

Safeguarding Futures: Improved Right to Education and Protection of Vulnerable Children in Nepal (REAP) 2025

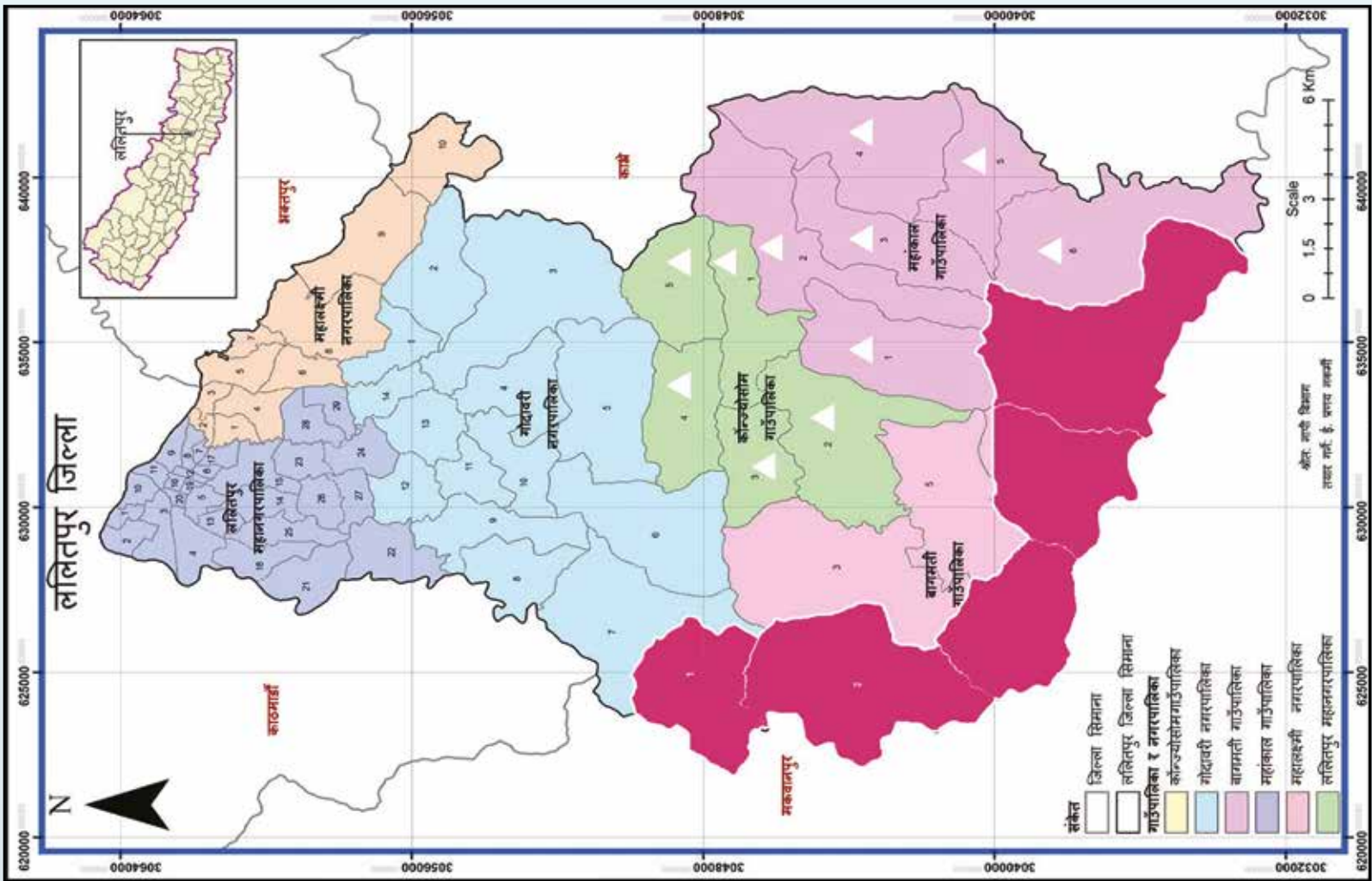


Supported by:



Published by: **पाटन सामुदायिक पुनर्स्थापन संस्था**
PATAN COMMUNITY BASED REHABILITATION ORGANIZATION
Contact : 01-5268291 | Email: info@patancbr.org.np
Website : www.patancbr.org.np





△ Project Area

Safeguarding Futures: Improved Right to Education and Protection of Vulnerable Children in Nepal (REAP) 2025



Supported by:



Ministry for Foreign
Affairs of Finland



पाटन सामुदायिक पुनर्स्थापन संस्था

PATAN COMMUNITY BASED REHABILITATION ORGANIZATION

Contact : 01-5268291 | Email: info@patancbr.org.np

Website : www.patancbr.org.np

Acronyms / Abbreviations

CBR	Community Based Rehabilitation	LAMC	Local Advocacy and Monitoring Committee
CC	Child Clubs	LCRC	Local Child Rights Committee
CEHRD	Center for Education and Human Resource Development	LEC	Local Education Committee
CP	Child Protection	MPAC	Municipality Project Advisory Committee
CR	Child Rights	NER	Net Enrollment Rate
CSSF	Comprehensive School Safety Framework	NFDN	National Federation of Disabled Network
CSO	Civil Society Organization	OPD	Organization of Persons with disabilities
CWO	Child Welfare Officer	PREP	Promoting Right to Education and Protection of most vulnerable children
DRR	Disaster Risk Reduction	PTA	Parents Teachers Association
EEF	Emergency Education Fund	RM	Rural Municipality
GER	Gross Enrollment Rate	SESP	School Education Sector Plan
ID	Identity Card	SIP	School Improvement Plan
IMS	Information and Management System	SMC	School Management Committee
JC	Judicial Committee	STEM	Science Technology Engineering and Mathematics
KAP	Knowledge Attitude and Practice	Ward no	Ward Number
KII	Key Informant Interview		

FOREWORD

Schools with Disability Inclusion, Green Components, and Community Empowerment for Vulnerable Children

It is with great pleasure and pride that I present the Annual Report for the year 2025, the first year of the four-year project titled "Safeguarding Futures: Improved Right to Education and Protection of Vulnerable Children in Nepal (2025–2028)." This transformative initiative is generously supported by the Ministry for Foreign Affairs of Finland through our local partner, Interpedia ry Finland, and is jointly implemented by Patan CBR Organization situated at Shankhamul, Lalitpur and Loo Niva Child Concern Group situated at Bhainsepati, Lalitpur.

The project is being implemented in two rural municipalities of the southern Lalitpur: Mahankal Rural Municipality and Konjyosom Rural Municipality. In Konjyosom RM, the project covers all five wards: Chaughare (Ward No. 1), Shankhu (Ward No. 2), Dalchoki (Ward No. 3), Nallu (Ward No. 4), and Bhardeu (Ward No. 5). In Mahankal RM, the project covers six wards: Bukhel (Ward No. 1), Manikhel (Ward No. 2), Gotikhel (Ward No. 3), Kaleswor (Ward No. 4), Chandanpur (Ward No. 5), and Thuladurlung (Ward No. 6).





The primary beneficiaries of this project are the most vulnerable children in these communities, including: children with disabilities; orphan and abandoned children; children at risk of child marriage; and children vulnerable to school dropout.

The overarching impact statement of the project is: "Strengthened Right to Education and Protection with inclusive and safe schools and communities for children in Nepal." This report provides a comprehensive overview of the project interventions undertaken in 2025, highlighting key achievements, the activities carried out, monitoring and the baseline data.

I extend my profound gratitude to the Ministry for Foreign Affairs of Finland for their unwavering commitment to supporting the most vulnerable children in Nepal. Their continued partnership for the last 9 years made this vital work possible. I am equally grateful to Interpedia ry, Finland, our trusted local donor partner, for more than a decade of cooperation and shared vision for child rights and protection in Nepal.

My sincere appreciation goes to the Chairpersons, Vice-Chairpersons, and officials of the local governments in Mahankal and Konjyosom Rural Municipalities for their collaboration and support. I also thank the civil society organizations (CSOs) and all stakeholders who have contributed their time, expertise, and resources to this project.

I am deeply thankful to the dedicated project team members whose passion and commitment drive this work forward every day. Their tireless efforts on the ground are the backbone of our success.

Last but certainly not least, I extend my heartfelt gratitude to the parents of children with disabilities, the local communities, including members of the Local Advocacy and Monitoring Committees (LAMC), saving groups, local volunteers, and all individuals who have supported this project in countless ways. Without your active participation, trust, and partnership, this project would not have achieved the meaningful impact it has today.

This report is a testament to what we can achieve together when we unite around a common purpose: ensuring that every child regardless of ability or circumstance has access to quality education, protection, and the opportunity to thrive in a safe and inclusive environment.

I invite you to read the pages that follow and witness the collective efforts, challenges overcome, and lives touched through this project. We remain steadfast in our commitment to safeguarding the futures of Nepal's most vulnerable children.

With gratitude and warm regards,

.....
Loonibhah Chitrakar
Executive Director
Patan CBR Organization
April 2026



TABLE OF CONTENTS

Acronyms.....	ii
Foreword.....	iii
Executive Summary.....	1
REAP Yearly report 2025.....	1
Baseline Survey of the project.....	3
Activities carried out in brief.....	4
CASE Story.....	14





REAP YEARLY REPORT 2025

EXECUTIVE SUMMARY

Project Title	: Safeguarding Futures: Improved Right to Education and Protection of Vulnerable Children in Nepal (2025–2028)
Reporting Period	: January – December 2025 (Year One)
Supported by	: Ministry for Foreign Affairs of Finland through Interpedia ry Finland
Target Area	: Mahankal Rural Municipality (6 wards) and Konjyosom Rural Municipality (5 wards), Lalitpur District, Nepal

Project Overview

The year 2025 marked the first year of implementation of the four-year "Safeguarding Futures" project, a strategic initiative aimed at strengthening the right to education and protection of vulnerable children in Nepal. The project targets children with disabilities, orphan and abandoned children, and those at risk of child marriage and school dropout across eleven wards of two rural municipalities in Lalitpur district.

The overarching impact statement guiding this initiative is: "Strengthened Right to Education and Protection with inclusive and safe schools and communities for children in Nepal."

Key Achievements in 2025

1. Advocacy and Policy Engagement

- Municipal Project Advisory Committees (MPAC) were established in both rural municipalities to provide strategic guidance and enhance local ownership.
- Lobbying meetings were held with ward officials, School Management Committees (SMCs), and Parent-Teacher Associations (PTAs) to advocate for inclusive infrastructure, increased education budgets, and the integration of child protection and green school concepts into municipal policies and School Improvement Plans (SIPs).
- Organizations of Persons with Disabilities (OPDs) were formally established in both municipalities, creating platforms for advocacy and social inclusion.

2. Capacity Building and Training

- A four-day capacity-building training for project staff enhanced knowledge on rights-based approaches, child protection, inclusive education, climate justice, and financial management.
- SMC and PTA members received training on updating School Improvement Plans (SIPs) with a focus on child protection, inclusiveness, and green school components.
- Psychosocial counselling training was provided to child welfare officers, local champions, and caretakers, contributing to child-friendly communities.
- Advocacy and lobby training for persons with disabilities equipped OPD members with skills to engage with government bodies and claim their rights.



3. Health, Disability, and Support Services

- Health screening camps were organized, leading to the identification of children with disabilities and referrals for medical treatment, disability ID cards, and support services.
- Medical appliances, physiotherapy, and medicines were provided to children with disabilities. Two children received specialized medical treatment support.
- A three-day physiotherapy skills training was conducted for caretakers, local champions, and parents, building community-level capacity for disability care.
- Home visits were conducted for 7 children with disabilities, offering counselling and guidance to families on care, health, and disability identification.

4. Awareness and Community Mobilization

- Orientation programs on child protection, child marriage, and disability rights were conducted across all five wards of Konjyosom RM, reaching 166 participants (33 men and 133 women).
- An orientation on national and international disability rights was organized for OPD members, facilitated by former presidents of the National Federation of the Disabled Nepal and a government education officer.
- Capacity-building training for local champions, LAMC members, saving groups, and media representatives strengthened community-level advocacy for vulnerable children.

5. Emergency Support and School Infrastructure

- The Emergency Education Fund (EEF) was distributed to all 39 schools. Lobbying meetings with rural municipalities resulted in increased EEF contributions from several schools and commitments from municipal leadership to prioritize education in annual budgets.

- Discussions on inclusive school infrastructure highlighted progress and persistent challenges, including geographic barriers and the need for accessible facilities such as water taps and ramps.

Immediate result achieved

- Strengthened Local Ownership: Formation of MPACs and OPDs, increased EEF contributions, and commitments from municipal leaders demonstrate growing local ownership and sustainability.
- Enhanced Capacity: Over 300 stakeholders, including teachers, parents, local champions, OPD members, and government officials, received training on child protection, disability rights, advocacy, and inclusive education.
- Improved Access to Services: children with disabilities received medical treatment, appliances, physiotherapy, and home-based counselling, improving their health, mobility, and school participation.
- Policy Influence: Advocacy efforts contributed to discussions on inclusive infrastructure, increased education budgets, and the integration of child protection and green school concepts into local planning processes.

Conclusion

The first year of the "Safeguarding Futures" project has laid a strong foundation for sustainable change. Through collaborative efforts with local governments, communities, and families, the project has begun to transform schools and communities into more inclusive, protective, and empowering environments for Nepal's most vulnerable children. With continued support from the Ministry for Foreign Affairs of Finland, Interpedia ry Finland, and all stakeholders, the project is well-positioned to achieve lasting impact in the years ahead.



Baseline Survey of the project

As the project is in its first year of implementation, a baseline data has been collected through a study. Here is the highlights of the baseline survey findings.

Introduction

The study has been carried out in five major areas of the project intervention; municipality level, province level, school level, community level and vulnerable children community. Vulnerable children has been defined in this project as the abandoned, orphans, children with disabilities, girls. The data provided here is understood the baseline data for the previous year unless it is stated.

Methodology

The both qualitative and quantitative survey methodology has been adopted. In most of the cases a 5 point Likert Scale has been used as quantifiable qualitative variables. And in some cases especially where in-depth information is needed, open ended questionnaires has been used.

Methods of data collection and sample

In case of RM data collection, education officers of both Mahankal and Konjyosom RM has been interviewed. Also, child protection mechanisms in the RM like LCRC, CWO has also been interviewed. In-case of schools, schools principals has been interviewed to get both qualitative and quantitative information. In-case of community level survey, 10 community members representing 2 persons from each of 5 community groups saving group, Local champions, LAMC, CC members and women in each RM. Altogether 20 community members has been selected for the data collection. 16 vulnerable children has been selected for the data collection

on protection and discrimination issues related to the children. Besides this, project tried to assess the accumulated sum after the establishment of EEF in the project schools in previous PREP project.

Findings

Rural Municipality

Both Mahankal and Konjyosom RM has some rules and regulations in child protection and child rights. The major act Mahankal RM and Konjyosom RM has is Child Rights Protection and promotion/Procedure 2080. Both the RM has Education act 2079. Similarly, both the RM has many programs on CR and CP. In Konjyosom RM, NER for grade 1-5 is 97.2 and for grade 6-8 is 91.8. Similarly in Mahankal RM, NER for grade 1-5 is 96.5 and for grade 6-8 is 93.3. Regarding SESP both the RM has not adopted the SESP till date. The major problems faced by the RM in education is reported to be, constraint of resource, lack of qualified teacher/manpower and migration of people/students.

Bagmati Province

Bagmati province has the Act on the rights of province children and it has strategy in ending child marriage and education policy of the province. Bagmati province is promoting ethical education, STEM education, tech friendly vocational programs. Also, compulsory and free education has been expanding in various local level of the province. NER for the province from grade 1-5 is 94.9% and for grade 6-8 is 93.7%. Similarly, GER for the province is, 133.4% and for 6-8 is 116.7%.

School level

Project tried to assess the accessibility of four components ramp, toilet, water resource and classrooms. Among them, out of 38 schools surveyed, drinking water resources are accessible in 76.32% of the schools, the



highest percentage followed by classrooms with 65.79% of the schools. Similarly, ramps and toilets are accessible in 31.58% and 57.89% of the schools.

In Mahankal RM, 97.14% of the students attended the school whereas it is 81.48% in Konjyosom RM last year. In Mahankal RM, there are no schools supported to implement IE policy and IMS whereas in Konjyosom the number is 13 and these schools are supported only for the IMS.

Altogether, 13 schools CCs reported that they had actions towards advocating rights and services for vulnerable children with 2 CCs in Mahankal and 11 in Konjyosom.

Dropout rates of boys are found to be more than the drop-out rates of girls. The rate of girls are 0.37% and 0.42% in Mahankal and Konjyosom RM respectively whereas disability dropout rate is 2.86% and 18.52% in Konjyosom and Mahankal RM respectively.

Vulnerable children

It is seen from the data that the number of vulnerable children is increasing in both the RM of the project area. Altogether, there are 250 vulnerable children identified. Of which, 16 are selected for the KII to know the child protection and discrimination towards them. 8 children are found to be getting support from government and non-government organizations. The child protection status as reported by themselves is 66.07% whereas discrimination status is 17.97%.

KAP on CP and CR for CSOs

Knowledge on CR seems very high among the CSOs. It is 96.08% whereas attitude and practice is 71.24% and 41.17% respectively. Similarly, in CP, knowledge status is 62.03% whereas in attitude and practice it is 26.89% and 64.12% respectively.

Activities carried out in brief

Project Inception and Orientation at Local Levels

Orientation programs were conducted across all wards of the two project rural municipalities to familiarize local stakeholders with the goals, objectives, and planned activities of the project.

In Mahankal RM, orientations were held in all six wards, while in Konjyosom RM, all five wards were covered. The primary objective of these orientations was to present the annual project plan, budget and solicit feedback from local stakeholders. The sessions also aimed to secure commitment for collaboration and cooperation from a wide range of actors, including ward officials, SMCs/PTAs, CCs, Saving groups, Local CSOs, schools, community members and other stakeholders and right holders, in support of the project initiatives for the year 2025.

Capacity Development Training and Exposure/Learning Visit for Project Staff

The project organized a four-day capacity-building training for staff members. The training aimed to enhance participants' knowledge and skills to strengthen project implementation and advocacy efforts, particularly at the local level. The training covered a comprehensive range of thematic areas, including: Rights-Based Approach and Advocacy Strategy at the Local Level; Role of Judicial Committees in Local Government and Case Management; Children with disabilities and Organizations of Persons with Disabilities (OPDs); Child Protection, Safeguarding, and the Comprehensive School Safety Framework (CSSF); Climate Justice, Disaster Risk Reduction (DRR), and the Green School Concept; Strengthening Financial Management and Accountability: Best Practices



and Audit Resolution; School Education Sector Program (SESP) and its Localization and Implementation; Right to Education of Children and Inclusive Education; and Civil

Society Engagement at the Local Level in Alignment with Project Goals.

A total of 18 staff members (12 men and 6 women) from both the implementing project partners were participated in the training. The program significantly contributed to building the capacity of the project team to engage more effectively in advocacy and coordination with local stakeholders.

Formation and Support to Local Project Advisory Committee

Municipal-level Project Advisory Committees were established in both project rural municipalities. The formation meetings served multiple purposes, including: Orienting committee members on the objectives and purpose of the Municipal Project Advisory Committee (MPAC); Discussing strategic planning and the committee's roles and responsibilities; Gathering feedback and suggestions from members to inform effective project implementation.

The establishment of these committees is expected to enhance local ownership, facilitate coordination with municipal authorities, and provide strategic guidance to the project throughout its implementation period.

Orientation on Government Provisions and National and International Rights of Persons with Disabilities for OPDs

An orientation program on government provisions and the national and international rights of persons with disabilities was organized for

members of Organizations of Persons with Disabilities (OPDs) from both project rural municipalities.

The program was facilitated by distinguished resource persons, including a former president of the National Federation of the Disabled, Nepal (NFDN), and an Education Officer from the Department of Education, Government of Nepal. The primary objective of the program was to equip OPD members with comprehensive knowledge of the rights and entitlements of persons with disabilities, enabling them to effectively advocate and lobby with government authorities for the services and benefits guaranteed to this target group. All together 18 OPD members (10 females and 8 males) from both rural municipalities participated in the orientation.

These are the immediate results of the program: Participants gained enhanced understanding of national policies, legal provisions, and international frameworks related to disability rights; OPD members are now better prepared to engage with local government bodies to monitor the delivery of disability-inclusive services and advocate for the rights of persons with disabilities; The orientation strengthened the capacity of OPDs to function as effective advocacy platforms at the municipal level.

This initiative marks an important step toward empowering OPDs to claim their rights and hold duty-bearers accountable for the implementation of disability-inclusive policies and programs

Support for Capacity Building on Advocacy and Lobby Campaign for persons with disabilities

A two-day capacity-building training on advocacy and lobby campaigns was organized bringing together participants from both project rural municipalities. The primary objectives of the training were to: Strengthen the capacity of persons with disabilities and their representative



organizations to engage in advocacy and lobby with relevant bodies; Enable participants to effectively advocate for access to services and facilities for target groups, particularly persons with disabilities; and Equip participants to actively advocate for local education rights and child protection issues affecting vulnerable children and persons with disabilities.

A total of 18 participants (10 males and 8 females) attended the training, including OPD members, local champions, and community representatives from both municipalities. After the training, Participants demonstrated increased knowledge of disability rights, protection mechanisms, and advocacy strategies; Local champions and community groups developed actionable advocacy plans to address priority issues at the municipal level; A network was established among stakeholders, creating a platform for ongoing collaboration and collective action on disability-inclusive development.

Advocacy and Lobbying Program on Green School Model/ Framework at Ward, School, and Rural Municipality Levels

The project facilitated coordination meetings with key stakeholders in Mahankal RM and Konjyosom RM to promote the Green School Model and explore collaborative opportunities.

In Mahankal RM, the meeting brought together RM officials, SMC and PTA members, head teachers, parents, help desk representatives, representatives from CCs, and other relevant stakeholders. The discussions focused on introducing and deliberating upon the Green School Model as a potential framework for local schools. In Konjyosom RM, the coordination meeting aimed to identify and discuss joint programs to be implemented throughout the project period. This marked the first time such an initiative has been undertaken in these rural municipalities. During the discussions,

participants emphasized the importance and relevance of such programs and recommended allocating dedicated resources to sustain and expand similar initiatives in the future.

Collaboration with Local Education Committee (LEC) and Local Child Rights Committee (LCRC) for Inclusion of Programs in Annual Policy and Planning

Collaborative meetings were held with the Local Education Committee (LEC) and the Local Child Rights Committee (LCRC) to advocate for the inclusion of priority programs, such as inclusive education and child protection, in the annual policies and programs of the rural municipalities. The key objectives of these meetings were to: Advocate for an increased education budget in both rural municipalities; Support the design of innovative educational activities aimed at improving quality education, based on feedback from stakeholders; Share the overall educational status and progress of the respective rural municipalities; and Strengthen collaboration between the project and local committees to ensure child-friendly and inclusive school environments.

A total of 35 participants (8 women and 27 men) attended the meeting in Konjyosom RM. In Mahankal RM, 44 participants (11 women and 33 men) took part in the discussion. The engagement contributed to building consensus among local education stakeholders and laid the groundwork for integrating inclusive and protective educational interventions into municipal planning processes

Lobbying with Schools, Wards, and Rural Municipalities for Inclusive and Accessible School Infrastructure

Lobbying meetings were organized to advocate for inclusive infrastructure and improved accessibility in schools. The primary objectives of the



meetings were to: Present key issues and barriers related to disability and accessibility identified in local schools; Advocate for the integration of accessibility concerns into municipal policies, programs, and planning processes; discuss practical steps and local-level planning mechanisms to address infrastructure gaps; Encourage dedicated budget allocations at the municipal level for accessibility improvements; and Promote the development and implementation of an inclusive education action plan.

A total of 30 participants (24 men and 6 women) attended the meetings, including representatives from schools, wards, and rural municipalities.

The lobbying efforts contributed to raising awareness among local decision-makers about the need for accessible school infrastructure and laid the groundwork for more inclusive planning and resource allocation in the education sector.

Lobbying Meeting with Rural Municipalities for Increment of Emergency Support Fund of 10 wards of the project area

A lobbying meeting was held in Konjyosom Rural Municipality to discuss the current status of the Emergency Education Fund (EEF) and advocate for its increased allocation and effective mobilization. Participants emphasized the need to prioritize the fund to address immediate educational challenges, particularly in disaster-prone and resource-constrained settings.

An open discussion was held during which participants shared updates on school infrastructure and accessibility for children with disabilities. While some progress has been made, the challenging geographical terrain continues to pose significant barriers.

The project has successfully distributed the Emergency Support Fund to all 39 schools. With the recent inclusion of Thuladurlung in the REAP

project, four additional schools now require support in establishing the fund and receiving orientation on its management and utilization. In some of the schools EEF have been increased, whereas in some schools the fund is mobilized for the treatment, stationery supplies and for some urgent needs in schools.

The lobbying meetings have contributed to increased awareness among municipal and school-level stakeholders about the importance of the EEF and the need for sustained investment in inclusive and disaster-resilient school infrastructure

Organize a Two-Day Training for Members of SMC and PTA in Collaboration with the Local Education Committee for Updating School Improvement Plans (SIP)

A two-day training for members of School Management Committees (SMC) and Parent-Teacher Associations (PTA) was organized. The training was conducted in collaboration with the Local Education Committee and





aimed to strengthen the capacity of school-level stakeholders in updating School Improvement Plans (SIPs). The training was facilitated by the Education Officer of Konjyosom Rural Municipality and held at the Rural Municipality office. The program was held with the following objectives: Enhance the understanding of SMC and PTA members on the importance of regularly updating School Improvement Plans; Incorporate key thematic areas into SIPs, including child protection, inclusiveness, and the green school concept; Build the capacity of participants to prepare SIPs that are aligned with national education policies and responsive to local contexts.

The training has contributed to strengthening the capacity of SMC and PTA members to actively participate in school planning processes and advocate for resources to support inclusive, safe, and sustainable school environments.

Organization of Identification and Health Screening Camp

The project in coordination with Konjyosom RM organized a Health Screening Camp. The primary objectives of the camp were to: Identify and assess the types of disabilities among participating children; Facilitate recommendations for disability identity cards; Provide information on available disability support services; Maintain records of identified disabilities for tracking and referral purposes; Advocate for the utilization of benefits associated with disability cards; and Refer children with disabilities to hospitals for further medical intervention as needed.

A total of 88 participants attended the camp, including: 52 children (22 boys and 32 girls); 6 parents of children with disabilities (2 men and 4 women); 25 teachers (10 men and 15 women); and 5 local government employees (4 men and 1 woman). The project coordinated with the government hospital in Chapagaon to secure the services of the doctor for the screening camp

Support to Children with Disabilities: Medical Appliances, Physiotherapy, Medical Treatment, and Medicine

Following the identification of children with disabilities through screening camps and school-level assessments, the project provided targeted support to address their immediate health and mobility needs.

Medical Appliances, Physiotherapy, and Medicine: A total of 15 children with disabilities received support in the form of medical appliances, physiotherapy services, and essential medicines. This support aimed to improve their functional abilities, school participation, and overall quality of life. Two children with disabilities received financial and logistical support for specialized medical treatment.

The project continues to work closely with health facilities, municipal authorities, and families to ensure that children with disabilities have access to necessary healthcare services and assistive devices, enabling them to fully participate in education and community life

Organize Psychosocial Counselling Training/Refresher for Child Welfare Officers, Local Champions, and Caretakers

A four-day Psychosocial Counselling Training/Refresher for Child Welfare Stakeholders was conducted. The training aimed to enhance the capacity of professionals working in child welfare to provide effective psychosocial support to vulnerable children and their families. A total of 36 participants (17 men and 19 women) attended the training, including child welfare officers, local champions, and caretakers from the project areas. child-friendly communities in Mahankal and Konjyosom Rural Municipalities. Participants are now better equipped to identify and respond to the psychosocial needs of children, contributing to improved child protection and well-being in their respective communities.



Support for Functioning Disability Help Desks

Meetings were held to review and strengthen the functioning of Disability Help Desks in both project rural municipalities. The meeting aimed to: Review the current status and effectiveness of Disability Help Desk services; Identify challenges faced by rural municipalities in implementing and utilizing the Help Desks; and establish a framework for the effective functioning of Disability Help Desks in both municipalities.

A total of 26 participants (11 men and 15 women) attended the meetings, including municipal officials, disability focal persons, and representatives from Organizations of Persons with Disabilities (OPDs). The discussions contributed to identifying key gaps and laying the groundwork for more systematic and accessible disability referral and support services at the municipal level.

Conduct Capacity Building Training for Local Champions, LAMC, Saving Groups, and Media on Advocating for the Issues of Vulnerable Children

A two-day capacity-building training on advocating for the issues of vulnerable children was held bringing together local champions, members of the Local Advocacy and Monitoring Committee (LAMC), saving groups, and media representatives. The training aimed to: Strengthen the capacity of community groups to advocate for the rights and well-being of vulnerable children; Enhance participants' understanding of child rights, protection mechanisms, and advocacy strategies; Foster effective communication and media engagement skills; and Promote collaboration among stakeholders for sustainable impact.

A total of 47 participants (19 men and 28 women) attended the training. After the training participants were able to: demonstrate increased

knowledge of child rights and protection mechanisms; develop actionable advocacy plans to address issues affecting vulnerable children local champions and community groups; establish among stakeholders, creating a platform for ongoing collaboration and collective action.

The training has contributed to building a more informed and coordinated community-level response to child protection issues in the project areas.

Formation of Organizations of Persons with Disabilities (OPDs)

The project helped in establishing Organizations of Persons with Disabilities (OPDs) in both project rural municipalities, These organizations serve as platforms for: Advocacy on disability rights and inclusion; Social integration and participation of persons with disabilities; and Organizing events and activities on disability-specific issues.

The formation of OPDs at the municipal level represents a positive step toward inclusion and empowerment of persons with disabilities. These organizations are expected to play a crucial role in ensuring that the voices and concerns of persons with disabilities are heard and addressed in local planning and decision-making processes. The project expected to strengthen these OPDs through capacity building, resource support, and policy engagement and will significantly enhance their impact and sustainability. There is also an opportunity to establish a network among OPDs and other stakeholders for ongoing collaboration and advocacy on disability-inclusive development.

Provide Physiotherapy Skills Training to Caretakers, Local Champions, and Project Staff

A three-day physiotherapy and speech therapy skills training was conducted bringing together participants from both project municipalities.



The purpose of training were to: Develop the capacity of caretakers, local champions, and youth on disability-related care and support; Equip participants with basic physiotherapy and speech therapy skills to support children with disabilities at the community level; and Strengthen their ability to advocate for disability rights and raise issues with relevant stakeholders.

The training was facilitated by a physiotherapy doctor and a physiotherapy trainer. A total of 18 participants (10 men and 8 women) attended the training, including: Local champions; Members of the Local Advocacy and Monitoring Committee (LAMC); Saving group members; and Parents of children with disabilities. The training has contributed to building a cadre of community-level resource persons capable of providing basic therapeutic support and advocating for the needs of children with disabilities.

Home Visits for Children with Disabilities

Home visits for children with disabilities were conducted in the project areas to provide individualized support and counselling to families. A total of 19 home visits were carried out across Konjyosom and Mahankal Rural Municipalities. During these visits, project staff: Observed and noted even small details related to the child's living conditions and care; Provided counselling and guidance to parents on handling and caring for their children; Offered suggestions regarding the child's health, nutrition, and well-being; and Advised families on the process and benefits of obtaining a Disability Identification Card.

These home visits have helped build trust with families, identify unmet needs, and ensure that children with disabilities receive appropriate care and support within their home environments.

Organize Orientation and Awareness Program on Child Protection Issues

The project organized a series of orientation and awareness programs on child protection, child marriage, and disability rights across all five wards of Konjyosom RM targeting parents, caretakers, persons with disabilities, and members of Child Clubs. The main objectives of the program were to: Raise awareness among caretakers and community leaders about child protection, child marriage, and disability rights; and Empower participants with the knowledge, capacity, and skills to promote child protection and disability inclusion in their communities.

The orientation programs were successfully conducted in all five wards, reaching a total of 166 participants (33 men and 133 women).

The high level of participation, particularly among women, reflects strong community interest in child protection issues. The program has contributed to increased awareness and strengthened community-level commitment to preventing child marriage and promoting the rights of children and persons with disabilities.

Support to Caretakers of Abandoned Children through Income Generation in Mahankal RM

As abandoned children are one of the major target group of the project, IG support program to caretakers of these children carried with following objectives: to strengthen the livelihoods of caretakers of abandoned children by providing sustainable income-generating opportunities; to ensure that the income generated contributes directly to the children's education, health, and overall well-being, to promote community involvement and transparency in supporting vulnerable groups.



As part of the project's commitment to addressing the multidimensional needs of vulnerable children, six abandoned children were identified through coordinated meetings with the Rural Municipalities. Subsequently, their caretakers were selected as beneficiaries of a livelihood support program designed to create sustainable income sources.

After conducting a contextual assessment to identify the most suitable goat breeds for the local environment,

goats were procured and distributed to each caretaker. The distribution ceremony was held in the presence of the Ward Chairperson and Ward Members, ensuring transparency, community ownership, and local accountability. This initiative empowers caretakers by providing them with a sustainable means of income through goat rearing. The earnings generated are expected to directly contribute to improving the children's access to education, nutrition, and healthcare, thereby enhancing their overall well-being. The program also fosters long-term sustainability and community-level responsibility for the care and protection of abandoned children.

Lobby Meeting with Judicial Committee

A lobby meeting with the members of judicial committee has been carried out in Konjyosom RM with the following objectives: to share and discuss the situation of vulnerable children in the municipality; to decide on the designation of a focal person for child protection issues; To advocate for the allocation of funds for the rescue and support of orphans and

abandoned children; and to strengthen the capacity of the local judicial committee in handling cases related to vulnerable children.

After the discussions with Judicial Committee, the following problems were identified which is to be addressed during the coming year either by the project or by the Local Government.

1. Birth Registration Barriers : Participants highlighted that children born from polygamous marriages are facing difficulties in obtaining birth certificates from ward offices due to marriage registration issues. This violation of child rights has serious implications for their access to education, healthcare, and social protection.

2. Reintegration of Children Involved in Child Marriage: A critical question was raised by a person with a disability regarding children who have been involved in child marriage and legally returned to their families. Concerns were expressed about whether these children can lead a normal life, continue their education, and successfully reintegrate into society in a supportive environment. This points to the need for structured reintegration support mechanisms.

3. Psychosocial and Mental Health Concerns: Participants expressed concern that separating teenagers who have formed emotional attachments may pose a risk of suicidal behavior. In response, parents have requested psychosocial counselling support for their children to help them cope with such situations and prevent self-harm.

4. Targeting Mothers Groups for Awareness : A key recommendation emerged that awareness programs on child marriage should primarily target Mothers Groups, as children are generally closest to their mothers. This approach is believed to yield more effective and fruitful results in changing attitudes and behaviors at the household level.



5. Parenting Skill Gaps: Participants noted that most parents do not pay adequate attention to the legal age of marriage and often fail to understand their children's needs, which negatively affects child protection efforts. The need for community-level parenting skill programs was strongly felt to address this gap and strengthen family-based child protection.

6. Social Norms and Family Honor : Discussions revealed that parents are often hesitant to accept their daughters back into the family after a child marriage due to concerns about family honor and prevailing social norms and values. This stigma creates additional barriers to reintegration and perpetuates the cycle of vulnerability.

7. Children at Heightened Risk : Participants raised serious concerns about children whose parents are separated, working abroad, or who are without guardians. Questions were posed about who will take ownership and responsibility for their protection and prevent them from becoming vulnerable to child marriage. This highlights a critical gap in the care and protection system for unaccompanied and marginalized children.



The lobby meeting provided a valuable platform to sensitize the Judicial Committee on the multifaceted challenges facing vulnerable children in the municipality. Key recommendations emerging from the discussion include:

The Judicial Committee's engagement and responsiveness to these issues will be critical in ensuring that vulnerable children receive the protection and support they are entitled to under national laws and policies. The program was participated by 12 persons with 6 male and 6 female.

Organize Project Social Appraisal Program with Stakeholders

The project conducted social appraisal programs in both project municipalities to enhance transparency, accountability, and stakeholder engagement. The primary objectives were to: Enhance transparency in project operations and decision-making processes while ensuring accountability toward donors, beneficiaries, and stakeholders; Evaluate the effectiveness and impact of project initiatives on intended beneficiaries; Assess the efficiency of financial and non-financial resource utilization in achieving project goals; and Foster community ownership and participation by involving local stakeholders in the assessment process.

A total of 66 participants attended the social appraisal programs, including local government officials, school representatives, child club members, parents, and civil society organizations from both rural municipalities.

Consolidated Stakeholder Feedback and Recommendations

1. Inclusive Education and Accessibility: Stakeholders emphasized the need to examine whether referral mechanisms in child protection services adequately address the needs of children with disabilities. Concerns were raised that out-of-school children with disabilities, particularly girls, should be prioritized, and their educational needs addressed through schools or government channels. Gaps in disability-accessible school infrastructure were highlighted as a critical area requiring immediate attention. It was also noted that most activities and support are concentrated in specific schools, suggesting a need for more equitable distribution across all schools.



2. Quality Education and Learning Environments: Participants stressed that quality education should be analyzed using multiple indicators beyond academic results, highlighting the need for child-friendly and disability-friendly learning environments. Recommendations included allocating budgets for technology-enhanced learning, including smart boards, and constructing model schools with quality, technology-friendly, and child-friendly education systems. The relevance of Multi-Grade Multi-Level (MGML) approaches to improve learning outcomes was underscored, with recommendations to upgrade these methodologies further.

3. Child Protection and Child Marriage Prevention: Stakeholders highlighted the importance of forming and strengthening child clubs as a key strategy to end child marriage, along with organizing legal awareness programs. Child club members shared that regular programs, including weekly activities, are actively conducted with children and youth participation, and child clubs play a crucial role in maintaining program continuity and effectiveness at the community level. Leadership development training for child club members was also recommended.

4. Parent and Community Engagement: The importance of organizing parent education programs at ward, locality, and community levels was repeatedly emphasized to strengthen family support for children's education and well-being. Stronger interlinkages between schools and communities were identified as essential for improving overall education quality. Regular follow-up by guardians, School Management Committees (SMCs), and Parent-Teacher Associations (PTAs) was stressed as vital for student success.

5. Teacher Development and Role: Emphasis was placed on the "Teacher as Role Model" approach, classroom-based teacher training, and

the need for teachers to be innovative, proactive, and engaged in home visits to understand children's needs. Responsibility, accountability, and transparency within the education system were highlighted, along with mobilizing teachers full-time and encouraging them to be innovative.

6. Program Coordination and Effectiveness: Stakeholders observed that while multiple organizations conduct programs, many are similar in content and structure. Recommendations included tailoring activities to actual needs and strengthening coordination with relevant departments for materials, rewards, and teacher supervision. Emphasis was placed on the importance of results-oriented programs focused on education and protection, especially for marginalized and at-risk children, ensuring that no child is left behind.

7. Collaboration, Monitoring, and Sustainability: Municipal leadership and stakeholders expressed commitment to closer collaboration and stressed the importance of continuous monitoring and systematic evaluation to measure impact and ensure sustainability. Partnership with local governments and inclusive programming involving participants from all wards and communities was highlighted. Continuity and collaboration in data-related work, and the creative and collaborative role of local administration and management committees, were also emphasized.

8. Resource Utilization and Accountability: Emphasis was placed on responsibility, accountability, and transparency within the education system. Stakeholders highlighted the importance of ensuring adequate financial support and efficient utilization of resources to achieve project goals.



Support for a Vulnerable Child



Shreya Bajagain is a young girl from a economically weak family. At the age of four, she was abandoned by her mother. Later, her father also left her and remarried, choosing to live with his new family without providing care or support to Shreya.

As a result, Shreya was raised solely by her grandmother under difficult economic conditions. Due to the lack of parental support and limited financial resources, she was at high risk of educational discontinuity and social vulnerability.

Shreya's situation was identified during a home visit conducted as part of our community outreach initiative. Observations revealed that she was

a vulnerable child with limited access to basic educational materials and financial support.

To address her immediate educational needs, our project provided basic stationery support. This initial assistance aimed to encourage her continued participation in school and reduce barriers to learning.

Recognizing the family's economic hardship, Through IG program ,her name was recommended by the ward chairperson of ward no.3 . As part of this intervention, a goat was provided to her family to Improve household income, support Shreya's education through livestock-based earnings, build long-term financial resilience

After a year, the followings are the immediate change achieved due to the project intervention: the support brought positive changes to Shreya's household:, the goat contributed to the family's economic improvement., it gave birth to a kid, increasing the family's assets., the income and resources generated from goat rearing began supporting Shreya's educational needs. Shreya's grandmother expressed that this support significantly helped their livelihood and gave them hope for a more stable future.

Monitoring

This year the project carried out its monitoring in three different levels eg. field level, organizational level and donor level. In field level the field mobilizers carried out monitoring of the program activities in both RMs. Also LAMC carried out local monitoring in each quarter. In organizational level, the monitoring is carried four times one in each quarter. Similarly, two monitoring visits had been carried in donor level.



Monitoring Visit



Home Visit



Drama

हाम्रो विद्यालय : सुरक्षीत, समावेशी र सहयोगी



Supported by:



Ministry for Foreign
Affairs of Finland



Project Partner



Published by:

