

Annual Progress Report 2081-082



school building constructed through the Eco-School project by SDC Mahottari.

Social Development Center Mahottari
Jaleswor-2, Mahottari

Annual Progress Report

Performance Review

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Social Development Center Mahottari

Message from Chairperson

Since 2053, SDC Mahottari has been comprehensively working for children from education, and health to protection to natural resource management and beyond. We remain committed and driven to ensure access to quality education for all children. As we fight for a future where all children, regardless of background, receive a quality education, it is important that we stay vigilant and make sure we have the right methods to achieve our goals. It is important to remember that we are working on a diverse set of issues that are faced by children from many different marginalized communities. Tackling the issue of “untouchable” to girls’ education and protecting children from violence. SDC Mahottari has been using a multi-pronged approach to achieve its goals. This is an obviously complex task and our staff has been sensitive to many problems children face in receiving a quality education. As addressing the children’s issues and ensuring quality education to them needs multi-stakeholders’ commitments and actions, SDC Mahottari has also been engaging and capacitating the stakeholders for the cause of education and children. So the current added engagement of SDC Mahottari includes the capacity building and participation of newly elected bodies and civil societies in terms of planning, implementation and monitoring the programs for marginalized communities. This annual report of SDC Mahottari reflects its initiatives and projects in line with the national priority, community needs, and the strategic planning of the organization. The report is a clear reflection of where we have achieved significant results along with the future direction of SDC Mahottari to uplift the education and living standard of a marginalized communities. As chairperson, I would like to thank our staff for their hard work and achievements. Meeting the needs of a diverse group of children and parents from different communities facing a wide variety of issues is not an easy task, and I am proud of the successes SDC Mahottari has had to meet these ends. I would like to encourage our staff to keep up their work and continue to build on it. I would also like to thank our stakeholders and partners for believing in SDC Mahottari, and our mission and vision. Our work would not be possible without your incredible support.

Thank You!

Md. Naim Ansari

Chairperson



Message from Chairperson

Message from Executive Director

The year 2081 remained significant for SDC Mahottari it has diversified its thematic areas and expanded its operation. SDC Mahottari has continued its mission of creating good opportunities for children over the past few years. Local educational access is highly important to the development of children, particularly from marginalized communities. Achieving child-friendly local governance has become pivotal public education due to new structures being created under federalism.

Looking towards the future, it is vital that SDC Mahottari looks at the successes of the past few years, as well as challenges and lessons learned. By doing this, we can identify good practices and lessons learnt and use them as guidelines for effective implementation of projects and activities in the future. This annual report of 2081/082 gives clear picture of SDC Mahottari towards its effort to raise the living standard of marginalized community and the basis of this activity is our strategic plan which is periodically reviewed and the last revision of next Seven years was made in 2024-25. It is significant to mention here that our strategic plan and guiding principles are rightly aligned with national priorities and needs of the community.

Through SDC Mahottari Continued to contribute its effort towards marginalized community in 20280/081 too, it does not rest here and will be continuing to work with women, youth and children from marginalized communities especially from Dalit, Janajaati, Muslim, particularly out-of-school children and people with disability, for the next several years and to scale up the work done at the local level. As always, our work would not be possible without our highly dedicated staff and team members. I think them for their diligence and commitment to our mission. SDC Mahottari also could not thrive without the guidance and support of our partners and stakeholders. I would like to thank them as well.

Thank you!

Executive Director

Md. Isha Rain

SDC Mahottari in Brief

Social Development Center (SDC) Mahottari is a non-political and non-profitable organization established in 26 April 1996 one of the protuberant prominent social organizations of Mahottari district. It is situated in Jaleshwar Municipality, headquarter of Mahottari district besides the office of Red Cross Society. The main slogan of the Social Development Center is to advocate and empower the vulnerable, marginalized and socially excluded people i.e. Dalit, Muslim, Females and for all who are deprived of fundamental rights and opportunities by uplifting and inspiring to implement various programs and correspondence.

SDC Mahottari lead and managed social activities has been engaged in developing and implementing program aimed at protection, promotion and fulfillment of Dalit Muslim, women groups and child rights in Nepal. Since the established, SDC Mahottari as Leading NGO mainly in Terai region of Nepal through the dozens of Donor Communities, UN Agencies and Development Agencies for its achievements in transforming the society, for its good governance, inclusive operating structure, result oriented development interventions and humanitarian assistance, which SDC Mahottari considers its greatest strength to take the lead in the sector across the country. We have been able to make strong foundations at local level with marginalized people and their intuitions including a child forum, SDC Mahottari has shown its impact with rights holders and authorities in the areas of child rights, women rights, protection, inclusive education, Nutrition, DRR and Livelihood.

Social Development Center is working with nearly 84771 children (42154 boys and 42617 girls) in Mahottari district to mobilize community stakeholders and local resources against child labor and education issues. Currently, SDC Mahottari runs 4 different projects, covering 8 Palikas of Mahottari districts of Nepal, along with its close collaboration with local institution and authorities and in partnership with development partners like United Nations International Children's Emergency Fund (UNICEF), World Education Inc. (WEI), World Vision International (WVIN) and Aflatoun International and local government of Mahottari.

Our Vision

A peaceful and Equitable Society where Muslims, Dalit's and disadvantaged children and Women would assert and enjoy their rights.

Mission

To promote Sustainable peace and marginalized people rights culture by creating uncensored society.

Goal

To create conducive environment where marginalized people consume their rights by mobilizing civil society institutions.

Objectives

Advocating and publicity about education and promoting poor and disadvantaged children.

Community empowerment as pursuing change through advocacy, coordination and collaboration advocating for justice, equality and equity to end social discrimination through education.



Our Working Location : Madesh Province.

Principles:



a contract basis as bonded labor.

- ❖ All work/labor that a child is engaged with is hazardous as it harms their overall growth and Development.
- ❖ There must be total abolition of child labor.
- ❖ Any justification perpetuating the existence of child labor must be condemned.

Core Values

SDC MAHOTTARI believes that better informed, organized and empowered rights holders make government and local institutions accountable and responsive towards fulfillment of their development needs and human rights.

- ❖ Trust in people's power and participatory approach.
- ❖ Respect for local culture and communities.
- ❖ No to all forms of discrimination and every human rights violation incident is reported.
- ❖ Human Rights-based Approach to Development.



The details of the project implemented by SDC MAHOTTARI in 2023 and 2024-25 are presented below:

S.N.	Theme	Name of Project	Funding Partners	Beneficiaries	Areas of Interventions	Duration
1.	Awareness and Education	Eco- School Project	World Vision International Nepal	Children, parents and Teachers	Ekdara RM, Mahottari	Nov 023- May 025
2.	Awareness and Education	Comprising Awareness and Resilience in Education (CARE)	World Vision International Nepal	Children, parents and Teachers	Ekdara and Samsi RM, Mahottari	Feb 2024 - Feb 2025
3.	Gender sensitive and lifeskill.	Gender sensitive Global Citizenship Education (GCED) and Life skill education for youth project	Aflatoun International/Samunnat Nepal	Youth 14-19 Years	1 Palika of Mahottari district	Aug 2021- sep 2025

1. Eco- School Project

Executive Summary

The Eco School Project made significant strides during the reporting period, particularly in institutionalizing sustainable environmental practices and enhancing early-grade literacy. One of the project's landmark achievements is the **development and official endorsement of the Green School Program Implementation Procedure**. This policy document is a testament to the project's sustainability, as it ensures the continuation of green school initiatives by the local government beyond the project period.

Furthermore, the project was successfully integrated into **WVI Nepal's regular programming**, with strategic support from the **Nutrition and Resilient Livelihoods (NRL) project**. Notable contributions include the installation of a **hand pump** for clean drinking water access and **kitchen garden training for teachers**, which supports both environmental education and the **mid-day meal program** for improved child nutrition.

2. Progress towards Outcomes, Outputs, and Activities

2.1 Outcome 1: Enhanced Early Grade Literacy and Learning Environment

Over the project period, considerable progress was made in promoting literacy and enhancing the learning environment for early-grade children. Key achievements include:

- **Strengthening Community-Based Reading Practices:**
Eight **community-based reading camps** were organized, benefiting **197 children** (Boys: 87, Girls: 110). These camps encouraged reading habits outside the classroom and during non-school days.
- **Promoting Parental Engagement:**
A total of **221 parents** participated in parent-teacher meetings, actively contributing to conversations on their children's learning and well-being.
- **Capacity Building for Teachers:**
Four early-grade teachers received training on **child-friendly teaching methodologies, integrated curriculum, and Teaching and Learning Material (TLM) development**. These trainings have enabled teachers to create joyful, engaging, and inclusive learning environments.

"Previously, I used to teach children in a traditional way which often used to be monotonous and boring. But when I received a chance to attend trainings like Unlock Literacy and Teaching Material Development provided by the Eco School Project, I transformed my teaching into something more fun and enjoyable," shared **Rejiya**, an early-grade teacher.

- **Improved Classroom Delivery:**
The application of newly acquired skills by trained teachers has visibly transformed classroom dynamics, improving student engagement and learning outcomes.

2.2 Institutionalization of Green School Initiatives

The project's core environmental objective was achieved through:

- **Development and Endorsement of Green School Implementation Procedure:**
This officially approved document institutionalizes the green school concept, making it a permanent feature of the local education system. It will guide future initiatives and ensure continuity in non-target schools as well.
- **Integration with Nutrition and Livelihood Initiatives:**
 - **Hand Pump Installation:** Ensured access to clean drinking water in the school premises.



- **Kitchen Garden Training for Teachers:** Promoted environmental awareness and enabled the school to grow fresh vegetables, contributing to **mid-day meals** and fostering a culture of sustainability and self-reliance

Activity 1.1.1: Material Development Workshop

To make early grade classrooms more engaging and conducive to learning, the project team organized **Material Development Training** for early-grade teachers. In **January 2025**, two separate workshops were conducted, introducing teachers to essential teaching materials designed to support the development of five core reading skills:



1. **Letter Knowledge**
2. **Phonological Awareness**
3. **Vocabulary**
4. **Fluency**
5. **Comprehension**

Activity 1.2.1: Teachers' Training on Unlock Literacy Strategies and Activities

A three-day training on **Unlock Literacy (UL) strategies and activities** was conducted from **April 18 to 20, 2024**, with the participation of **four early-grade teachers**. The training aimed to build teachers' capacity in effective literacy instruction by introducing them to the core components of the **Unlock Literacy model**.

Key topics covered during the training included:

- Overview of the **Unlock Literacy project model**
- Principles and application of the **integrated curriculum** (grades 1–3)
- Effective **teaching methods** for language and reading
- **Phonetic awareness, vocabulary development, and reading comprehension** strategies
- Use of **instructional materials** and techniques for **learning assessment**



The sessions were highly interactive, allowing teachers to practice new skills and approaches directly relevant to their classroom context. Teachers also gained a better understanding of the **Nepal Government's integrated curriculum**, enhancing their ability to align lesson planning and delivery with national standards.

This training played a critical role in improving the quality of instruction in early grades, making literacy learning more structured, engaging, and child-centered.

Activity 1.2.2: Follow-up and On-site Coaching and Mentoring Support

Following the Unlock Literacy training, the project provided **regular follow-up mentoring and on-site coaching** to support early-grade teachers in applying **multi-grade, multi-level teaching strategies** alongside the **Unlock Literacy (UL) methods**.

Initially, teachers faced challenges in managing classrooms due to joint classes being held in shared spaces. However, the completion of newly constructed classrooms has significantly improved the teaching and learning environment, making instruction more effective and manageable.

Project staff conducted regular school visits to provide **practical, hands-on support** to teachers. This included guidance on:

- Effective classroom management techniques
- Application of child-centered teaching methods
- Use of literacy strategies introduced during the training

Teachers expressed increased confidence and enthusiasm in delivering lessons, noting that the improved classroom environment and ongoing mentoring have empowered them to teach in a more **child-friendly, engaging, and skillful** manner.

Activity 1.3.1: Parents-Teachers Meetings

To raise awareness among parents of early-grade children about the importance of literacy development, the project organized **four Parent-Teacher Meetings** over the course of the project period. These **quarterly meetings** served as a vital platform for strengthening collaboration between **parents, caregivers, and teachers** of children in **Early Childhood Development (ECD)** and early grades.

During the meetings, teachers shared updates on children's **learning progress**, classroom activities, and literacy milestones. Parents were encouraged to actively participate in discussions and were guided on how to **support their children's literacy development at home**. The sessions also clarified the roles and responsibilities of parents in reinforcing learning beyond the classroom.

A total of **252 participants** (Male: 14, Female: 207) attended the meetings. Feedback from parents was overwhelmingly positive, with many expressing that the meetings helped them gain a better understanding of their children's education and how they can contribute to **improving learning outcomes at home**.

These meetings significantly contributed to building a stronger school-community relationship and promoting a more holistic approach to literacy development.



Activity 1.4.1: Consultation Meetings with Schools and Communities

Prior to the establishment of **community-based reading camps**, the project team conducted a series of **consultation meetings** with local schools and community members. The objective was to **raise awareness** about the purpose and benefits of reading camps and to **encourage parents and caregivers to send their children** to participate.

During these meetings, community members actively engaged in discussions and played a key role in **identifying suitable locations** for setting up the reading camps, ensuring local ownership and accessibility for children.

A total of **8 consultation meetings** were held across various communities, with participation from **42 community members**. These collaborative efforts laid the groundwork for the successful launch and operation of reading camps, fostering a shared commitment to improving children's literacy skills at the community level.

Activity 1.4.2: Training of Reading Camp Facilitators

Following the community consultation process, **reading camp facilitators were selected from within the local communities**. In **May 2024**, the selected individuals participated in a **five-day Reading Camp Operation Training**, aimed at building their **management and facilitation skills** to effectively run the camps.

The training was delivered by **external facilitators** and covered key topics including:

- The **objectives and importance** of reading camps
- **Facilitation techniques** for literacy development
- **Child safeguarding standards** and creating safe spaces for children
- Practical sessions on the **seven steps of reading camp facilitation**
- **Storytelling methods**, interactive learning games, and strategies to engage children

A total of **eight facilitators** took part in the training, gaining both theoretical knowledge and hands-on experience to ensure effective delivery of reading camp activities.

Activity 1.4.3: Procurement of Reading Camp Materials

To support the effective operation of reading camps, essential **Teaching and Learning Materials (TLMs)** and supplies were procured and distributed. The items included:

- **8 containers** filled with age-appropriate learning materials and stationery
- Supplies such as **pinwheel charts, flashcards, letter cards, A4 papers, scissors, glue sticks, metal cards, cardboard papers, color paper, masking tapes, and writing copies**
- A total of **1,560 grade-level storybooks and supplementary reading books** were also purchased and distributed across the reading camps

Materials were further supplemented based on the **specific needs of each reading camp**, ensuring that facilitators had adequate resources to create a vibrant, engaging, and literacy-rich environment for children.

Activity 1.4.4: Conduction of Reading Camps



To promote literacy outside the classroom and support students in **grades 1 to 3**, the project successfully operated **eight community-based reading camps** between **June 2024 and March 2025**. These camps were facilitated by trained community members and held **every Saturday for 2–3 hours** in the project catchment area.

The reading camps provided a **fun, play-based environment** where children engaged in a range of literacy-enhancing activities, including:

- Reading and comprehension exercises
- Storytelling and drawing
- Personal hygiene education
- Social and emotional learning activities
- Games and group interactions

Out of the eight camps, **three were conducted in communities supported by the CARE Project**, ensuring wider reach and impact. In total, **197 children** (Boys: 87, Girls: 110) regularly participated in the camps.

These sessions not only improved children’s **reading and communication skills**, but also contributed to their **overall confidence and self-expression**.

One participant, **Arohi**, shared her experience:

“I used to hide behind my friends, too scared to speak. Now, I stand in front of them, read stories, and even teach my mother. I am proud of how far I’ve come, and I’m always excited for the next reading camp.”

The reading camps have proven to be a powerful tool in fostering a love of learning and building foundational literacy skills in a supportive, child-friendly setting.

Activity 2.1.1: Child-Friendly Classroom Infrastructure Support – Seating Arrangement

To improve the classroom environment for young learners, the project supported the **provision of child-friendly seating arrangements** for **four classrooms**, covering **Early Childhood Development (ECD) to Grade 3**.



Each classroom was equipped with:

- **Low tables**
- **Cushions**
- **Carpets**

This setup creates a **comfortable, relaxed, and child-centered learning space**, encouraging children to sit, play, and study in a flexible and engaging environment. The materials were installed in **newly constructed classrooms** with open layouts, which allow for both learning and play within the same space.

In addition, to make the **ECD classroom more stimulating and developmentally appropriate**, a complete set of **ECD learning materials** was also provided. These enhancements have contributed to creating a **more interactive and supportive learning environment**, aligning with best practices for early grade education.

Activity 2.1.2: Establishment of Reading Corner

To foster a culture of reading and create a stimulating learning environment, **book corners** were established in the newly constructed classrooms for grades **1 to 3**. Each reading corner was equipped with **book racks** and a total of **455 grade-appropriate books**.

In collaboration with the government, **139 different types of children's storybooks** were provided, carefully selected to match the learning levels of the students. These books were designed by the **Nepal Government** and printed by **World Vision International (WVI) Nepal**, ensuring quality and relevance to the curriculum.

To further enhance the classroom experience and promote interactive learning, **digital smartboards** were installed in all early-grade classrooms, ranging from **ECD to Grade 3**. The smartboards, installed by a technical vendor team, serve multiple functions including use as a whiteboard and a multimedia display.

Project staff provided **teacher orientation and training** on the effective use and handling of the smartboards. Teachers now use these digital tools to display children's stories, rhymes, educational videos, and other interactive content, making learning more engaging and enjoyable for students.

Activity 2.2.1: Construction, Repair, and Renovation of Classrooms

Under the Eco School project, **WVI Nepal**, in partnership with local stakeholders, constructed a new **Reinforced Cement Concrete (RCC) school building** comprising **four classrooms across two stories**. This new structure aims to provide a **safe, engaging, and child-friendly learning environment** while improving overall school infrastructure and promoting sustainable practices.

Currently, **234 students** (Boys: 110, Girls: 124) and **8 teachers** are benefiting from this new facility, which is being used by children from **Early Childhood Development (ECD) to Grade 3**. The children now enjoy studying in a secure and supportive environment that fosters their learning and well-being. Detailed information about the construction is available in the **Construction Completion Report** attached to this annual report.

In addition to the new building, the project also supported the **repair and renovation of two existing classrooms**. These improvements included the installation of **plastic polyfloss insulated roofing**, which helps regulate indoor temperatures by reducing heat in the summer and retaining warmth during winter. These upgrades made the classrooms more comfortable and **climate-smart**.

During construction, cost savings were realized. With approval, the project utilized these savings to build a **119-meter compound wall** and a **290-foot pathway connection** around the school premises. The compound wall was essential to secure the open school grounds and prevent disturbances from community cattle, thereby ensuring a safer environment for students.



Activity 2.2.2: Construction and Renovation of Toilets with WASH Facilities

To improve sanitation and promote hygiene, the project constructed a **gender-friendly and disability-friendly toilet facility with three separate compartments**. Key features of the new toilet include:

- An **incinerator** for safe disposal of sanitary pads
- A dedicated compartment with a **ramp and grab bars** to accommodate people with disabilities

Although there are currently no students with physical disabilities attending the school, the disability-friendly infrastructure was designed proactively to **sensitize the community** about the importance of inclusive facilities and to prepare for future needs.

In addition, a **child-friendly handwashing station** was built adjacent to the toilet block, promoting hygienic practices among students.

Teachers and children have expressed great satisfaction with the new facilities.

Sukhani Devi, an office helper, shared:

“Previously, there used to be crowding when washing hands and plates during tiffin time. Now, the construction of the toilet with the handwashing station has made this process easier. They no longer have to wait long to wash their hands and plates after the mid-day meal.”

A total of **507 children** (Boys: 214, Girls: 293) and **8 teachers and staff members** (Male: 3, Female: 5) have benefited from the improved WASH facilities, contributing to a healthier and more comfortable school environment.

Activity 2.3.1: School Ground Levelling and Environmental Beautification

As part of improving the school environment, the project supported the **levelling of the school ground**, which was previously lower than the school building and prone to flooding during the rainy season due to its proximity to a pond. This intervention significantly reduced the risk of waterlogging and made the grounds safer for children.

To beautify the newly constructed school building and surroundings, **various flowers and flowerpots** were installed. Additionally, **350 dividers** and **locally made bamboo fences** were placed along both sides of the pathway to protect the garden areas.

Under this activity, **extracurricular events** such as **quiz and speech competitions** were organized to raise awareness among students about the **Green School concept and waste management**. All participants, including winners, were awarded prizes—mostly plants—and encouraged to nurture them at home. During the events, students also learned about the importance of plants and proper waste management for their health and the environment.

Activity 2.3.2: Plantation Program on School Premises



To promote a greener school environment, plantation activities were carried out with active participation from **Eco Club members, community leaders, parents, teachers, and students**. Over **200 plants**, including trees and flower saplings, were planted along the sides of the school premises.

The **Eco Club**, which regularly organizes extracurricular environmental activities, took the lead in the plantation program, further fostering a sense of ownership and responsibility among students for maintaining a healthy and sustainable school environment.

Activity 3.1.1: Development of IEC and Promotional Materials

To promote the Green School and Climate Smart Schools initiatives, the project developed a **five-minute video documentary** showcasing key activities such as plantation drives and green school efforts. This video was produced by an external consultant and highlights the project's achievements and ongoing environmental actions.

In addition, **six different types of Information, Education, and Communication (IEC) posters** were designed and printed to raise awareness on topics including the Green School concept, waste management, and plantation. To engage children in a playful yet educational manner, **15 sets of Makita jigsaw puzzles** were printed, each carrying messages promoting a green environment and sustainable practices.

Furthermore, **five types of laminated posters** containing similar messages were produced for durability and display purposes. A total of **5,000 posters** (approximately 800 copies of each type) were printed and distributed widely to schools, parents, and local government offices. The poster messages were also **painted on school premises** to reinforce the awareness campaign visually within the school environment.

Activity 3.2.1: Learning Visit to Climate Smart Model School

In February 2025, a learning visit was organized for key stakeholders, including the **local Education Coordinator, teachers, students from the project school, and project team members**, to observe and learn from established Green School initiatives in **two model schools in Rautahat district**.

The primary objective of the visit was to study **eco-friendly practices in waste management and greening initiatives** implemented successfully in these schools. During the visit, participants engaged in discussions with the school management, exchanging knowledge and experiences. The group included **parents, teachers, local stakeholders, project staff, and representatives from World Vision International (WVI)**.

This interactive learning opportunity inspired participants by showcasing effective, practical strategies for promoting sustainability, which they are motivated to replicate in their own schools to further advance the Green School agenda.

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Activity 3.3.1: Policy Discourse with Local Government

During the project period, two policy discourse meetings were conducted in coordination and collaboration with **Ekdara Rural Municipality.**

The **first meeting** focused on sensitizing local government representatives about the importance of establishing formal procedures to institutionalize and regulate Green School initiatives. During this meeting, a **five-member task group** was formed to develop the **Green School Program Implementation Procedure.**

Activity 3.2.2: Collaboration with Local Government to Formulate Relevant Policies

As a result, **Ekdara Rural Municipality officially developed and endorsed the “Green School Program Implementation Procedure 2082”** through its Executive Meeting.

Additionally, to institutionalize the newly formed school-level Eco Clubs, **Eco Club Guidelines** were developed by the same procedural development team. These guidelines are set to be endorsed by the respective school management committees.

A **seven-member task team from the local government**, facilitated by WVI Nepal’s policy and communication staff, led the development of both the procedures and the guidelines. Since WVI Nepal staff served as facilitators and consultants, no external consultants were hired for this process.



Media Coverage

- Distribution of hand washing materials to those affected by the epidemic: <https://thepublictoday.com/2021/43808>

Annual Report: Comprising Awareness and Resilience in Education (CARE)



Introduction :

The **Comprising Awareness and Resilience in Education (CARE)** initiative is designed to strengthen the educational experience of children by integrating awareness-building and resilience-enhancing strategies within schools and communities. The program aims to foster adaptive capacities among students, teachers, and families to face challenges such as environmental hazards, social disruptions, and educational barriers, ensuring sustained learning and well-being.

Key Objectives

- To raise awareness among students, parents, and educators about resilience, health, safety, and sustainable practices within the school environment.
- To build the capacity of schools to provide safe, inclusive, and resilient educational spaces.
- To empower students with skills to adapt to and overcome challenges affecting their education and personal development.

Major Achievements

Awareness Raising Activities

Throughout the year, CARE implemented multiple awareness campaigns targeting students, parents, and community members. These activities focused on key themes such as disaster preparedness, health and hygiene, mental well-being, and environmental sustainability. Interactive workshops, assemblies, and community meetings ensured widespread participation and understanding.

Resilience Building in Education

The project introduced resilience-focused educational content integrated into the school curriculum. Teachers received specialized training on child-centered and trauma-informed teaching methods, enabling them to support students facing adversity. Resilience clubs and peer-support groups were established, creating safe spaces for students to share experiences and develop coping strategies.

Infrastructure and Safe Learning Environment

CARE contributed to improving school infrastructure to withstand environmental risks, including weather-proofing classrooms and enhancing sanitation facilities. Schools also established emergency response plans and conducted regular drills to prepare students and staff for potential crises.

Community Engagement and Partnerships

Collaboration with local governments, health services, and NGOs strengthened the community's capacity to support resilient education. Parent-teacher meetings and community forums promoted joint responsibility for children's education and well-being, fostering a holistic support system around students.

Impact

- Over 500 students directly benefited from resilience-building activities and awareness campaigns.
- 30 teachers trained in resilience education and child-centered pedagogies.



- Improved emergency preparedness in 4 partner schools, including the development of risk mitigation plans.
- Increased parental engagement with over 300 parents participating in awareness sessions.

Establishment of Book Corner with Supplementary Books

To foster a love for reading and support early-grade literacy, a dedicated Book Corner was established in the newly constructed classrooms. The corner was equipped with 455 supplementary books catering to Grades 1 to 3. These books, aligned with the national curriculum, encourage independent reading and support classroom learning.

Conducting Reading Awareness Workshop (RAW) Sessions for Parents of Grades 1-3

Recognizing the vital role of parents in their children's literacy development, the project organized Reading Awareness Workshops (RAW) targeting parents of students in Grades 1 to 3. These workshops aimed to build parents' understanding of early reading skills and equip them with practical techniques to support their children's reading habits at home, strengthening the home-school learning connection.

Construction of School Building with Four Classrooms

A major infrastructural achievement was the construction of a two-story school building comprising four classrooms, designed to provide a safe, child-friendly learning environment. The new facility accommodates Early Childhood Development (ECD) through Grade 3, improving access to quality education for 234 students and supporting eight teachers with enhanced teaching spaces.

Establishment of Playground, Ground Leveling, and Gardening

To promote holistic child development and a greener school environment, the project undertook the leveling of the school grounds, reducing flood risks and improving safety. A new playground was established, providing children with space for physical activities. Additionally, gardening initiatives were launched, including the planting of flowers and trees around the school premises to beautify the environment and raise awareness about ecological sustainability.

Classroom Management Enhancements (Carpeting, Low Tables, Seating Arrangements)

To create a more engaging and comfortable learning environment, child-friendly classroom management materials such as carpets, low tables, and cushions were provided in four classrooms. These improvements support early-grade children by making classrooms more inviting and conducive to active learning and play.

Challenges and Lessons Learned

The program encountered challenges such as limited resources and varying levels of community engagement. However, continuous dialogue and adaptation of strategies helped overcome these barriers. The importance of culturally relevant content and inclusive participation was a key learning for effective resilience education.



Conclusion and Way Forward

The CARE initiative has successfully laid a strong foundation for building resilience and awareness within educational settings. Moving forward, the program will focus on scaling best practices, strengthening monitoring mechanisms, and deepening community partnerships to ensure long-term sustainability and impact.

Gender Sensitive and Life Skills Education Global Citizenship Education (GCED) and Life Skills Education for Youth Project

In partnership with Aflatoun International and Samunnat Nepal

Introduction

The **Global Citizenship Education (GCED) and Life Skills Education for Youth Project** aims to empower young people with gender-sensitive education, equipping them with critical life skills to become responsible, inclusive, and active global citizens. Implemented in collaboration with **Aflatoun International** and **Samunnat Nepal**, the project integrates gender equality principles into educational curricula and community outreach, fostering environments where youth can thrive with dignity and respect.

Key Objectives

- To promote gender sensitivity among youth through education that challenges stereotypes and fosters equality.
- To enhance life skills such as critical thinking, communication, decision-making, and emotional resilience.
- To nurture global citizenship values including respect for diversity, social justice, and environmental responsibility.

Major Achievements

Gender Sensitive Education

The project developed and delivered a comprehensive curriculum that mainstreams gender sensitivity within life skills and GCED modules. Workshops and training sessions were conducted for teachers and youth facilitators to ensure effective delivery of gender-responsive content. This has helped create safe and inclusive learning spaces where all genders are valued equally.

Life Skills Training and Youth Empowerment

Youth participants received training on essential life skills including leadership, conflict resolution, financial literacy, and reproductive health. Interactive methods such as role-plays, group discussions, and community projects enabled youth to apply these skills practically, building confidence and autonomy.

Collaboration with Aflatoun International and Samunnat Nepal

Through partnership with **Aflatoun International**, the project adopted innovative social and financial education tools tailored for youth. Collaboration with **Samunnat Nepal** enhanced community engagement and advocacy for gender equality and youth empowerment, leveraging local knowledge and networks.



Community and School Outreach

The project organized awareness campaigns and community dialogues to sensitize parents, educators, and local leaders on gender equality and life skills education. These initiatives strengthened community support for youth development and helped challenge harmful social norms.

Impact

- Trained over **300 youth** in gender-sensitive life skills and global citizenship education.
- Engaged **50 teachers and facilitators** in gender-responsive pedagogy and youth mentoring.
- Reached **1,200 community members** through awareness sessions promoting gender equality and youth rights.
- Youth-led initiatives addressing social issues such as gender-based violence, climate action, and inclusion were implemented in partner communities.

Challenges and Lessons Learned

The project faced challenges including entrenched gender biases and limited resources in remote areas. However, continuous community engagement and culturally adapted approaches facilitated acceptance and active participation. Empowering youth as agents of change proved essential in sustaining momentum and impact.

Conclusion and Future Directions

The GCED and Life Skills Education for Youth Project has significantly advanced gender-sensitive education and youth empowerment. Moving forward, the project aims to expand reach, deepen community partnerships, and integrate digital tools to enhance learning experiences, ensuring more young people can access transformative education that prepares them for a just and sustainable future.





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