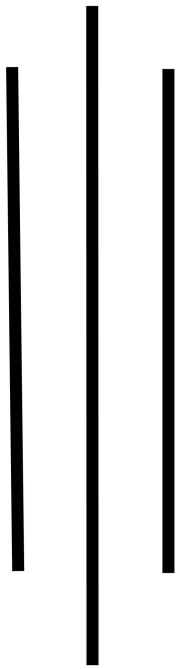
बाल बिकास नेपाल

बरहथवा-१८, सर्लाही

Child Development Nepal

Barahathawa-18, Sarlahi



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12th Annual Progress Report -2025/2026

Child Development Nepal

Barahathawa-18, Sarlahi

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1. Brief Background of Child Development Nepal

Child Development Nepal (CDN) is a non-profit, non-governmental organization established in 2015 A.D. (2071 B.S.) and headquartered in Barahathawa Municipality, Sarlahi District. The organization is registered with the District Administration Office, Sarlahi, and affiliated with the Social Welfare Council (SWC). CDN works primarily in Madhesh Province, particularly in Sarlahi and Rautahat districts, in close coordination with provincial and local governments, educational institutions, civil society organizations, community groups, youth networks, and development partners.

CDN is committed to improving the lives of children, youth, women, and marginalized and disadvantaged communities affected by social, economic, educational, cultural, and political exclusion. Its interventions promote participation, survival, protection, development, dignity, and social justice. Since its establishment, CDN has implemented programmes in education, child protection, adolescent sexual and reproductive health, health and nutrition, water, sanitation and hygiene (WASH), livelihoods and vocational skills, youth and women's empowerment, Gender Equality and Social Inclusion (GESI), disaster risk reduction, emergency response, good governance, and civic engagement.

CDN has significant experience in implementing education and livelihood interventions. Through its Education and Livelihood for Dignified Life Project, implemented with the support of Aide et Action Nepal since 2020, CDN promoted quality education, early childhood development, teacher capacity building, school enrolment and retention, youth employment, women's economic empowerment, technical and vocational education and training, income-generating activities, and inclusive local development. The organization has also strengthened the capacities of child clubs, mothers' groups, School Management Committees, teachers, local government representatives, and community stakeholders. These interventions contributed to improved school participation, child-friendly teaching practices, awareness of child rights and protection, livelihood opportunities, local ownership, and the sustainability of education initiatives.

CDN has also implemented programmes addressing adolescent misconduct and substance abuse, physical, mental and sexual abuse of children, reproductive health and menstrual hygiene, micronutrient supplementation, household-level waste segregation, environmental sanitation, and safe drinking water. Livelihood initiatives, including traditional mudha and dhoko-making training, have supported marginalized women and unemployed youth to develop practical skills, strengthen self-confidence, and explore opportunities for self-employment. CDN also has experience in emergency

response, including relief, health screening, community awareness, and rehabilitation support for communities affected by floods, COVID-19, and other emergencies.

During the most recent reporting period, CDN further expanded its institutional experience through a UNDP-supported civic engagement initiative in five local governments of Sarlahi and Rautahat districts: Barahathawa Municipality, Bishnu Rural Municipality, Basbariya Rural Municipality, Madhav Narayan Municipality, and Brindaban Municipality. The initiative strengthened civic and political literacy, youth leadership, democratic participation, and constructive engagement between young people and local governments. It combined stakeholder consultations, baseline assessment, civic literacy sessions, youth dialogues, radio awareness campaigns, digital outreach, and the development and distribution of civic education resources.

The civic engagement initiative directly reached 1,720 young people, including 1,218 women and 502 men, with strong representation from Madhesi, Dalit, Janajati, Muslim, and other communities. The programme enhanced participants' understanding of civic rights and responsibilities, local governance systems, municipal planning and budgeting, accountability mechanisms, and opportunities to participate in Ward Bhela, public hearings, and community consultations. Gender Equality and Social Inclusion, safeguarding, and Do No Harm principles were integrated throughout the intervention to create a safe and inclusive environment for young women and marginalized youth.

Across its programmes, CDN applies participatory, inclusive, evidence-based, and community-led approaches. The organization works closely with local governments and communities from needs identification and programme planning through implementation, monitoring, evaluation, and learning. CDN promotes transparency, accountability, local ownership, institutional partnerships, and sustainability so that programme outcomes continue beyond the period of external support. Through its growing experience and partnerships, CDN remains committed to building a society in which every child, young person, woman, and marginalized individual can exercise their rights, achieve their potential, live with dignity, and contribute to inclusive and democratic development.

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

Child Development Nepal (CDN) applies participatory, inclusive, evidence-based, and community-led approaches in the design and implementation of its programmes. The organization works closely with children, youth, women, marginalized communities, local governments, schools, civil society organizations, community groups, media, and development partners.

Community Mobilization: CDN engages children, youth, women, parents, teachers, community leaders, and marginalized groups in identifying local needs, implementing activities, and reviewing programme results.

Partnership and Coordination: CDN collaborates with provincial and local governments, ward offices, schools, health facilities, youth networks, civil society organizations, and development partners to ensure coordinated and effective programme implementation.

Capacity Building: The organization strengthens the knowledge and skills of children, youth, women, teachers, municipal representatives, employees, School Management Committees, mothers' groups, and community leaders through participatory and practical training.

Gender Equality and Social Inclusion: CDN integrates Gender Equality and Social Inclusion (GESI), safeguarding, Leave No One Behind, and Do No Harm principles across its programmes. Particular attention is given to the meaningful participation of women, Dalits, Madhesi communities, persons with disabilities, and other marginalized groups.

Civic Engagement and Advocacy: CDN promotes awareness of rights, responsibilities, child protection, democratic governance, gender equality, and social justice. It encourages youth and communities to participate in Ward Bhela, municipal planning and budgeting, public hearings, policy dialogue, and other local decision-making processes.

Monitoring, Accountability, and Learning: CDN regularly monitors its programmes through field visits, participant feedback, attendance records, coordination meetings, and activity documentation. Monitoring findings are used to improve programme quality, measure results, address challenges, and strengthen accountability.

Sustainability and Local Ownership: CDN promotes sustainability by strengthening local institutions, building community leadership, connecting participants with government mechanisms, and encouraging local governments to allocate resources for priority programmes. This approach supports the continuation of successful initiatives beyond the period of external assistance.

6. Core Organizational Values

Child Development Nepal's work is guided by a strong set of organizational values:

Integrity: We act with honesty, transparency, fairness, and ethical responsibility in all our decisions and actions.

Respect and Inclusion: We value diversity and promote equal opportunity, meaningful participation, and respect for every individual and community, regardless of gender, age, caste, ethnicity, disability, religion, or socio-economic status.

Accountability: We remain accountable to the children, youth, women, communities, donors, government authorities, partners, and other stakeholders with whom we work.

Collaboration: We believe in collective action and build strong partnerships with communities, government institutions, civil society organizations, and development partners to achieve sustainable results.

Excellence: We pursue quality, innovation, continuous learning, and improvement in our programmes, systems, and organizational practices.

Compassion: We serve with empathy and place human dignity, safety, rights, and well-being at the centre of our work.

7. Our Partners

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

8. Key Program and Achievements of the year

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

Child Development Nepal conducted a two-day child protection awareness programme on 2026 in five schools of Brahmapuri Rural Municipality, Sarlahi. The programme reached 250 children and aimed to strengthen their knowledge, confidence, and practical skills to recognize, prevent, and report physical, emotional, and sexual abuse.

The sessions covered different forms of child abuse, their potential effects, and common warning signs. Children learned how to distinguish between “Good Touch” and “Bad Touch,” recognize unsafe situations, establish personal boundaries, say “No,” move away from danger, and report concerns to trusted adults. The programme also provided practical guidance on self-protection, online safety, responsible use of digital platforms, and available reporting and referral services, including Child Helpline 1098.

The programme applied child-friendly and participatory methods, including interactive presentations, role-plays, audio-visual materials, group discussions, practical demonstrations, and question-and-answer sessions. These approaches created a supportive learning environment in which children could discuss sensitive issues, ask questions, and practise appropriate responses to potentially unsafe situations.

As a result, participating children demonstrated increased awareness of physical, emotional, and sexual abuse and improved their ability to identify unsafe behaviour and situations. They gained greater confidence to establish personal boundaries, say “No,” seek immediate assistance, and report concerns to parents, teachers, police, helplines, and other trusted service providers. The programme also enhanced their understanding of the child-protection support systems available within schools and communities.

Some children were initially hesitant to discuss sensitive issues, and facilitators had to carefully manage the risk of emotional distress. Limited awareness of child-protection issues among some parents and community members was also identified as a continuing challenge. The facilitators addressed these concerns by using age-appropriate language, maintaining confidentiality, creating a safe learning environment, and providing information about available support and referral services.

Regular school- and community-based awareness programmes, parental sensitization, access to psychosocial counselling for survivors, integration of child-safety education into school activities, and stronger local child-protection and referral networks are recommended. Continued collaboration among children, parents, teachers, schools, local government, police, health institutions, and civil society organizations will be essential to create a safe and abuse-free environment for every child.

8.2 Program Activity: School-Based Adolescent Sexual and Reproductive Health Awareness Programme

Child Development Nepal conducted a two-day Sexual and Reproductive Health Awareness Programme on **2026** in five schools of Brahmapuri Rural Municipality, Sarlahi. The programme aimed to provide students with accurate, age-appropriate information on menstrual health and hygiene, sexual and reproductive health, and the physical, emotional, and psychological changes experienced during adolescence.

The programme created a safe and supportive environment in which students could ask questions, clarify misconceptions, and discuss sensitive health concerns without fear or embarrassment. Major topics included puberty and adolescent development, menstrual hygiene management, basic information about sexual and reproductive organs, personal hygiene, safe and responsible behaviour, and common myths and misconceptions related to adolescence and reproductive health.

The sessions used participatory and student-friendly methods, including presentations, interactive discussions, question-and-answer sessions, myth-busting exercises, practical hygiene demonstrations, and experience sharing. Facilitators used simple, respectful, and age-appropriate language while maintaining privacy, dignity, and sensitivity throughout the discussions.

As a result, participating students demonstrated an improved understanding of adolescent development, menstruation, reproductive health, and personal hygiene. The programme increased their confidence to discuss health concerns, ask questions, challenge harmful myths, and adopt healthier hygiene and self-care practices. Positive feedback from students, teachers, and school authorities indicated that the programme addressed an important information gap within participating schools.

Initial hesitation and shyness among some students and the limited time available for discussing all questions were identified as key challenges. Facilitators addressed these issues by creating small and supportive discussion spaces, encouraging anonymous or confidential questions, and using interactive activities to make students feel more comfortable.

It is recommended that similar programmes be conducted regularly, with adequate time for discussion and practical learning. Future activities should also engage parents and teachers, provide age-appropriate educational materials in schools, strengthen referral linkages with adolescent-friendly health services, and include follow-up sessions to reinforce students' knowledge and healthy practices.

8.3 Program Activity: Inception meetings and stakeholder consultations with local governments

During the inception phase, Child Development Nepal (CDN) conducted consultation meetings with local government representatives and key stakeholders from 16–19 February 2026 in Barahathawa Municipality and Bishnu Rural Municipality of Sarlahi District, and Madhav Narayan Municipality of Rautahat District. A total of 15 participants, including municipal representatives, youth leaders, community representatives, and civil society actors, participated in the consultations.

The meetings introduced the project *Civic Engagement Initiatives in the Post-Gen Z Context*, presented its objectives and implementation approach, and facilitated discussions on local priorities related to youth civic engagement. Participants identified key challenges, including limited civic and political literacy, low youth participation in local governance, and barriers affecting the participation of women and marginalized communities.

The consultations received a positive response from local government representatives, youth groups, community leaders, and civil society organizations. Stakeholders emphasized the need to strengthen civic awareness among young people, increase opportunities for meaningful youth participation in local governance and decision-making processes, and improve coordination between municipalities and youth networks. They also highlighted the importance of ensuring the participation of women, Dalits, Madhesi communities, persons with disabilities, and other marginalized groups in civic engagement initiatives. Stakeholders expressed their commitment to support project implementation through participant mobilization, coordination, and technical collaboration. These consultations informed project planning by identifying priority issues, selecting potential participants, and engaging key local partners, resulting in a context-responsive implementation approach and stronger local ownership of the project.

8.4 Program Activity: Baseline assessment & stakeholder mapping

Between 16 and 28 February 2026, Child Development Nepal (CDN) conducted a baseline assessment and stakeholder mapping exercise in Barahathawa Municipality of Sarlahi District and selected municipalities in Rautahat District to inform the design and implementation of the Civic Literacy Programme. The exercise engaged 15 key informants, including representatives from local governments, youth groups, community organizations, and civil society.

The baseline assessment examined youth civic awareness, participation in local governance processes, and the barriers affecting the meaningful participation of women and marginalized communities. The stakeholder mapping identified key institutions and actors, including municipalities, schools, youth clubs, community-based organizations, and civil society organizations, and assessed their potential roles in supporting project implementation.

The baseline assessment identified significant gaps in civic knowledge, awareness, and participation among young people, particularly among women and marginalized communities. It revealed limited understanding of citizens' rights and responsibilities, low participation of youth in local governance and public decision-making processes, and weak coordination between youth groups and local governments. The assessment also identified priority municipalities, target groups, and key local stakeholders for project implementation. These findings provided the evidence base for designing the training curriculum, selecting participants, developing engagement strategies, and tailoring project interventions to local needs, thereby ensuring effective and context-responsive implementation.

8.5 Program Activity: Civic Literacy Program for Youths

A one-day Civic Literacy Program for Youth was conducted on 6 April 2026 in Barahathawa Municipality, Sarlahi, with the participation of 40 youth (20 female and 20 male). The programme aimed to strengthen civic knowledge, promote democratic values, and encourage meaningful youth participation in local governance and community development. The sessions were facilitated by Mr. Rabindra Nath Shreewastab, who served as the lead resource person.

The training adopted a participatory learning approach, combining presentations, group discussions, case studies, role plays, group exercises, and action planning to promote active learning and peer exchange. The curriculum covered civic engagement and democratic governance, the federal and local governance system, constitutional rights and responsibilities, accountability and transparency mechanisms, voter education, civic dialogue and facilitation skills, and Gender Equality and Social Inclusion (GESI). Participants also discussed barriers to civic participation faced by women and marginalized communities and explored practical approaches to promote inclusive participation.

Interactive learning activities enabled participants to analyse community issues, reflect on their roles as active citizens, and strengthen their communication, leadership, and facilitation skills. Through youth-led action planning, participants identified local priorities and developed practical actions to promote civic awareness and participation within their communities.

Participant feedback indicated improved understanding of civic rights and responsibilities, local governance processes, and opportunities for citizen participation. The programme also strengthened participants' confidence to engage in Ward Bhela, community dialogue, and other local governance

processes. Overall, the activity contributed to enhancing civic literacy, promoting inclusive participation, and encouraging greater youth engagement in democratic and community development processes.

8.6 Program Activity: Radio Jingle Broadcasting for Civic Awareness

Under the project "Civic Engagement Initiatives in the Post-Gen Z Context," Child Development Nepal (CDN) produced and broadcast a series of civic awareness radio jingles to promote public understanding of local governance and encourage greater civic participation among youth and marginalized communities. The jingles focused on the municipal planning and budget formulation process (*Palika ko Budget Tarjuma*), highlighting citizens' rights, roles, and opportunities to participate in local planning and decision-making processes. To maximize outreach, the radio messages were broadcast through two local FM stations, airing 7–8 times daily over a period of two months. While the broadcasts primarily targeted project municipalities in Sarlahi and Rautahat districts, the transmission coverage extended to neighboring areas, increasing the potential reach of the awareness messages. The estimated reach of approximately 1,500 beneficiaries was based on the broadcast coverage area and the estimated audience size provided by the local FM radio stations. By presenting civic information in simple, accessible, and locally relevant language, the broadcasts contributed to raising awareness of municipal planning processes and encouraging greater public interest in civic participation, including engagement in Ward Bhela and other local consultation mechanisms. The initiative complemented the project's face-to-face civic literacy activities and reinforced key messages on inclusive participation, transparency, and accountable local governance.

8.7 Program Activity: Strengthened Civic Literacy and Youth Participation in Local Governance

Under the project “Civic Engagement Initiatives in the Post-Gen Z Context,” Child Development Nepal (CDN) implemented a comprehensive civic literacy and youth engagement initiative aimed at strengthening young people's understanding of democratic governance, enhancing civic awareness, and promoting meaningful participation in local decision-making processes.

The intervention was implemented over a seven-week period from 22 April to 12 June 2026 across five local governments in Madhesh Province: Barahathawa Municipality, Bishnu Rural Municipality, and Basbariya Rural Municipality in Sarlahi District, and Madhav Narayan Municipality and Brindaban Municipality in Rautahat District. These municipalities were selected in consultation with local stakeholders based on the presence of active youth networks, the need to strengthen civic literacy, and the opportunity to promote inclusive youth participation in local governance processes.

To ensure contextual relevance and effectiveness, CDN tailored the training curriculum and facilitation methodologies to reflect the socio-political context of Madhesh Province and the learning needs of post-Gen Z youth. The training adopted participatory and experiential learning approaches, incorporating interactive presentations, group discussions, role plays, simulations, case studies, and practical community-based exercises. Gender Equality and Social Inclusion (GESI) principles were integrated throughout the programme to ensure equitable participation and inclusive learning.

Participants were mobilized through close coordination with municipal governments, ward offices, educational institutions, community organizations, and local youth networks. Particular emphasis was placed on ensuring the participation of young women, youth from marginalized and disadvantaged communities, first-time participants in civic processes, and emerging youth leaders. This collaborative approach strengthened local ownership while expanding opportunities for youth who are traditionally

underrepresented in governance and decision-making spaces.

The training programme covered key themes including civic rights and responsibilities, democratic values, constitutional provisions relating to local governance, the structure and functions of local government, citizen participation mechanisms, Theory of Change, Results-Based Management, logical framework development, project planning and budgeting, safeguarding, risk analysis, and Monitoring, Evaluation, Accountability and Learning (MEAL). Participants also completed practical exercises such as Problem Tree Analysis, stakeholder mapping, and group action planning, enabling them to identify local development challenges, analyse their root causes, and propose evidence-based solutions linked to municipal planning and budgeting processes.

Between 22 April and 12 June 2026, the project directly reached a total of 1,619 young people across the five participating municipalities, substantially exceeding the initial participation target. The intervention contributed to increased awareness of civic rights and responsibilities, improved understanding of democratic governance and local government systems, and strengthened participants' capacities in project design, advocacy, problem analysis, and community engagement.

Post-training feedback and participant reflections indicated increased confidence among youth to engage in Ward Bhela, public hearings, community consultations, and municipal planning and budgeting processes. Participants also demonstrated improved understanding of accountability mechanisms and expressed greater willingness to collaborate with local governments in identifying community priorities and contributing to local development initiatives. The intervention further strengthened linkages among youth groups, municipal authorities, and community stakeholders, contributing to the development of a growing network of informed and engaged young civic leaders across the target municipalities.

Overall, the intervention made a significant contribution to the project's objective of strengthening civic engagement and democratic participation among young people in Madhesh Province. By enhancing civic knowledge, leadership skills, and practical understanding of local governance processes, the programme empowered youth to participate more effectively in public decision-making, advocate for community priorities, and promote inclusive and accountable local governance.

To sustain project outcomes, CDN will continue to facilitate collaboration between trained youth and local governments through follow-up mentoring, community-based civic literacy initiatives, peer learning activities, and participation in municipal planning and budgeting cycles. The partnerships established with the five municipalities and local youth networks provide a strong foundation for sustaining youth engagement and institutionalizing inclusive civic participation beyond the project period.

8.8 Program Activity: Civic Dialogue Meeting on Youth Participation and Civic Engagement

As part of the "Civic Engagement Initiatives in the Post-Gen Z Context" project, Child Development Nepal (CDN) organized a **Civic Dialogue Meeting** on **14 June 2026** at **Barahathawa Municipality, Sarlahi District.** The event brought together **61 youth (41 Male and 20 Female) participants** from the project's five target local governments: **Barahathawa Municipality, Bishnu Rural Municipality, and Basbariya Rural Municipality** of Sarlahi District, and **Madhav Narayan Municipality** and **Brindaban Municipality** of Rautahat District. The primary objective of the dialogue was to provide a common platform for young people to reflect on the knowledge gained through the Civic Literacy Orientation

Programme, discuss local governance challenges, and explore practical ways to strengthen youth participation in civic engagement and democratic governance.

The dialogue was facilitated by Mr. Rabindra Nath Shreewastab served as the Lead Resource Person for the project activities. He is an experienced freelance trainer and consultant with extensive expertise in training facilitation, project planning, civic engagement, governance, and capacity-building programs. He has supported government agencies, NGOs, and development partners in designing and facilitating training programs, workshops, and planning processes. Under this project, he facilitated civic literacy training sessions, stakeholder consultations, and planning workshops, contributing to the effective delivery of project activities.

Who guided participants through a participatory and interactive discussion process using group work, open dialogue, experience sharing, problem analysis, and participant presentations. The session encouraged young people to openly discuss the issues affecting their communities and identify opportunities for constructive engagement with local governments. Participants worked in groups to identify the major challenges faced by youth in their respective municipalities, including unemployment, limited opportunities for meaningful participation in local decision-making, inadequate civic awareness, gender inequality, barriers to accessing quality education and skills development, and limited engagement in local governance processes. Each group analyzed the underlying causes of these issues, proposed practical and locally relevant solutions, and presented their findings during a plenary session, promoting peer learning and exchange of experiences among participants from different municipalities.

A dedicated session focused on the role of youth in civic engagement, highlighting the importance of active participation in **Ward Bhela**, municipal planning and budgeting processes, public hearings, community consultations, social accountability initiatives, volunteerism, and advocacy for inclusive local development. The discussion emphasized that informed and empowered young people can play a vital role in promoting transparency, accountability, and responsive local governance. Participants shared their experiences and reflected on how the knowledge and skills acquired during the project could be applied to address local challenges and strengthen collaboration with municipal governments.

The Civic Dialogue Meeting resulted in several important outcomes. Participants demonstrated an enhanced understanding of civic engagement, democratic participation, and the functioning of local governance systems. The event strengthened their confidence to engage in local planning and decision-making processes and improved their communication, critical thinking, teamwork, and public presentation skills through group discussions and presentations. The dialogue also fostered stronger networking and collaboration among youth leaders from the five municipalities, creating opportunities for continued peer learning and collective action. Overall, the activity reinforced the project's objective of promoting informed, inclusive, and meaningful youth participation in democratic governance while strengthening partnerships between youth and local governments to support sustainable and accountable local development in Madhesh Province.

8.9 Program Activity: Design, Printing and Distribution of Civic Engagement Toolkit

To reinforce learning and ensure the sustainability of the **"Civic Engagement Initiatives in the Post-Gen Z Context"** project, Child Development Nepal (CDN) designed, printed, and distributed a **Civic Engagement Toolkit** as a practical resource for young people and key stakeholders. The toolkit was developed to complement the Civic Literacy Orientation Programme by providing participants with a

concise and user-friendly reference guide that they could continue to use after the completion of the training.

The toolkit was designed using simple language and attractive visual layouts to make civic education concepts easily understandable and accessible to youth from diverse educational and social backgrounds. It covered key topics including civic rights and responsibilities, democratic values, the structure and functions of local governments, citizen participation mechanisms, Gender Equality and Social Inclusion (GESI), social accountability, advocacy, community problem analysis, and opportunities for youth engagement in local planning and budgeting processes. The content was reviewed to ensure that it was accurate, contextually relevant, and aligned with the objectives of the project.

Following the finalization of the design, **500 copies** of the Civic Engagement Toolkit were professionally printed. The toolkits were distributed to youth participants, youth groups, and the five partner local governments **Barahathawa Municipality, Bishnu Rural Municipality, and Basbariya Rural Municipality** in Sarlahi District, and **Madhav Narayan Municipality** and **Brindaban Municipality** in Rautahat District. In addition, a digital version of the toolkit was uploaded to the **official website of Child Development Nepal (CDN)** to ensure wider public access and enable youth, local governments, civil society organizations, and other interested stakeholders to download and use the resource.

The toolkit has become an important knowledge product of the project, providing a sustainable reference for civic education and youth engagement beyond the project period. Through both printed and digital dissemination, the resource has strengthened the project's outreach, promoted continuous learning, and supported youth-led civic awareness initiatives while encouraging informed, active, and meaningful participation in democratic and inclusive local governance.

8.10 Program Activity: Production and Dissemination of Civic Rights Awareness Video

As part of the **"Civic Engagement Initiatives in the Post-Gen Z Context"** project, Child Development Nepal (CDN) produced a **Civic Rights Awareness Video** to complement the project's face-to-face civic literacy interventions and extend awareness to a broader audience through digital platforms. The video was produced on **20 June 2026** and developed as a public education and advocacy resource to promote civic rights, democratic values, and active youth participation in local governance.

The awareness video, with a duration of **1 minute and 43 seconds**, was produced in the **Nepali language** to ensure accessibility for a wide audience. The content highlighted key messages on citizens' constitutional rights and responsibilities, democratic participation, the role of local governments, and opportunities for young people to engage in **Ward Bhela**, public hearings, municipal planning and budgeting processes, and other civic engagement mechanisms. The production followed a clear and audience-friendly communication approach, using simple language and engaging visuals to effectively communicate civic concepts to young people and community members.

A total of **one civic rights awareness video** was produced and disseminated through CDN's **Facebook page, YouTube channel, and official website,** enabling the project to reach audiences beyond the direct participants of the training programme. As of the reporting period, the video had reached **671 viewers,** contributing to increased public awareness of civic rights and responsibilities and reinforcing the key messages delivered during the Civic Literacy Orientation Programme.

The production and dissemination of the awareness video strengthened the project's communication and outreach efforts by providing a sustainable digital learning resource that can continue to be shared by local governments, youth networks, educational institutions, and community organizations. By combining digital communication with community-based civic education, the activity contributed to enhancing public understanding of democratic participation and encouraging young people to become informed, active, and responsible citizens who can meaningfully engage in inclusive and accountable local governance.

8.11 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.

8.12 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.

8.13 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.

8.14 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.

8.15 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.

8.16 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.

8.17 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.

8.18 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

8.19 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.

8.20 LPAC Meeting

CDN conducted combined in the meeting of LPAC we discussed about the achievements of the project in the year 2026 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.

8.21 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 arithemetic 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.

8.22 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.

8.23 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/neighboring 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

8.24 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.

9 Child Day Celebration

Child Development Nepal (CDN) celebrated National Children's Day on 14 September, 2025 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 2082-083

The Annual General Assembly of Child Development Nepal (CDN) was held on 19 September, 2025 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 alsoendorsing 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 2082/83, 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 2083/84 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 2082/083 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 2082/083) Income:

- Donor Grants: NPR 1,140,906.00
- Local Contributions: NPR 828,619.00
- Total Income: NPR 1,969,525.00
- Total Expenditures: NPR 1,969,525.00

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 2082/083 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 19.69 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!