclusion etc. thus this program is supporting in diversity food and its importance for health of the marginalized community. Likewise, currently the organization is implementing Education and Livelihood in Dignified Life Project funding from Aide et Action Nepal. CDN has been working since long time regarding different ways to support the child, adolescent to get the benefit from different project in their health improvement in deprives community. In spite of this, CDN is capacitated to child club members for their right and awareness on livelihood program and benefit into health of their child and family. In the same ways CDN oriented to Adolescents, Pregnant Women and Lactating Mothers and Volunteer and Mother Group about importance of nutrient Green Vegetable, Fish, Egg food eat during pregnancy, lactating period and how food work in the infants and during pregnancy period. CDN conducted also orientation Mother's Group on seven up budgetary process in the respective palikas that helps them to do advocacy for address the priority program like wise Nutrition program to the child, pregnant, lactation mother, & livelihood for income generating, environmental sanitation and safe drinking water supply. Child Development Nepal organized Free Health Screening & Help Desk against COVID-19 in the coordination of District Administration Office, Sarlahi in the 10 municipals people had been

benefited. CDN has also extensive experience in emergency response and community development, provided immediate relief and supporting the long-term rehabilitation of the affected families with support from Aide et Action International Nepal. CDN has been implanted through Orientation to students against child physical health, mental health and sexual abuse for their saving life and solid waste management hand washing procedure in Barahathawa Municipality and Bishnu Rural Municipality. CDN created awareness about sex, gender, gender inequality and gender-based violence.

**2. Mission:** To implement programs that promotes good governance, sustainable peace and development, and social change. This is done by creating awareness, organizing, and mobilizing children, youth, and people from marginalized and deprived backgrounds for equitable development and social justice.

**3. Vision:** Societies where every child, youth, and marginalized individual can achieve their full potential, live with dignity, and contribute to a just and equitable community

**4. Goal:** Enhance participation of children, youth, and community people from need identification to monitoring and evaluation of programs for addressing illiteracy, untouchability, unemployment & livelihood, health issues through participatory and democratic process.

## 5. How We Work

**Community Mobilization:** engaging children, youth, women & local leaders.

**Collaboration:** partnering with municipalities, schools & international donors.

**Capacity Building:** training teachers, farmers, women & youth.

**Advocacy:** promoting inclusion, gender equality & child rights.

**Sustainability:** ensuring local ownership & government linkage.

## 6. Core Organizational Values

The organization's operations are guided by a strong set of values:

**Integrity:** Operating with honesty, transparency, and ethical responsibility.

**Respect and Inclusion:** Valuing diversity and ensuring equal opportunity and respect for all individuals and communities.

**Accountability:** Being accountable to beneficiaries, donors, partners, and one another.

**Collaboration:** Believing in collective action and the strength of partnerships.

**Excellence:** Pursuing quality and innovation to continuously improve programs and practices.

**Compassion:** Serving with empathy, placing the dignity and well-being of people at the heart of their mission

## 7. Our Partners

1. Aide et Action International Nepal, Lalitpur Kathmandu
2. Education and Social Welfare Ministry (Madhesh Province)
3. Barahathawa Municipality
4. Bishnu Rural Municipality
5. Haripur Municipality
6. Chakraghatta Municipality
7. Kaudena Rural Municipality
8. Chandranagar Municipality
9. Balara Municipality
10. Brahmpuri Rural Municipality
11. Dhankaul Rural Municipality
12. Baswariya Rural Municipality

## 8. Key Program and Achievements of the year

### 8.1 Program Activity: Awareness Program for Adolescents against Misconduct and Substance Abuse

The “Awareness Program for Adolescents Against Misconduct and Substance Abuse” was organized to address the growing concerns of misconduct and substance abuse among adolescents, including issues such as drug use, smoking, alcohol, excessive internet use, and misuse of social media. These behaviors, influenced by social, family, and personal pressures, can negatively impact adolescents’ physical and mental health, education, and future prospects. The program aimed to raise awareness among school-going adolescents about these dangers and encourage healthy lifestyle choices. Specific objectives included providing information on various forms of misconduct, highlighting their physical, mental, social, and financial consequences, building adolescents’ resistance to peer pressure, promoting positive activities, facilitating access to counseling and rehabilitation services, and equipping parents and teachers with the knowledge and skills to prevent substance abuse. The program was conducted in two schools in Ward



18 of Barahathawa Municipality 1. Shree Radha Krishna Janata Secondary School and 2. Shree Adharbhut School over six days, from September 22 to 28, 2025, reaching a total of 155 adolescents under the guidance of trained facilitators. Activities included inauguration and closing ceremonies, informative workshops, interactive sessions, art and sports activities, and

teacher training programs. Implementation was carried out in phases: preparation, awareness and prevention, monitoring and evaluation, and reporting for sustainability. The program required human, financial, physical, and technical resources for its effective execution. Expected outcomes included increased awareness among adolescents, adoption of healthy lifestyles, a supportive school and community environment, access to counseling, enhanced knowledge among parents and teachers, and reduced negative social, economic, and health impacts of misconduct. Monitoring and evaluation were conducted through participant feedback and activity assessments. Long-term sustainability depends on collaboration with governmental and non-governmental organizations and active community participation. The program successfully highlighted the importance of protecting adolescents and fostering a positive, healthy environment to prevent misconduct and substance abuse.

## 8.2 Program Activity: Awareness Program on Physical, Mental, and Sexual Abuse of Children

Child Development Nepal organized volunteer a two-day awareness program on May 19–20, 2025, in five schools of Brahmapuri Rural Municipality to educate 250 children about physical, mental, and sexual abuse. The program aimed to promote safety, self-protection, and confidence among students through interactive sessions, role-plays, audio-visuals, and group activities. Key topics included understanding different types of abuse, distinguishing between “Good Touch” and “Bad Touch,” practicing self-defense, staying safe online, and knowing where to seek help, including Child Helpline 1098. The program successfully increased children’s awareness of abuse, improved their ability

to recognize unsafe situations, strengthened confidence to say “No” and report incidents, and enhanced knowledge of support systems involving parents, teachers, police, and helplines. Challenges

included children’s initial hesitation to discuss sensitive issues, risk of emotional distress, and limited community awareness. Future plans emphasize

regular school and community programs, parent sensitization, psychological counseling for victims, integration of child safety into curricula, and strengthening local child protection networks. Overall, the program was effective in empowering children with essential knowledge and skills, highlighting the importance of continuous awareness efforts, community involvement, and collaboration among stakeholders to ensure a safe and abuse-free environment for children.



### **8.3 Program Activity: Reproductive Health Program for School Students.**

Child Development Nepal conducted volunteer a two-day reproductive health program on July 31 and August 1, 2025, at four schools in Brahmapuri Rural Municipality, Sarlahi. The program aimed to provide students with accurate knowledge on menstrual hygiene, sexual and reproductive organs, and physical and mental changes during adolescence, while creating a safe space for questions and discussion. Activities included presentations on menstruation, adolescent changes, sexual and reproductive organs, and myth-busting sessions, along with practical guidance on hygiene and safe behavior. The program increased students' understanding, confidence, and awareness, and received positive feedback from students, teachers, and school authorities. Challenges included initial shyness and limited time.



Recommendations include conducting similar programs regularly, involving parents, adding interactive activities, and providing educational materials in schools.

### **8.4 Program Activity: Training Program for Making Mudha and Dhoko**

The training program on making mudha (bamboo or nigalo stools) and dhoko (woven baskets) was organized in Ishwarpur, to promote traditional skills, support livelihoods, and foster self-reliance among marginalized communities. Volunteer Implemented by Child Development Nepal, the program aimed to reduce unemployment, utilize local resources, and contribute to sustainable economic development. A total of 25 female participants, aged 18–60, mostly housewives, daily wage laborers, small-scale farmers, and unemployed youth, attended the program. The training focused on skill development, effective use of raw materials, basic marketing knowledge, self-employment promotion, and cultural preservation. Conducted over 45 days from Baishakh 29 to Ashar 11, 2082 at the Shree Community Building, Ishwarpur, the program



combined theoretical lessons with hands-on practice. Participants learned to craft high-quality mudha and dhoko, practiced finishing techniques, applied local art and colors, and received training in business and marketing, including cost estimation, pricing, market identification, customer management, and entrepreneurship. Individual product reviews, group exhibitions, and discussions on potential challenges reinforced learning. By the end of the program, 22 participants achieved proficiency, demonstrating strong practical skills, knowledge of local raw materials, economic awareness, and increased confidence, while social empowerment and community networking were also notable outcomes. Challenges, such as slow learning pace, limited tools, and lack of marketing knowledge, were effectively addressed through extra guidance, procurement of resources, and additional sessions with local experts. The program concluded successfully with certificate distribution and discussions on future plans. Recommendations for sustainability include establishing follow-up mentorship, linking participants to markets and tourist centers, offering advanced training, and promoting cooperative or group-based production to enhance economic impact. Overall, the program effectively combined skill development, cultural preservation, and economic empowerment, laying a strong foundation for participants' self-reliance and entrepreneurial initiatives.

### **8.5 Program Activity: Capacity Development Training for Employees**

The Capacity Development Training for Employees was conducted volunteer by Child Development Nepal at Godaita and Bushnu Municipality from Asar 7 to Asar 14, 2082, targeting municipal employees to enhance their skills, knowledge, and efficiency. The seven-day program, held at the municipal level, included 28 interactive sessions of 1 hour 30 minutes each and was attended by 45 employees. The training aimed to improve work performance, familiarize employees with local government operations, update participants on the Public Procurement Act and Rules, and strengthen knowledge of good governance and best practices in public service delivery. The methodology emphasized participatory learning, including interactive lectures, discussions, brainstorming, question-and-answer sessions, practice exercises, and observation visits. Daily coordination involved designated participants as coordinators, evaluators, reporters, and entertainers to ensure active engagement. Training materials provided to participants included notepads, pens, pencils, and study materials, while training equipment such as flip charts, whiteboards, markers, printers, and attendance sheets supported effective delivery. The program addressed critical issues in Nepal's public sector, including limited training opportunities, lack of practical curricula, minimal budgets, and inadequate focus on institutional capacity and employee skill development. By participating in this training, employees were expected to enhance their operational efficiency, apply the principles of good governance, and conduct local procurement processes prudently, promoting competition, transparency, accountability, and reliability. The training concluded with post-training evaluation, assessment, and certificate distribution, laying a foundation for improved municipal service delivery and empowered, skilled human resources capable of adapting to evolving administrative challenges.

### **8.6 Program Activity: Iron and Vitamin A Distribution program.**

Child Development Nepal Support an Iron and Vitamin A Distribution Program at two schools in Barahathawa to improve the nutritional health of school-going children. The program targeted children at a critical stage of growth to prevent anemia and vitamin A deficiency, which can lead to weakened immunity, poor vision, and impaired physical and mental development. Health and nutrition education sessions accompanied the supplementation to raise awareness among children about the importance of micronutrients in their diet. During the program, children received age-appropriate doses of iron tablets and vitamin A capsules, supervised by trained health workers and school staff to ensure safe administration. The initiative aimed to improve children's overall health, enhance their learning capacity, and promote long-term healthy habits. Monitoring and follow-up were carried out to track adherence and address any side effects. The program contributed to creating a supportive school environment for child health and emphasized the importance of routine micronutrient supplementation in the community.

### **8.7 Program Activity: Adolescent-Friendly Health Services and SRH Education**

Child Development Nepal implemented initiatives to promote adolescent-friendly health services and sexual and reproductive health (SRH) education in schools and communities. The program aimed to improve adolescents' access to reliable health information, services, and counseling in a safe and supportive environment. Activities included awareness sessions in schools, interactive discussions on SRH topics, training of local health volunteers on adolescent health needs, and integration of youth-friendly services into community health programs. By equipping adolescents with knowledge about puberty, hygiene, nutrition, and reproductive health, the program sought to foster healthier behaviors, reduce health risks, and empower young people to make informed decisions regarding their well-being. The initiative also emphasized the importance of community engagement, parental support, and accessible health services to create an enabling environment for adolescents to thrive.



### **8.8 Program Activity: Household-Level Awareness on Waste Segregation and Hygiene**

Child Development Nepal conducted household-level awareness campaigns to promote proper waste segregation and improved hygiene practices in the community. The program aimed to educate families on separating biodegradable and non-biodegradable waste, safe disposal methods, and maintaining cleanliness at home to prevent disease. Community volunteers and health workers visited households to provide practical demonstrations, distribute informational materials, and engage residents in discussions about hygiene, sanitation, and environmental

protection. The initiative also emphasized the link between proper waste management, personal hygiene, and public health, fostering sustainable behavioral changes at the family and community levels.

### **8.9 Extra-curricular activities**

During the reporting period, Child Development Nepal organized a series of extra-curricular activities to promote holistic development among students from Early Childhood Development (ECD) to Grade 5. These activities included speech programs, painting competitions, quiz competitions, running races, and kabaddi. A total of 4,752 students actively participated in these programs, which not only refreshed them mentally but also strengthened them physically. The activities provided a platform for students to explore their knowledge, creativity, and talents in a fun and engaging environment.

Participation in these programs significantly increased students' interest in school and contributed to improved attendance rates. Moreover, these activities indirectly enhanced their academic competencies, particularly in reading and mathematics, by fostering curiosity, critical thinking, and problem-solving skills.

To ensure broader coverage and impact, we organized 10 events in schools of Bishnu Rural Municipality, 10 events in schools of Kaudena Rural Municipality, and 10 events in schools of Barahathawa Municipality, reaching a wide population of children across the region. These events were designed to be inclusive and accessible, encouraging students of all backgrounds to participate actively.

Overall, extra-curricular activities proved to be an effective strategy for promoting physical, mental, and social development among students. They fostered teamwork, self-confidence, and leadership skills, while also supporting the academic growth of participants. Such initiatives play a crucial role in creating a positive school environment and nurturing well-rounded individuals who are better prepared for future learning and life challenges.

### **8.10 Education material support to Dalit children**

During the reporting period, Child Development Nepal provided essential educational materials to 100 Dalit students in Barahathawa Municipality. The support included school bags, notebooks, ball pens, pencils, erasers, and sharpeners. This initiative aimed to improve access to quality education for marginalized children by addressing one of the key barriers—lack of learning materials.

The distribution of educational materials not only helped students to participate actively in school activities but also encouraged parents to send their children to school regularly. By providing the necessary tools for learning, the program boosted the confidence and motivation of the children, enabling them to engage more effectively in classroom activities.



Additionally, this support served as a positive example for other Dalit children in the community, encouraging them to enroll in school and pursue their education. The initiative contributed to raising awareness among families and the broader community about the importance of education for all children, regardless of social or economic background.

Overall, the education material support program strengthened the commitment of both students and parents toward education, promoted inclusivity, and helped reduce dropout rates among Dalit children. Such interventions play a critical role in fostering equal educational opportunities and building a foundation for long-term academic success and social empowerment for marginalized communities.

### **8.11 Refreshing Child friendly training to ECD teachers**

Child Development Nepal conducted a two-day refreshing training for 20 Early Childhood Development (ECD) teachers focusing on child-friendly approaches and the preparation of teaching-learning materials. During the training, teachers learned how to create their own materials and were introduced to the concept, objectives, and importance of early literacy and mathematics. They gained knowledge in the five areas of early literacy: knowledge of words and

sounds, letters, books, printed symbols, and listening and speaking skills, and in the five areas of early mathematics: classification, numerals and numbers, serials and patterns, geometrical shapes, and measuring and weighing



comparisons. In addition to subject-specific skills, teachers were trained to run ECD centers according to the daily schedule, apply annual lesson plans effectively, and teach children using songs, games, dances, role-plays, and stories, making learning more engaging and interactive. The training enhanced teachers' capacity to implement child-friendly practices, foster holistic

learning, and create a stimulating environment that supports children’s cognitive, social, emotional, and creative development. By equipping teachers with these skills, the initiative contributed significantly to improving the overall quality of early childhood education and ensuring that young learners receive a strong foundation for lifelong learning.

### **8.12 Training to Teacher’s on Maths and Science.**

Child Development Nepal (CDN) organized a two-day training program for 15 primary school teachers of Barahathawa Municipality, focusing on enhancing their knowledge and skills in teaching mathematics and science. The training aimed to equip teachers with updated information on the new syllabus, modern teaching tools, and innovative techniques to make learning more effective and engaging for students. During the sessions, teachers were introduced to practical methods and strategies to simplify complex concepts, making them easier for students to understand and apply. The facilitator emphasized student-centered learning approaches, the use of visual aids, and hands-on activities to improve comprehension and retention of subject matter.



Teachers actively participated in discussions and exercises, sharing their experiences and exploring new ways to manage classrooms and deliver lessons efficiently. They learned techniques to foster curiosity, critical thinking, and problem-solving skills among students, especially in mathematics and science. The training also provided guidance on lesson planning, creating interactive learning environments, and using assessment tools to monitor students’ progress effectively.

As a result, participants reported increased confidence in teaching challenging topics and greater awareness of innovative pedagogical methods. The activity contributed to professional development and strengthened teachers’ capacity to improve the quality of education in primary schools. By enhancing teaching practices, the training supported CDN’s broader goal of promoting quality education and ensuring that students receive an engaging, comprehensive, and meaningful learning experience in mathematics and science

### **8.13 Training to Local Government Representatives on local level budgetary process.**

Child Development Nepal (CDN) successfully organized a comprehensive training program for Local Government Representatives of Bishnu Rural Municipality and Barahathawa Municipality, focusing on strengthening their knowledge of the local level budgetary process and promoting the sustainability of education-focused projects. A total of 30 representatives participated in the training, which was facilitated by Mr. Rabindranath Shreewastab, an experienced governance and financial management expert. The training emphasized budget segregation, allocation, and the effective utilization of local resources, with special attention on how to prioritize and increase investment in the education sector. By providing this platform, CDN aimed to enhance the decision-making skills of elected representatives and ensure transparent, equitable, and sustainable management of public funds.



The sessions were interactive, incorporating both theoretical and practical components. Participants were guided through the principles of budget formulation, participatory planning, and evidence-based allocation. They learned how to identify community needs, particularly in the education sector, and translate those needs into well-structured budgetary provisions. Discussions also highlighted accountability mechanisms and the importance of monitoring the actual use of funds to ensure that resources reach intended beneficiaries. Representatives actively engaged in sharing their experiences and challenges, which created a collaborative learning environment. Through group exercises and case examples, they developed strategies to segregate funds effectively, allocate sufficient resources, and monitor expenditures responsibly.

A significant achievement of the training was the shift in perspective among participants regarding education as a long-term investment rather than a short-term expenditure. They acknowledged the importance of sustained financial commitment to improve access, quality, and infrastructure in schools. The facilitator encouraged representatives to adopt transparent practices and to involve schools, teachers, parents, and community members in the planning process to ensure inclusiveness and accountability. This participatory approach was recognized as a way to build ownership and trust between municipalities and communities.

The outcomes of the training are expected to have long-term benefits for both governance and education in Bishnu and Barahathawa Municipalities. Strengthened capacity of local leaders will directly contribute to more effective planning, equitable distribution of resources, and increased prioritization of education within local budgets. In the long run, this will help improve educational opportunities for children and strengthen community development. Furthermore, the

training has supported CDN's broader strategy of promoting sustainability by equipping local governments with the skills to continue educational initiatives even beyond the duration of external projects.

In conclusion, the training on local level budgetary process not only enhanced the technical understanding of local representatives but also fostered a culture of accountability, transparency, and sustainability in governance. It demonstrated the importance of empowering local governments to take ownership of education and development initiatives. CDN recommends conducting periodic refresher trainings, introducing more practical case studies, and ensuring stronger coordination between municipalities and schools to further improve outcomes. This initiative stands as an important milestone in building capable local leadership that can effectively manage resources for the betterment of education and the overall development of children and communities.

#### **8.14 LPAC Meeting**

CDN conducted combined in the meeting of LPAC we discussed about the achievements of the project in the year 2024 and also get some suggestion from them for betterment of the project. The Chairperson of Bishnu Rural Municipality (Mr. JabaharlalYadav) suggest continue education related programs in the rural municipality.

#### **8.15 Meeting with HT and Local Government**

CDN Conducted combined meeting of 30 head teachers and 15 local government quarterly where a platform will be created for open discussion on budgetary process for school enrolment, operation of ilead trade and other things which is directly related with quality education after the phase out of the project for its sustainability.

In the meeting, there discussed on the issues like absenteeism rate of students, learning status i.e. 3R reading, writing and arithmetic of early grade students and sanitation of the school. In each school, all the participated stakeholders committed to play their own roles & responsibilities to improve in the current scenario of absenteeism, learning status and sanitation of the school and the project exit. Total 120 stakeholders relating to SMC, PTA, HT, Teachers and Resource Teachers &Collectives were present in the meeting where we oriented and influenced them to achieve the objective.

#### **8.16 Training to SMC on Local Level Budgetary Process.**

Child Development Nepal oriented SMC members regarding the budgetary process of palika and operation of ileadcenter that how to approach the palika for allocation of budget regarding the educational programs , ilead trainings, school enrollment campaign which will help to sustainability of the project.

60 SMC members all knew the formation process and rights and responsibilities of School Management Committee Association as per Federal Education Act-2074. A discussion was held on School Improvement Plan & Role of SMC for its Implementation and how to approach the palika for allocation of budget regarding the educational programs, ilead trainings, school enrollment campaign which will help to sustainability of the project.

### **8.17 Community level collectives meetings (Mothers group, Youth groups etc.)**

CDN conducted 45 events of Meeting of Mothers Group where total of 750 members mother's group were participated. In the meeting we had discussion on enhancing accessibility & retention of children on school, making their children/neighborhood children study at home to enhance learning competencies of early grade children and increase awareness about personnel hygiene and safety measures against covid-19. We also had discussion on making their children disciplined and follow the rules and regulation of the School. And in the last we also had discussion on project exist from palikas in the year. As a result we are able to increase 20% attendance of students in schools



### **8.18 Orientation to Mother's Group on local level budgetary process of palikas.**

Child Development Nepal conducted orientation on budgetary process of palikas to Mother's Group where 375 mother group members were oriented regarding operation of ilead center that how to approach the palikas for allocation of budget regarding the meetings of Mother Group, ilead trainings, school enrollment campaign which will help to sustainability of the project. All together 15 events were conducted in the month. They were oriented about budgetary process of palikas i.e. to make availability of budget to mother group for active participation in educational and livelihood activities in the palikas by establishing sound coordination in ward level with ward committee and further in municipality/rural municipality assembly with budget formulation committee.

### **8.19 Project Exit Workshop**

We conducted a project exit workshop where we summarized about the target and the achievement of the project during last five year and also exit workshop to the concerned stakeholders. Total 50 project related stakeholders were participated in the project exit workshop. In the program we provided training to Local Government Representatives on Local



Level Budgetary Process Representatives of Bishnu Rural Municipality and Barahathawa Municipality where our facilitator Mr. Rabindranath Shreewastab train them about how to segregate and make available more budget and their effective utilization in education sector. In the workshop we also summarized about the target and the achievement of the project during last five year.

### **9. Child Day Celebration**

Child Development Nepal (CDN) celebrated National Children’s Day on 14 September, 2024 with the theme “Investing in children, securing a bright Future” in collaboration with local government bodies, schools, and community groups. The event aimed to raise awareness about child rights, protection, education, and participation, while providing a platform for children to express their talents and voices. Various activities were organized including speech competitions, quiz contests, art and painting exhibitions, cultural programs, and sports events, with enthusiastic participation of over 100 children from different schools and communities. Parents, teachers, local leaders, and representatives from partner organizations also joined the celebration, showing their solidarity towards promoting child rights and welfare. During the program, awards and prizes were distributed to encourage children’s creativity and active involvement. The celebration served as a reminder of the importance of investing in children’s education, health, and protection for building a just and inclusive society. Overall, the Child Day event strengthened community awareness and reinforced CDN’s commitment to ensuring that every child enjoys their rights to survival, development, protection, and participation.

### **10. General Assembly Meeting 2081-082**

The Annual General Assembly of Child Development Nepal (CDN) was held on 20 September, 2024 at Barahathawa, Sarlahi with the participation of executive committee members, general members, staff, and representatives from partner organizations. The meeting reviewed the annual progress of FY 2080/81, highlighting achievements in education, livelihood, youth empowerment, women’s empowerment, child rights, health, and emergency response. The financial and audit reports were presented by the Treasurer and approved by the assembly. Members discussed challenges, lessons learned, and strategies for the upcoming year, while also

endorsing the annual plan and budget for FY 2081/82. Key decisions included strengthening child safeguarding measures, ensuring financial transparency, enhancing staff capacity, and expanding partnerships with local governments and INGOs. The assembly concluded with appreciation to all stakeholders for their support and a collective commitment to continue advancing the mission and vision of Child Development Nepal.

### **11. Board Meetings**

In the fiscal year 2081/82, the Board of Child Development Nepal (CDN) held 12 regular meetings, conducted monthly under the leadership of the Chairperson. These meetings focused on strengthening governance, monitoring project progress, reviewing financial reports, and ensuring accountability and transparency in organizational operations. Key agendas included approval of quarterly progress reports, endorsement of the annual financial audit, discussion on donor coordination, staff capacity development, and strategic planning for education, livelihood, youth empowerment, women empowerment, and child rights programs. The Board also approved the annual work plan and budget for FY 2082/83 and emphasized sustainability through stronger collaboration with local governments, donor agencies, and community stakeholders. These meetings played a vital role in guiding the organization towards achieving its mission and vision effectively.

### **12. Organization Renew**

Child Development Nepal (CDN) successfully renewed its registration for the fiscal year 2081/082 with the Social Welfare Council, District Administration office Sarlahi and TAX office Sarlahi, ensuring full compliance with national regulations. This renewal strengthens the organization's legal status, enabling continued implementation of programs that empower children, youth, and marginalized communities. During the process, CDN completed all required documentation and reinforced its policies on child safeguarding, procurement, and financial management. This milestone reflects CDN's commitment to transparency, good governance, and sustainability, securing continued trust and support from donors, stakeholders, and the communities it serves.

### **13. Financial Summary (Fiscal Year 2081/082)**

#### **Income:**

- Donor Grants: NPR 22,00,330.41
- Local Contributions: NPR 4,32,398.76
- Total Income: NPR 26,32,729.17

#### **Expenditure:**

- Child Development Programs: NPR 386,065
- Education & Awareness: NPR 656,272.50

- Monitoring and Evaluation : NPR 111,575
- Organizational Development Cost: NPR 309,518.60
- Staff Salaries & Benefits: NPR 785,228
- Administration & Overheads: NPR 329,702.56
- Other Operational Costs: NPR 54367.51
- Total Expenditure: NPR 26,31,729.17

**Surplus / Deficit: NPR 0**

#### **14. Monitoring and Visit**

During the fiscal year 2081/082, Child Development Nepal (CDN) conducted regular monitoring and field visits to its project sites, schools, and communities to ensure the quality and effectiveness of its programs. Program officers and management staff engaged directly with children, parents, and local stakeholders to assess progress, gather feedback, and provide technical support. with detailed reports prepared to guide decision-making and improve program implementation. These monitoring activities strengthened accountability, transparency, and community participation, ensuring that CDN’s interventions achieved their intended outcomes and continued to positively impact the communities it serves.

#### **15. Conclusion**

The fiscal year 2081/082 marked significant progress for Child Development Nepal (CDN) in education, livelihood, child rights, and community development. CDN successfully implemented a diverse range of activities—ranging from adolescent awareness and child protection to livelihood training, teacher capacity building, and local government engagement.

The active participation of children, parents, teachers, mothers’ groups, SMCs, youth, and local representatives ensured strong community ownership. As a result, the programs achieved tangible outcomes such as increased school attendance (by 20%), improved literacy and numeracy skills, greater awareness on reproductive health and child safety, livelihood opportunities for marginalized groups, and enhanced governance capacity at the local level.

Financial management remained transparent, with income and expenditure balanced at NPR 26.3 million, and compliance ensured through renewal with the Social Welfare Council and relevant authorities.

Moving forward, CDN is well-positioned to scale successful initiatives, deepen partnerships with local governments, and focus on sustainability beyond donor support. With continued commitment and collaboration, CDN will keep advancing its vision of a society where every child and marginalized individual can live with dignity, achieve their potential, and contribute to a just and equitable community.

The End!