

ANNUAL REPORT 2081/2082



Jan Jagaran Youth Club (JJYC) Bara



Kalaiya Sub- Metropolitan city ward No.- 1, Motibag, Bara
Madhesh Province, Nepal



053- 551513



jjycbara@gmail.com



www.jjycbara.org.np

Table of Contents

Contents

Acknowledgement	3
About JJYC	5
Our Vision	5
Our Mission	5
Our Goal	6
DEVELOPMENT OBJECTIVES	6
SPECIFIC OBJECTIVES	6
Core Values	7
Thematic areas of work	7
Cross-cutting themes	7
Working Strategy of JJYC	7
This Year Interventions	8
Coverage of the Year	9
Projects details of FY 081-082	10
Total Reach of the Projects for FY 081-082	11
A brief of the projects accomplished in FY081-082.....	12
1. ACTIVE Project	12
2. Strengthening Community Resilience (SCR) Project	30
3. Strengthening Maternal and Neonatal Health Services with Local government (SMNHS) Project.....	33
4. MATSYA Project.....	39
5. Local Rights Programme	42
6. Donors and Partners of the Year	44

Acknowledgement

Dear Stakeholders and Beneficiaries,

It is with great pleasure that we present to you the Annual Report for the fiscal year 2081/2082. This report provides a comprehensive overview of JJYC's programmatic approaches, key achievements, and challenges with way forward throughout the year.

During this period, JJYC Bara guided by our Five-Year Strategic Plan (2023-2027) has actively worked across three districts of Madhesh Province: Bara, Rautahat, and Sarlahi. With the generous support of our donors and partners, we have implemented five major projects focused on inclusive education, learning continuity, disaster risk reduction (DRR) and humanitarian assistance, protection, and resilient livelihoods.

We are honored to lead an organization that continues to dedicate itself fully to supporting and empowering communities. In this fiscal year, we reached a total of 132,459 individuals through initiatives such as access to safe drinking water, health services to MNH and awareness, improved WASH facilities in schools, humanitarian aid, and support for children's learning and well-being.

A variety of strategic approaches were adopted to ensure inclusive and effective service delivery at the grassroots level. We are deeply grateful to the municipal leadership and local government units for their unwavering cooperation, which was instrumental in the successful implementation of our programs.

We extend our heartfelt thanks to all our donors, partners, stakeholders and beneficiaries. Your continued support and trust have been the backbone of our success. We also sincerely appreciate the relentless efforts of our JJYC staff and board members, whose dedication and commitment have brought about meaningful change in the communities we serve.

As we reflect on our journey, we look forward to the coming year with renewed energy, new learnings, and a stronger resolve to serve better.

Once again, thank you all.

Warm regards,

Bhaiyaram Yadav, President, JJYC Bara



**Dear Supporters and Well-Wishers,
Greetings!**

It is with immense pride and gratitude that we present the Annual Report for the fiscal year 2081/2082. This report reflects the journey of JJYC-our mission, vision, objectives, strategic interventions, key accomplishments, and the positive changes we have created in the communities we serve.

Guided by our Five-Year Strategic Plan (2023-2027), JJYC Bara has successfully implemented five major projects-SCR, ACTIVE, SMNH, MATSYA, and LRP across Bara, Rautahat, and Sarlahi districts of Madhesh Province, Nepal. These initiatives have focused on inclusive education, learning continuity, maternal and newborn health, disaster risk reduction, humanitarian support, protection, and resilient livelihoods. They represent the core of our commitment to building stronger, healthier, and more resilient communities.

This progress would not have been possible without the generous support of our development partners, local government authorities, and community stakeholders. Together, we have improved access to inclusive education, strengthened WASH facilities, enhanced MNH services and awareness, aquaculture development, local rights programming, provided humanitarian assistance, and promoted protection, children's learning and well-being.

I extend my sincere appreciation to municipal leaders and local units for their continuous collaboration, which has been vital to our programmatic success. To our dedicated JJYC staff and board members, thank you for your passion, hard work, and unwavering commitment and contributions.

We remain grateful for the trust and support of all our well-wishers and partners. Moving ahead, we are committed to development and humanitarian support through learning, adapting, and achieving even greater impact for the communities we serve.

Thank you once again to all for your continued support and cooperation!

With sincere gratitude,

Dr. Shriniwas Baitha

Executive Director

Jan Jagaran Youth Club (JJYC), Bara



About JJYC

Jan Jagaran Youth Club (JJYC) is a national not for profit, Humanitarian development non-governmental Organization. A group of youth from Telkuwa VDC, driven by passion to bring change into Terai/Madhesh community, came together to form the organization in 1998. , JJYC has program reach including phase out and ongoing in Parsa, Bara, Rautahat, Sarlahi, Dhanusha, Siraha, Saptari and Mahottari district of Madhesh Province including, Morang from province 1, Gorkha from Gandaki, Makawanpur from Bagmati and Bardiya from Lumbini. It is lead and managed by youth committed to the development of Terai/Madhesh region of Nepal Since last 25 years, JJYC has been to achieve sustainable socio-economic empowerment and development of socially deprived and marginalized communities with funding support of various national and international partners. JJYC is governed by General Assembly which is held every year.

Millions of the most vulnerable and marginalized community people are being left behind and denied the opportunity to survive with fulfill their potential, especially in Madesh province. JJYC believes in change and has set the motto that "**Change is Possible**". We are committed ***to build a better Madesh Province for and with youth and young people.***

JJYC is established with the aim of mobilizing community youth aiming for making them as change agent in the society for social transformation of the most vulnerable and marginalized people. JJYC will continue to work both in development and building a resilient society.

JJYC will fight for ensuring fundamental human rights of the people through aligning development initiatives to support fulfilling the constitutional provisions of Nepal and the government's national goals, priorities, and commitments made in national and international forums. All development initiatives will align with government policies including the United Nation's Sustainable Development Goals (SDGs). Developing a self-reliant, prosperous, inclusive, and resilient Madesh Province will be the core development approach to building a better province through empowering and developing the most vulnerable and marginalized people.

JJYC respects and practice inclusiveness of young people's and marginalized communities' voices. It is responsive to their needs. It also promoted youth and stakeholders' engagement in development discourse. JJYC is committed to innovation in its strategies and interventions. It follows collaboration and coordination with different levels of government to align its program and establishes synergy and coherence with government policies, structures, and processes with the aim of sustainability. It is believed to promote comprehensive investment opportunities under a partnership approach with different development agencies including the governments.

Our Vision

Development of Equitable Society In Madesh Province.

Our Mission

Improving the lives of marginalized community, person with disability, women, youth and children ensuring their fundamental rights through increasing their access to quality education, livelihood, health promotion and sanitation, governance and climate change mitigation to develop socially just and resilient communities.

Our Goal

By 2027, the most vulnerable and marginalized community people are surviving, practicing their fundamental human rights, being protected, and ensuring a self-reliant, prosperous, inclusive, and resilient Madesh Province making the system and processes more responsive and accountable.

DEVELOPMENT OBJECTIVES

JJYC is committed to accomplishing the following objectives.

- To ensure inclusive education and a health system strengthened
- To build disaster and climate- resilient communities
- To ensure social transformation of the most vulnerable and marginalized people

SPECIFIC OBJECTIVES

JJYC strives to achieve the following specific objectives.

- To ensure access to quality Inclusive Education and lifelong learning
- To ensure Fundamental rights (Children, Women and Persons with Disabilities)
- To support Marginalized and Vulnerable communities for their sustainable livelihood
- To promote the health, nutrition, and sanitation of marginalized and vulnerable communities.
- To ensure sexual and reproductive health rights (SRHR), maternal, neonatal, and child health.
- To develop DRR, Climate-resilient communities and institutions.
- To coordinate and collaborate with different tiers of governments and other institutions for responsive and accountable governance.
- To reduce different forms of discrimination and violence (GBV, Child abuse, and labor, exploitation)
- To empower marginalized and vulnerable communities to reduce social harmful practices (dowry practices, early childhood, and force marriage).
- To work with different institutions and support relief, response, and humanitarian aid.
- To support developing a safe and secure place for learning and protect marginalized and vulnerable people.
- To promote opportunities for youth, women, and persons with disabilities for obtaining gender-responsive decent work and human dignity.
- To develop youth/young people as change agent and engage, sensitize and empower them for community development.
- To lobby and advocacy with government agencies for policy formulation, policy integration and transformation in to program
- To provide psychosocial support to most vulnerable girls, person with disabilities and people at risk during emergencies
- To work with media house (policy advocacy, visibility, community awareness and sensitization, learning sharing, information dissemination and messaging)
- To promote parental engagement for education, health, livelihoods, Wash and other development initiatives
- To initiate research and development work at different levels.
- To enhance the practice of social and behavior change communication (SBCC) across all thematic areas of interventions.
- To strengthen organizational capacities making an organization more professional, efficient, vibrant, innovative, competitive, and a learning-leading organization in Madesh province.

Core Values

The development programs are guided by the following organizational core values.

- Inclusivity
- Integrity
- Transparency and Accountability
- Cooperation and Coherence
- Teamwork
- Protection and Safeguarding
- Volunteerism

Thematic areas of work

- Inclusive Education
- Sustainable livelihood
- Disasters resilience and climate change
- Gender Equality, Disabilities and Social Inclusion (GEDSI)
- Green and sustainable energy
- Sustainable livelihood
- Health promotion and sanitation
- Governance and accountability
- Youth engagement
- Human rights
- Knowledge management (KM)

Cross-cutting themes

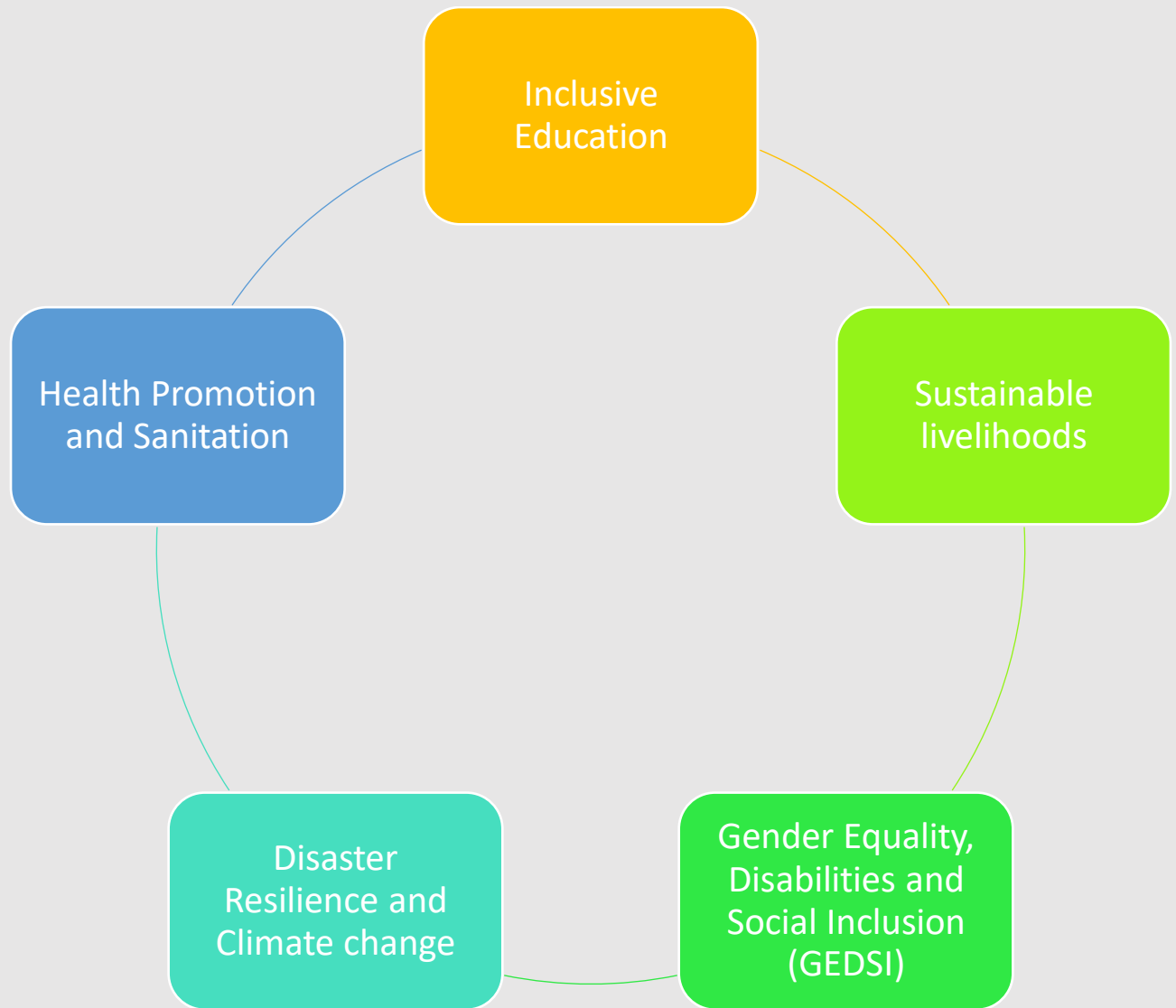
- Protection and safeguarding
- Humanitarian Aid
- Resilience and climate change
- Water Sanitation and Hygiene
- Gender Equality, Disabilities, and Social Inclusion (GEDSI)

Working Strategy of JJYC

JJYC has set several working strategies. To bring the desirable changes in society as per the constitutional spirit and the government priorities, JJYC works closely with different levels of government and other CSOs. Coherence with the government policies and priorities, relevance with the community, effectiveness in designing and implementing the project, efficiency in the management and delivery of the projects, and positive impact in more sustainable ways are the guiding principles to design and implement development projects. The following are some of the working strategies.

1. Policy and Advocacy
2. Participation, collaboration, coordination, and engagement
3. Building and mobilizing networks and alliances
4. Mobilizing volunteers for community development
5. Enhancing local-level capacities
6. Facilitating responsive and accountable governance
7. Evidence-based planning and management

This Year Interventions



Coverage of the Year

Three districts of Madhesh Province:

- Bara
- Rautahat
- Sarlahi



	Previous Coverage
	Currently Working

Projects details of FY 081-082

S.N	Projects	Donor/Partners	Coverage	Income FY 081-082	Expenditure FY 081-082
1	ACTIVE (Active Citizens through Inclusive Volunteering and Empowerment) Project	VSO Nepal/FCDO	Bara and Rautahat	12929842.4	12989866.63
2	SCR (Strengthening Community Resilience) Project	Islamic Relief Worldwide	Bara	8880942	9095429.89
3	SMNH (Strengthening Maternal and Neonatal Health) Project	One Heart Worldwide	Bara	7598528.36	7771677.96
4	MATSYA Project	Lutheran World Relief	Bara, Rautahat and Sarlahi	2365112.4	2371648.68
5	LRP (Local Rights Programme) Project	ActionAid International Nepal	Bara	477273.65	477273.65
6	SAHAYATRA	VSO-Nepal	Bara and Rautahat		62490
7	Member fee	JJYC-members	Kalaiya	26355	124515.37
8	Assets	Donors	JJYC	952827.46	424961.63
Total				33230881.27	33317863.81

Total Reach of the Projects for FY 081-082



Children with disabilities: 217



Male : 67,049



Female: 31022



Youths : 20703

A brief of the projects accomplished in FY081-082

1. ACTIVE Project

Project Brief

ACTIVE (Active Citizens through Inclusive Volunteering and Empowerment) which is integrated project funded by FCDO that aims to contribute to develop more inclusive, open, resilient, and gender equitable societies through making positive contribution in sectors like resilient livelihoods (promotion of agro-ecology and Right to Food Advocacy and its localization), equitable and accessible health systems strengthening, inclusive education systems and youth engagement and leadership development by utilizing multiple platforms both at CSOs level and Govt level. The project is implemented in four palikas of Bara and Rautahat. The project is implemented by Jan Jagaran Youth Club (JJYC) Bara in the education theme in the targeted district. The project is integrated with the livelihoods, health, education and youth development supports where different thematic organizations are working together to achieve the goal.



Overall Outcomes:

- More Inclusive, Open, Resilient, and Gender Equitable societies and no child left behind and all should get equal rights to quality Inclusive education.

Specific Outcomes:

- Improved active citizenship by the marginalized and vulnerable local people as well as local volunteers.
- Improved access and delivery of quality services in health, education, and livelihoods for marginalized and vulnerable local people
- Increased uptake and application of Global Standard for Volunteering by relevant stakeholders, locally and globally, for citizen-led development programs.
- Improved evidence of and understanding of the effectiveness of the volunteering for development approach in citizens' empowerment and system accountability.

Key Interventions.

- Installation of Play Station.
- Early Screening and support to children identified with functional Limitation
- Referral Support
- Mentoring support to the most vulnerable children to continue learning.
- Child club Extra Curricular Activities
- Youth Mobilization
- Parental awareness and engagement to enroll out of school children.
- Policy Advocacy

- Development of GIEN procedure
- Teachers' capacity development.
- Remedial Class
- EGR Module classroom
- Preparation of the Comprehensive School Safety Plan
- Emergency Material Support to Municipalities and Schools
- Simulation of disaster response (First Aid, Fire, Flood)
- Community Action for Disaster Response Training and Support



The project is being implemented in two districts of Madhesh Province Bara and Rautahat in total there are four municipalities in these two Districts ACTIVE Project is being Implemented Municipalities under the ACTIVE project are as follows.

Bara

S.N	SCHOOL NAME	KALAIYA/JEE TPUR	WARD NO	VILLAGE
1	Shri Durga Namuna Ma.BI	Kalaiya	7	Barewa
2	Manharwa Ma.BI	Kalaiya	24	Manharwa
3	Amar Ma.BI.	Kalaiya	2	Dohari
4	Ma.BI. Bastpur	Kalaiya	20	Basatpur
5	Ma.BI.Matiarwa	Kalaiya	10	Manharwa
6	Namuna Ma.BI. Simara	Jeetpursimara	2	Simara
7	Ma.BI. Dumarwana	Jeetpursimara	15	Dumarwana
8	Janata Ma.BI. Rajghata	Jeetpursimara	14	Rajghata
9	Sarswati Ma.BI. InarwaSira	Jeetpursimara	19	Inarwasira
10	Ma.BI. Pathalaiya	Jeetpursimara	1	Pathlaiya

Rautahat

S.N	SCHOOL NAME	Gaur/Gadhimai	WARD NO	VILLAGE
1	Shree judha MA. BI. School	Gaur Municipality	02	Mahadevpatti tole/pokhariya tole
2	Shree MA.BI. tikulia School	Gaur Municipality	04	Tikulia
3	Shree Adharbhoot School Balmandir	Gaur Municipality	05	Koiri tole
4	Shree Adharbhoot school	Gaur Municipality	06	Sabgadha
5	Shree Saraswati MA.BI. Siswa	Gaur Municipality	07	Siswa
6	Shree MA BI Sangrampur	Gadhimai Municipality	04	Sangrampur

7	Shree Ma BI Birnagra Gadhimai	Gadhimai Municipality	08	Birnagra
8	Shree Adarsh Aadharbut BI. Singarman	Gadhimai Municipality	06	Singarman
9	Shree Ma BI Dhangdi Dhrmpur	Gadhimai Municipality	07	Dharampur
10	Shree Sankar Gudar Ma BI Samnpur	Gadhimai Municipality	01	Samanpur

In year 3rd Of ACTIVE project Child club Intervention was extended to all community school of all four municipality of Bara and Rautahat. Where Child club Formation, orientation and mobilization was major intervention.

1. Compilation of Output wise impact and outcome level progress from 2021-2025 (both qualitative and quantitative) – as applicable

Outputs(highlight the output level progress with qualitative and quantitative progress)

Output 1: Improved active citizenship by the marginalized and vulnerable local people as well as local volunteers.

Output 1.1 Enhanced capacity and agency of local communities to demand their basic rights in health, education and livelihoods

I. Formation of Parents group

20 parent groups were formed within the communities of schools involved in the project. Each group consisted of 30 members, mobilizing a total of 600 parents. These groups held monthly meetings, and additional meetings were organized whenever necessary based on the community's needs. The groups organized campaigns for the enrollment of out-of-school children, including those with disabilities. They also carried out awareness activities, focusing on the importance of education, the ReAL Plan, play-based teaching at home, the establishment of reading corners, and reducing household burdens. Prior to the project, many parents were disengaged and showed little interest in their children's learning. Parents now actively visit schools to check whether the environment is peaceful, whether teachers are present in the classrooms, and to assess the sanitation facilities, including drinking water and toilets. They are also involved in school development activities, such as planting trees, reflecting their growing interest in maintaining a greener environment.

Through these initiatives, the parent groups, along with the involvement of big sisters, have reached a total of 23198 parents, with 6183 males and 17015 females. Big Sisters have assisted 860 parents in establishing reading corners at home, contributing to a better learning environment.

II. Formation of Youth group

In the project-implemented school communities, 20 youth clubs were established, each with 12 members, bringing together a total of 240 active youth. These youth groups have become the driving force behind various initiatives in their communities, organizing meetings, campaigns, and advocacy events aimed at raising awareness and creating positive change. One of the major efforts of the youth groups was organizing door-to-door campaigns, parental awareness programs, and rallies. Through these initiatives, they educated parents and community members on the importance of education, the significance of having reading corners at home, the need for student enrollment, and the necessity of eliminating harmful social norms. The youth groups were determined to make sure that education was prioritized, and their message reached all corners of the community.

In addition to raising awareness, the youth groups took a hands-on approach in addressing menstrual health. They organized a pad-making training, which was so successful that it led to over **40** additional training sessions, teaching marginalized and adolescent girls how to make reusable pads. As a result, a total of **1200** girls and women gained the invaluable skill of making their own reusable pads, significantly improving menstrual health management in their communities. The youth groups also played a key role in breaking down stereotypes and promoting social cohesion. In Gaur, for example, the youth led an initiative that created unity between the Muslim and Brahmin communities. Through their collaborative efforts, members of both communities now work together to clean both the mosque and the temple, showing that understanding and cooperation can bridge cultural divides. Inclusivity was another priority for the youth groups. In Pathlaiya, the youth group took it upon themselves to build ramps at local schools to ensure that children and individuals with disabilities had better access to education. This thoughtful initiative helped make the school environment more inclusive and welcoming for everyone. The youth from Basatpur focused on empowering girls and women within their community. They organized women-led sports events that not only encouraged physical activity but also promoted female leadership and participation. Youth group from Matiarwa were successful on forming SMC at school which wasn't formed for 10 years. These events were a powerful demonstration of how youth can drive positive change and support gender equality. Youth group were success on reaching to **12867** community people, **8700** being Female and **4167** being Male.

III. Formation of SMC

Out of the 20 project-implemented schools, 18 have successfully formed School Management Committees (SMC). These committees have focused on enhancing the resilience and management of the schools. After undergoing Disaster Risk Reduction (DRR) training, SMC members installed fire extinguishers at schools, and Janata Ma. Vi. Rajghat established a DRR calendar to guide safety protocols.

The schools have also launched continuous campaigns on tree plantation, school sanitation, and eliminating plastic use within the school premises. As part of promoting good governance, the SMC has worked on strengthening relationships with parents and stakeholders, inviting parents to participate in every school activity. They are also involving parents in decision making and implementation.

Output 1.2 Strengthened capacities of volunteer networks to undertake advocacy towards SDG implementation by governments

Big sisters mentoring support

Through the mentoring support provided by the Big Sisters, children are receiving valuable assistance in completing homework, learning life skills, and maintaining regular school attendance. The Big Sisters act as mentors, offering guidance and support, helping children grow academically and personally. As a result, the children are more regular in attending school and are showing an increased interest in learning. The Big Sisters take the time to listen to the children and mentor them based on their individual needs. They have played a key role in improving the children's learning in subjects like mathematics, Nepali, and English, as well as teaching important life skills. The Big Sisters regularly assess the children's progress by giving them tasks such as reading Nepali and English, and solving math problems, to see how well they are doing in a set amount of time. Total of 347 new children were enrolled in schools, ranging from Play Group to grade 3. A total of **22480** children (**15154** girls and **7326** boys) received mentoring support throughout the project duration. Additionally, **74** children received psycho-social support through regular guidance from the Big Sisters and teachers. There have been noticeable changes in children. Those who once sat at the back of the class are now sitting at the front, becoming more engaged in their studies. Children who faced mental health challenges due to discrimination are gaining self-confidence and overcoming these struggles. The children who struggled with literacy are now making great strides; they can now read and write with greater ease. For example, children in grades 1-3, who were once unable to read, are now reading an average

of 20 words per minute. Big Sisters have successfully enrolled **1136** students, consisting of **604** males and **532** females.

Youth Group advocacy and policy dialogue

The youth groups from Gaur, Jeetpursimara and Gadhimai Municipalities organized " Interaction and Dialogue Program with Municipal Representatives and Authorities on Inclusive and Quality Education". The program has created a space for youth to talk with municipal representatives, ward chairpersons, head of education division including principal of schools and stakeholders on improvement education systems of municipalities which concluded with a call for continued youth mobilization and advocacy efforts to ensure inclusive and quality education, and collaboration among educational institutions, policymakers, and community members to create an inclusive learning environment for all.

Output 1.3 Enhance agency of young people's networks to advocate with local/national governments for increased civic space and participation in development decision making.

In project implemented communities, young people have become powerful agents of change. They are no longer just observers but active participants in shaping their community's future. Local governments now prioritize involving youth in decision-making, making sure their voices are heard in every important discussion. Youth members are invited to ward and palika meetings whenever there's a decision to be made or a new plan to be implemented. As a result, we have examples of youth members from each community who are invited to the meetings and asked if the youth have any agendas to be included in the red book.

Output 1.4 Improved agency of women and girls' collectives to act for equitable social norms and policy provisions for access to basic services in health, education, and livelihoods.

IV. GIEN Network

20 GIEN (Girls and Inclusive Education Network) groups have been formed at project-implemented schools, with 3 additional GIEN groups formed at the municipal level. The GIEN at the school level is focused on promoting the rights, voice, and choice of girls. These school-level GIEN groups hold monthly meetings where they identify challenges and issues, prioritize them, and include them in an action plan that is prepared during their orientation sessions.

As a result of this work, the following changes have been made:

- **Pads Accessibility:** All **20** schools now have pad drawers where every female student can access pads without needing permission.
- **Menstrual Health Support:** Schools have provided electric hot water bags to alleviate menstrual cramps.
- **First Aid Room:** Ma. Vi. Pathlaiya has established a first aid room to address any health-related inconveniences.
- **Gender-Friendly Facilities:** Schools now feature gender-friendly toilets and a more gender-inclusive environment.

A collaborative effort between the school-level and municipal-level GIEN groups in Gaur resulted in the installation of pad vending and disposal machines in schools.

Furthermore, there is now zero incidence of bullying in the schools, as the GIEN has raised awareness among all students, leading to a peaceful and gender-friendly environment. GIEN at school level has reached to **2207** total, **782** being male and **1425** being female.

At the municipal level, the GIEN focuses more on advocating for the rights and enrollment of marginalized girls and children with disabilities. The municipal-level GIEN has prepared a final draft, and as a result, Kalaiya Sub Metropolitan City and Gaur Metropolitan City have successfully endorsed the GIEN procedures and uploaded them on their websites.

Output 2: Improved mechanisms, capacity and policy engagement for access to and delivery of inclusive, accountable, quality services in health, education and livelihoods for marginalized local people.

Output 2.1

Enhanced capacities and engagement of local authorities and service providers (including facilities) to become more accountable to local.

i. CRM systems in schools

A CRM committee was established in 20 schools across different regions: 5 schools in Gaur, 5 in Gadimai Municipality of Rautahat, 5 in Jeetpur Simra SMC, and 5 in Kalaiya SMC, in line with the guidelines of the Nepal Government. To ensure effective implementation and clarity on objectives and methods for achieving optimal results, an orientation session was held for the committee. Complaints submitted through the complaint box were reviewed and discussed by the committee, with schools taking appropriate action to address them. This approach has contributed to improving the child-friendly environment, learning conditions, teacher capacity, infrastructure, gender equality, hygiene, sanitation, and ICT facilities within the schools. Issues beyond the school's capacity were escalated to the relevant authorities for resolution. IN all 20 school CRM is in function with regular meetings and addressing each and every Feedback and complaint.

ii. SIP and CSSP, minimum support package.

Project Provided technical support to 20 schools to develop a School improvement plan of 20 schools in Bara and Rautahat which helped SMC and the head teacher in school management deliver quality education and utilize all the available resources and to plan to get the Best result.

Nepal is highly prone to various natural disasters, with schools and communities frequently affected by floods, heatwaves, torrential rain, lightning, strong winds, and fire outbreaks. These disasters pose significant risks to schools and students. To address these challenges and build resilience, Vulnerability and Capacity Assessment has been conducted at 20 schools of Bara and Rautahat. The SMC/PTA, parents and teachers including children participated in the VCA and during the VCA different tools are applied to identify the problems of the schools and community related for the access to education, continuous learning, and safety issues. experts were hired to develop a Comprehensive School Safety Plan (CSSP) for 20 schools in Bara and Rautahat. After a series of meetings, discussions, dialogues, and observations with stakeholders, the CSSP was tailored to meet the specific context and needs of each school. The plan was then handed over to the schools, helping them create action plans for future disasters and ensuring a safe environment for students to study. It was endorsed by Local government Municipality and Schools had approved printed copies Of CSSP.

Emergency Materials Support to School and Simulation.

Nepal is highly prone to multiple hazards, with exist primarily because of its diverse topography and climatic conditions, geological position, rugged mountains, and steep landscape. The fragile geology and steep topography have made Nepal the 20th topmost disaster-prone country in the world. Among 200 countries, Nepal ranks 4th, 11th and 30th regarding relative vulnerability to climate change, earthquake, and hazards respectively.

The emergency materials support and simulation has been done to 4 schools of Gaur Municipality because of highly prone affected municipality. Every year, disasters such as fires, floods, droughts, earthquakes, and floods will harm schools and communities of the project area. As a result, this simulated incident exercise was carried out with the main goal of risk reduction and disaster preparedness to protect working school children from accidents and damage that may occur soon, the precautions to be taken during the disaster, as well as knowledge about the materials used.

The simulation focused on the school, community, and catchment area of the school, stressing the annual disaster, and encouraging the children to practice talking about such calamities. This one-day event was attended by students, teachers, members of the school administration committee, and their leaders.

iii. Capacity Development of Teachers and ECD facilitators

A series of training sessions were provided to teachers, ECD facilitators, and local government officials, with a primary focus on supporting teachers and enhancing their capacity. One of the key training sessions was on Universal Design for Learning (UDL), aimed at making teaching more inclusive, especially for children with disabilities. A total of 23 teachers, including 14 female and 9 male teachers, participated in this training, which helped them adopt more inclusive teaching strategies in their classrooms.

Additionally, training sessions for ECD facilitators were conducted on teaching children, kinesthetic skills, as well as emotional and social skills. These sessions were focused on play-based teaching methods and using local resources as teaching materials, emphasizing the concept of "No-cost, low-cost" teaching materials. A total of 63 ECD facilitators from 20 schools in Bara and Rautahat attended the training, with 53 female facilitators and 10 male facilitators. This training aimed to equip facilitators with effective and resourceful methods for early childhood education, fostering an engaging and inclusive learning environment.

iv. Edu.Technology-virtual learning (LED) support to ECD with installation with package of CEHRD-OLE Nepal

The digital library in financial collaboration with school has been set up at 4 schools of Bara and Rautahat. A comprehensive training package for browsing content have been delivered to grade 1-3 teachers of the school where the digital library has been set up. The library is set up with offline digital content of GoN in grade 1-3. This virtual learning environment increased the excitement of the schools have the very positive feedbacks from teacher on children learning achievements.

v. 20 schools screened for functional limitation of students

Screened children for Functional limitations using the Washington group questionnaire from all 20 schools of Rautahat and Bara total 3924 students were screened (male 1842, Female 2082) few students from each school were identified with different functional limitations like Physical Limitations, Hearing impairment, and visual and socio-psychological.

After screening and shortlisting children's JJYC and Prerna Contacted service providers for Expert opinion and treatment of those children's.

Childrens identified with physical limitations parents were contacted by the project team to explain about next step and consent was taken from the children's parents and also request letter was received from each school.

After that JJYC came on agreement with IMPACT Nepal for Expert opinion and treatment of hearing-implemented children.

For Physical Disability Assessment, Prerna Organized a Physical disability assessment camp with Experts in collaboration of JJYC in the camp was organized at Gaur for Rautahat and in Bara Jeetpur Simra and Kalaiya.

Key Achievements :

- Two sets of physical assessment mobile camps were effectively carried out on March 18th and 19th, 2024, in Rautahat and Bara districts.
- A total of 15 children participated in the camp at Gaur Rautahat. During the camp, we measured two AFO and 2 Pair AFO Sandal as assistive devices for two children. However, due to the specific needs of the other 11 children, we referred them to specialized hospitals for further diagnosis and treatment. Additionally, we referred two children to rehabilitation centers for intensive physiotherapy services.
- On the second day of the camp, a total of 11 children participated. Among them, 3 children were assessed at Durga Namuna Secondary School in Kalaiya, and 8 children were assessed at Nepal Apanga Sewa Sangh

in Bara. Throughout the camp, the technical team measured 7 Ankle Foot Orthosis (AFO) and 6 pairs of AFO Sandals for 4 children with disabilities. Additionally, we referred 4 children to specialized hospitals for further treatment, 1 child to HRDC for corrective surgery, and the remaining 2 children to rehabilitation centers for intensive physiotherapy services.

Impression

- Six children with disabilities have been identified with functional limitations, and it is recommended to provide a total of 15 assistive devices to enhance their functional outcomes. Among these, nine ankle foot orthosis (AFO) and 6 pair AFO Sandal have been measured.
- Twenty school-going children have been identified with various health issues and have been advised to seek further treatment at specialized hospitals.
- Numerous children with disabilities are out of school due to their functional limitations and social and environmental barriers. Therefore, it is strongly advised that the SAHAYATRA projects extend their coverage to include all children with disabilities, whether they are in school or out of school. It is essential to provide support for their functional improvement and inclusion.
- To ensure the standard provision of assistive device fitting, it is advised that the fitting of assistive devices should be completed within 45 days after measurements are taken. Therefore, we kindly request the JJYC team to plan the assistive device fitting process in accordance with this standard provision.

vi. 20 schools (contingency plans, child clubs, remedial classes, model classrooms)

Contingency Plan

Nepal is highly prone to multiple hazards, with exist primarily because of its diverse topography and climatic conditions, geological position, rugged mountains, and steep landscape. The fragile geology and steep topography have made Nepal the 20th topmost disaster-prone country in the world. Among 200 countries, Nepal ranks 4th, 11th and 30th regarding relative vulnerability to climate change, earthquake, and hazards respectively.

The emergency materials support and simulation has been done to 4 schools of Gaur Municipality because of highly prone affected municipality. Every year, disasters such as fires, floods, droughts, earthquakes, and floods will harm schools and communities of the project area. As a result, this simulated incident exercise was carried out with the main goal of risk reduction and disaster preparedness to protect working school children from accidents and damage that may occur soon, the precautions to be taken during the disaster, as well as knowledge about the materials used.

The simulation focused on the school, community, and catchment area of the school, stressing the annual disaster, and encouraging the children to practice talking about such calamities. This one-day event was attended by students, teachers, members of the school administration committee, and their leaders.

Child Club.

The total of **179** child club has been formed at 4 palika (Jeetpursimara, Kalaiya, Gaur and Gadimai). The child clubs of schools have taken the lead in organizing extracurricular activity in weekly basis. In the Kalaiya the sub metropolitan city has allocated the budget and started expenditure to conduct is weekly basis. Through the support of this activity the leadership of child clubs have been development and marginalized children are getting opportunities to participate in the events. The project has provided the material to child clubs like food balls, volley balls with net, frisbee, wrist rings for children and child clubs. With the help of the materials girls and boys are being participating in the physical games this has help Female **45917** and Male **42900** total **89117** student and child club members in the regular extra-curricular activities weekly basis is conducted by the schools where child clubs have initiated not only kept school environment clean and greenery and have taken initiatives with youths and parents for the same.

Due to the child club engagement the vulnerable children and children with disabilities are getting opportunities to participate in the extracurricular activities at school level which have supported them in

their engagement with good learning in friendly environments. Due to the ownership by palika it is seen that the other public schools have started extracurricular activities at school level which the great achievement of the project and at existing school they have made ECA calendar too.

- **Develop Early Grade Reading (EGR) Model Classrooms in schools and Smart tv Support in ECD**

Due to poor infrastructure, inappropriate furniture and lack of child friendly teaching and learning materials in the classroom, children are not able to read and write properly and schools are unable to achieve the learning outcomes of EGR children at community schools. Thus, project supported to develop child-friendly environment for grade ECD-grade 1 of 2 schools of Kalaiya and Gaur and ECD to grade 3 of Jitpursimara in financial collaboration with schools. The EGR model classroom aims to provide a better learning environment at school and EGR children will be motivated to attend classes regularly.

Additional 8 community schools of Bara and Rautahat 2 from each municipality received support to develop EGR Model classroom in year 2025.

Furthermore, teachers and students will be provided with an opportunity to interact, learn through play-based methods with the print reach materials which support in the improvement of literacy and numeracy of EGR children. After the successful implementation of the EGR Model classroom, the project will lobby with local government to replicate the model classroom in other schools.

The installation of Smart TVs and internet connections in ECD classrooms in Bara and Rautahat significantly enhanced the learning environment for both facilitators and students. With access to modern technology, ECD facilitators were able to create more engaging and interactive lessons, making the learning experience more appealing to children. This shift in teaching methods helped capture the students' attention, leading to a noticeable improvement in classroom participation and enthusiasm.

As a result of these upgrades, student attendance and engagement showed marked improvement. Absenteeism rates dropped, as children became more eager to attend school regularly. Additionally, issues such as students leaving school after the midday meal were greatly reduced, as the new learning environment encouraged them to stay in school for the full day. The introduction of Smart TVs and internet access has not only transformed the educational experience but also fostered a more consistent and dedicated approach to learning among the students

Digital Support in Schools					
S. N	School Name	District	Municipality	Support type	Class
1	Amar Ma.Vi.Dohori ward no 2 supported to ECD	Bara	Kalaiya	Smart tv 42 inch	ECD
2	Ma.Vi.Matiarwa ward no 10 supported to ECD	Bara	Kalaiya	Smart tv 42 inch	ECD
3	Ma.Vi.Basatpur ward no 20 supported to ECD	Bara	Kalaiya	Smart tv 42 inch	ECD
4	Shree Ma.Vi.Manarwa not tv but offline software	Bara	Kalaiya	Disital learning Offline server for Pathasala supported to school with coordination of OL E Nepal	ECD to Class 8
5	Sarswati Ma.Vi Inarwasira ward no 19 supported to ECD	Bara	Jeetpur Simra	Smart tv 42 inch	ECD

6	Shree Janata Ma.Vi. Rajghatta ward no 14 supported to ECD	Bara	Jeetpur Simra	Smart tv 42 inch	ECD
7	Shree Ne.Ra.Ma.Vi.Pathlaiya ward no 1 supported to ECD	Bara	Jeetpur Simra	Smart tv 42 inch	ECD
8	Adarsh basic school singarwan Gadimai Municipality Smart tv	Rauta hat	Gadimai	Smart tv 42 inch	ECD
9	Sankar gudar ma.vi samanpur Gadimai smart tv	Rauta hat	Gadimai	Smart tv 42 inch	ECD
10	ma.vi.birnagra Gadimai smart tv	Rauta hat	Gadimai	Smart tv 42 inch	ECD
11	Ma.vi.Dhandi dharampur Smart tv.	Rauta hat	Gadimai	Smart tv 42 inch	ECD
12	Basic school Balmandir gaur municipality Smart tv	Rauta hat	Gaur	Smart tv 42 inch	ECD
13	Basic school spaghadha Gaur municipality smart tv	Rauta hat	Gaur	Smart tv 42 inch	ECD
14	judha ma.vi Gaur municipality.	Rauta hat	Gaur	Disital learning Offline server for Pathasala supported to school with coordination of OL E Nepal	ECD to Class 8

Output 2.2

Improved policy initiatives in climate justice, girls' education, disability, Sexual Reproductive Health and Rights (SRHR), agroecology, and green jobs

- **Municipal Education plan**

Paragraph 6 (24) of the Local Government Operation Act, 2074 mandates village councils and municipalities to formulate periodic, annual, and sectoral plans within their jurisdiction. The Ministry of Education, Science and Technology has introduced a plan development framework in 2077, aiming to create a 10-year school education sector plan. Municipalities, as a result, are establishing the foundation for education and sectoral plans. The project aims to assist local municipalities within their working area in developing their municipal education plans.

The main objectives of the education sector at the local level include ensuring access to education for all, maintaining quality education, embracing technology, promoting equal participation, and providing education opportunities without gender and social discrimination. Effective educational management is crucial for the sector's requirements.

So, as per the need of the palika's in Bara and Rautahat project working palika's the municipal education plan workshop has been conducted for 4 days. During the workshop the draft municipal education plan of each 4 Palika's (Gaur and Gadhimai Rautahat and Kalaiya and Jeetpursimara of Bara) has developed t and the technical inputs from the expert has been incorporated and finalized.



The ten-year municipal education plan of Kalaiya Sub metropolitan City and Gaur and Gadhimai Municipality has been endorsed. Similarly, Jitpursimara sub metropolitan city has conducted student learning surveys in all schools of the palika. The palika is working with data and they have a plan to incorporate the findings of the survey in the plan.

- **GIEN procedure**

The formation of the GIEN was initially carried out at both the school and municipality levels, with orientation and refresher training provided to the members. The project supported three municipalities—Gaur Municipality, Rautahat, Kalaiya, and Jeetpur Simra SMC—in developing a GIEN procedure for its effective implementation and guidelines. The procedure was developed through expert consultations, ensuring its relevance and practicality for local contexts.

Once finalized, the GIEN procedure was endorsed by Gaur Municipality and Kalaiya SMC, while Jeetpur Simra SMC is currently in the process of endorsement. This initiative will enable local authorities to create more targeted programs focused on girls' education and promote inclusive education practices in the region.

- **Developed Local Curriculum**

In 2025, a project was initiated to support six municipalities: Gadimai, Gaur, Garuda, and Madhabnarayan in Rautahat, along with Mahagadimai and Kalaiya SMC in Bara, to develop a local curriculum for grades 1 to 8 in line with the Government of Nepal's guidelines. To enhance teachers' capacity in curriculum development, a 3-day writing workshop was organized. The final local curriculum has been handed over to all six municipalities. Gaur municipality has already endorsed the local curriculum, and it will be implemented in schools starting from the new academic session. The endorsement process for the other five Municipalities is in its final stages. Once all six municipalities endorse the local curriculum, a total of 37,490 students (18,269 female and 19,221 male) from grades 1 to 8 will benefit from learning about their own locality, culture, and language.

- **Policy advocacy by YLCs for the promotion of Inclusive Education**

During the second year of the ACTIVE project, 20 Youth Leadership Clubs (YLCs) from Rautahat and Bara districts actively engaged in policy advocacy at the community and municipal levels in Gaur Municipality, Gadimai Municipality (Rautahat), and Kalaiya and Jeetpur Simra SMCs. This advocacy was based on the Advocacy Plan developed by JJYC for inclusive education. The key focus of the advocacy was to promote several crucial educational reforms in these areas.

Among the main priorities were increasing the allocation of the local government's budget for education, ensuring the provision of adequate learning materials in schools, and creating child-friendly environments conducive to learning. The YLCs also called for enhanced capacity building for teachers and the development of school infrastructures to meet modern educational needs. Another significant aspect of the advocacy was the promotion of a day meal program in schools and the implementation of the School education sector Plan (SESP) at the municipal level.

Additionally, the YLCs highlighted the importance of addressing the issue of out-of-school children by pushing for better enrolment initiatives, as well as advocating for more inclusive and disability-friendly schools in their communities. These efforts reflect the commitment to ensuring that education is accessible, equitable, and inclusive for all children, regardless of their background or abilities.

Output 3: Increased uptake of Global Standard for Volunteering by relevant stakeholders supporting local volunteers and local people and volunteers as empowered active participants in civic action or locally led development programs.

Through out the project to promote the volunteering aligning with the global standard the following works has been in the project.

- **Big Sisters Mobilization:** The big sisters are basically known as the community volunteers. The project has developed the capacity and engage them from the planning, implementation, monitoring and closure during the project. Now big sisters have been role model of the communities and encouraged the local youths for volunteers. In the project the local youths have activity engaged with big sisters and really worked as change agent. These volunteers have been able to influence the local level policies and now some the working municipalities have provisioned for the volunteers teachers in the schools and communities. During the project developed a structured volunteer training manual aligned with the *Global Standard for Volunteering* (e.g., principles of inclusivity, accountability, and ethical engagement). Train Big Sisters, Youth Groups, and SMC members using this framework to ensure consistency. The volunteers roster has been developed and integrated global volunteering standards into existing initiatives (e.g., mentorship by Big Sisters, youth-led advocacy campaigns) to emphasize empowerment and civic participation.
- **Small Grant Support and Mobilization of the Youth Led CSOs,:** The project has developed the capacity of the community youths and supported in the legal registration of some youth clubs. These youth clubs have played vital role in the mainstreaming of the inclusive education at local government and also at schools. The youths clubs have played vital role in the formation of the SMC/PTA at school however in some schools it was not from almost 10 years.

Output 4: Improved evidence of and understanding of the effectiveness of the volunteering for development approach in citizens' empowerment and the system's accountability.

The project has developed many success stories of the community volunteers which have inspired the youths of the communities and community peoples. Local government has also acknowledged the contribution of the volunteers and appreciated the volunteering for the development. In municipal education plan of the local government has provisioned of the volunteers (big Sisters) mobilization.

2. Partnership and Collaboration (local level partnerships with govt, CBOS, networks, GIEN, school, YLCs, SMC/PTA, mother's groups, resource leveraging)

Local-level partnerships with govt.

Throughout the project cycle, we have actively partnered with local governments and other key stakeholders to ensure the sustainability of our interventions and to promote local ownership. Key initiatives such as the Municipal Education Plan, GIEN procedures, Child Clubs, CRM, EGR model classroom development, and the development of local curricula were implemented in collaboration with local authorities. These initiatives not only aimed at improving education outcomes but also involved local governments in both planning and funding, with them contributing a percentage of the resources for these activities. This collaborative approach has fostered a sense of responsibility among local governments, ensuring that the initiatives remain sustainable and are integrated into the local education system for long-term impact.

GIEN, school, YLCs, SMC/PTA, Parent groups, resource leveraging.

Throughout the project cycle, key partners and stakeholders, including GIEN, schools, Youth Leadership Clubs (YLCs), School Management Committees/Parent-Teacher Associations (SMC/PTA), parent groups, and resource leveraging, played a vital role in the implementation and success of the project. These

stakeholders were interconnected, working collaboratively at the grassroots level to ensure the project's goals were achieved.

Our collaboration with GIEN, schools, YLCs, SMC/PTA, and parent groups was vital in conducting campaigns, awareness activities, and advocacy efforts. These partnerships aimed to amplify community voices, enabling them to demand their rights to quality, inclusive education. In particular, we collaborated with GIEN and YLCs to tackle the issue of out-of-school children, supporting initiatives to reintegrate these children into the education system. Additionally, the project strongly emphasized the importance of girls' education, particularly in the Madhesh province, where such efforts are crucial for overcoming cultural and systemic barriers.

By engaging these diverse partners, we not only strengthened the project's impact but also empowered communities to actively participate in advocating for inclusive education policies and practices. The collective effort of these stakeholders has been instrumental in advancing the cause of quality education for all children, especially girls, in the region.

3. Key Learning

- 1. Community Engagement Drives Changes:** Active engagement of Parents youths and marginalized communities has significantly improved the school enrolment, gender inclusivity and accountability in schools. The grassroots ownership ensured the initiatives like pad accessibility and disaster preparedness, day to school visit by parents and creating learning environment at home brought the sustainability in the project.
- 2. Technology Enhances Learning:** Smart TVs, digital libraries etc has supported in the student's engagement and attendance. It has made the classroom environment learning friendly for the children.
- 3. Local leadership is crucial:** The engagement of the local government, youths, SMC and Communities from Planning to implementation, monitoring has developed the ownership of the project. The youths-led advocacy and SMC-driven governance has strengthened civic participation and accountability. Youth emerged as key agent for the social change in the project.
- 4. Effective Collaboration for Success:** The project has success in the largely attributed to the continuous collaboration with the local government. Due to maintaining transparency in the project and align the project with local government needs and priorities the local governments supported in each stages of the project along with the resource sharing.

4. Risk and Mitigation measures

Specific issues/Challenges	Adopted mitigation measures	Way Forwards
Flood and water accumulation in Rautahat Due to flood in Bagamati river many schools of Gadimai municipality and Gaur municipality was hardy affected for week.	During the Flood affect Bigsisters prived mentoring to childrens at home. Active project supported Adarsh Basic school singarwan,Gadimai to re install P-form and Carpet in	

Schools were closed for weeks due water accumulation in School and class rooms. Day to Day life was also affected in the community because of that many children were not able to be present in school after flood for weeks.	school to provide comfortable sitting in Class rooms. Youth lead campaign where organized in Singarwan and Dhandi dharampur to Clean mud and other Debris stuck in school which came it Floods	
Long Festival and Mahagadimai Mela After each five years Mahagadimai mela is celebrated where huge number of People worships Goddess Gadimai. Which is celebrated for two weeks in Bara and Rautahat. Due to Mahagadimai mela School were closed for one week which affected children. Project activity was also postponed and pushed for next month and in december field level activity were very low.	Activities were re planed accordingly and big sister were mentoring children at their home itself .	

5. Sustainability Plan: what actions were taken for the sustainability of project initiatives; what actions are agreed (with local stakeholders) to continue sustainability

Dimensions of changes	Sustainability actions	Key achievement (Progress on action)
Increase literacy, numeracy and life skills for marginalized girls and Children with Disabilities in Bara and Rautahat.	- GIEN and Child Club engagement for continuing school enrollment, parental engagement, and extracurricular activities. - Teachers CPD – WhatsApp group, Virtual learning environment.	- Regular meeting of childclub, parents and GIEN committee - Regularity of ECA and development of ECA calendar - Interschool visit by GIEN committee and childclub was done at 20 project implemented school.

	• Big Sister mobilization continuation for learning continuity.	• Campaign for enrollment, regularity in school by parents' group • Formation of childclub in 19 school of Gadhimai, 15 school of Gaur, 34 school of Jeetpursimara and 38 school of Kalaiya. • Whatsapp group of teachers to share the experience and best practices and uses on teaching material on whatsapp group • Mentoring support from big sister to most vulnerable children and enrollment continued with other projects of JJYC Bara and 147 marginalised girls and 110 boys enrolled this academic year in 20 working schools.
Promote school-centred civic engagement for promoting inclusive education in two districts Bara and Rautahat of Madhesh Province.	• GIEN engagement for school gender responsive governance promotion. • Parental engagement for increased investment in schools for promoting inclusive education. • Strengthen Parents Teacher Associations for parental support in learning at home.	• Establishment of pad drawer at 20 project implemented school. • Establishment of first aid room at Ma.Vi.Pathlaiya. • Monthly Meeting of GIEN at Schools • Reduced work burden of girl's children which leads to the enrollment of girls • Establishment of reading corner

		• Use of local material at home for teaching and learning • Interaction meeting with parents and stakeholders from school
Enhance palika capacities in DRR, resilience, governance, inclusive education, and data in four districts of Madhesh Province.	• Budget advocacy to increase it for school governance promotion, remedial class, Big Sisters' mobilization • Local Curriculum development based on needs of municipalities. • Support municipalities to develop action plan to implement Municipal Education Plan (MEP) in contributing to SESP localization including ReAL plan, ESIP and early screening.	• Jeetpursimara allocated budget for education volunteer • Roaster group of bigsister • Allocation of budget on child club activities by palikas • Advocacy for institutionalization of big sisters' models by municipalities • Five municipalities are supported in the local curriculum development with the other project of JJYC, Bara • The working municipalities has developed SESP and endorsed • The working municipalities has prioritized the education and promoting digital learning, classroom management, safe and greenery school. • The municipalities has run the remedial classes basically to the secondary level students and some working schools are

		continued the remedial class to basic level children
--	--	--

6. Recommendations (project initiatives, partnership)

- 1. Scale Technology and Teachers Training:** Expend digital learning tools to remote school and train teachers in the improved teaching methodologies
- 2. Invest in Accessible and Disaster-Resilient Infrastructure:** Prioritize the disability friendly buildings, good sanitation facilities and community early warning systems. Integrated the DRR in to Local Curriculum and conduct the drill and simulations
- 3. Ensure Youth Role in Project:** In the project youth have played a Vitol role and work as change agent but there was no any monitory support provisioned in the project which may sometimes reason for the demotivation. **Str**

4. **engthen Institutional Memory:** Develop handover protocols with municipalities to ensure the continuity of the community to municipality level structures are in place after the project.



Figure 1 EGR Module classroom of Ma.Vi.Manoarwa

Figure 2 CADRE Training



2. Strengthening Community Resilience (SCR) Project

1. Project brief

Under the continued support from Islamic Relief Canada and Islamic Relief Nepal for a transformative three-year initiative to strengthen community resilience in Bara district, Province 2, Nepal. This project is designed to enhance well-being, food security, WASH (Water, Sanitation, and Hygiene), and resilience among the most impoverished households affected by climate-induced disasters.

The project's impact will be realized through three interwoven outcomes:

Improved Resilience and Livelihoods: Vulnerable households will achieve better food security, increase their income, and strengthen their resilience to future shocks.

Enhanced Protection and Awareness: Communities, including families and children, will gain a deeper understanding of protection issues, supported by improved preventive and responsive mechanisms.

Sustainable WASH Practices: Families will consistently utilize basic or improved latrines, adopt better sanitation practices, and rely on safe drinking water sources.

Key strategies include promoting climate-adaptive technologies and raising awareness about climate risks to boost agricultural productivity and develop entrepreneurship, particularly for women and youth. This will not only improve food security but also provide sustainable income for 700 vulnerable families. Additionally, enhancing the skills of local government technical services and farmer groups in understanding and addressing climate change will foster resilient livelihoods.

The project will also focus on expanding access to safe drinking water and sanitation. By constructing and rehabilitating WASH infrastructure and leading community-driven sanitation campaigns, we aim to improve the knowledge, attitudes, and practices around WASH among the targeted communities.

Additionally, a functional community-based protection mechanism, coupled with community awareness and tailored support, will foster attitudinal and behavioral change among youth, parents, community leaders, and officials, ensuring better protection for survivors and those at risk, particularly women and children.

This project is expected to benefit approximately 2,400 households (14,345 individuals, 51% of whom are women) within the intervention areas over the course of the project. The beneficiaries will primarily include poor and subsistence small/marginal farmers, orphaned children, and survivors or individuals at risk of gender-based violence, with a focus on the most marginalized and vulnerable groups, including Muslims and Dalits.



2. Key interventions/Achievement

1. A total of 20 women farmer groups has been successfully connected with the local government, allowing them to access to subsidized seeds and compost fertilizer. 180 farmers received wheat seed, and 40 farmers received maize seed at a subsidized rate from agriculture section of Subarna R/M in the fiscal year 2080/81.
2. Collective strength through group savings has created a strong foundation for self-help and mutual support, Total Saving is NRs. 832,200, service charge NRs. 153,685, Loan disbursed NRs. 557,915 and current cash in bank is NRs. 427,970.
3. Mahagadhi Municipality provided 1.33 hectares of lease land to 2 women farmer groups, granting them a 5-year, rent-free lease. Farmers were able to sale paddy of NPR. 24000. A total of 40 farmers is engaged in vegetable farming (Chilly, Brinjal) on lease land.
4. Significantly increased the cultivable land and expanded to 111.3 hector compared to the baseline of 59.3 hector. Farmers have diversified their farming practices, now successfully cultivating both vegetables in 4.3 hector and cereal crops (paddy 107 hector).
5. A total of 280 farmers has already started eco-friendly methods into their farming, contributing to more sustainable and healthier agricultural practices.
6. Among the 282 small business holders, 74 entrepreneurs have successfully expanded their businesses, 185 are regular and running well, and established them as their primary sources of income. A total of 20 small business owners operate in the weekly market. 35% of IGA beneficiaries-maintained record of their daily sales and profit records.
7. The project has provided support to farmers on goat raising. The number of goats has increased by 630, initially 348 goats were provided as support.

3. Key approaches

1. Empowered 400 vulnerable farmers by equipping them with improved agricultural practices, assets, and enhanced production techniques.
2. Established 300 new micro-enterprises, both farm-based and off-farm, operated by women and marginalized groups, fostering economic independence.
3. Strengthened the organizational management and leadership capacities of farmer groups, enabling them to function more effectively.
4. Improved access to community productive infrastructure, ensuring sustainable livelihoods for vulnerable populations.
5. Enhanced community understanding of climate change impacts and risks through targeted training and vulnerability assessments.
6. Established and effectively operationalized community-based protection mechanisms, including child protection committees, women's groups, youth groups, and children's groups.
7. Increased engagement of community influencers—such as faith leaders, teachers, and traditional leaders—in addressing protection issues within families and the broader community.
8. Expanded access to essential protection services, including education, psychosocial support, health care, and life skills, for orphans, survivors of gender-based violence, trafficking, and early child marriage.
9. Raised community awareness on hygiene and sanitation issues, fostering healthier living environments.
10. Ensured that poor and vulnerable families have reliable access to safe drinking water within their communities.
11. Improved access to safe and functional sanitation facilities, including toilets and bathing centers, for vulnerable households.

4. Key challenges and mitigation measures

The SCR team members benefitted from strong technical support, with IR Nepal's technical team providing consistent supervision, guidance, and thorough training on project Specifics. This support significantly enhanced the team's skills and understanding, leading to improved implementation quality and adherence to technical standards. As a result, the project team was able to complete all planned activities on time and accurately document the project achievements.

However, the project encountered some challenges:

Faulty Agricultural Inputs: During the distribution of agricultural inputs, some faulty seeds were supplied by vendors, which negatively impacted off-season vegetable cultivation. In response, the project team, in coordination with government agencies, took legal action against the vendors and successfully secured compensation for the faulty seeds.

Delayed Livestock Insurance Payouts: Of the 116 households that purchased livestock insurance to protect against animal deaths, 43 goats died, and the SCR team promptly submitted compensation claims to the Himalayan Insurance Company. Although the Government of Nepal had agreed to cover 80% of the compensation, the necessary funds have not been released for two years, leaving policyholders waiting for their insurance payouts. To address this, the SCR team has taken legal action by sending a formal letter to the relevant authorities.

5. Learning and way forward

Learnings:

- **Pretesting of technology and seeds** is essential before providing advice or distribution to ensure suitability and effectiveness.
- **Streamlining the procurement process** is vital to ensure that materials are delivered to the community promptly and according to their specific needs.
- **Involving male members of women's groups** may be necessary to enhance the adoption of climate-resilient farming techniques, as some women members may face challenges in communication and persuasion.
- **Creating learning hubs or zones** focused on sanitation, hygiene, and agricultural practices can have a positive societal impact, promoting better community practices.
- **Implementing mulching methods and 2G, 3G cutting techniques** in vegetable farming enhances cost-effectiveness and productivity, highlighting the need to share these successful practices with a broader community.

Way Forwards:

- **Strengthen the institutional capacity and leadership** of farmer groups to enhance their effectiveness and sustainability.
- **Form alliances among IGA** (Income-Generating Activities) members to foster collaboration and group cohesion.
- **Establish municipal-level beneficiaries'** networks to promote collective action and shared benefits across communities.
- **Develop market and trade linkages** to ensure sustainable income for community members.
- **Facilitate local-level linkages** to help communities utilize entitled services effectively.

- **Construct productive community infrastructure** to support ongoing development and livelihood activities.
- **Provide support to develop Local Disaster Risk Plans (LDRP)** for the municipality (palika) to enhance disaster preparedness.

Some glimpses of interventions of the project:

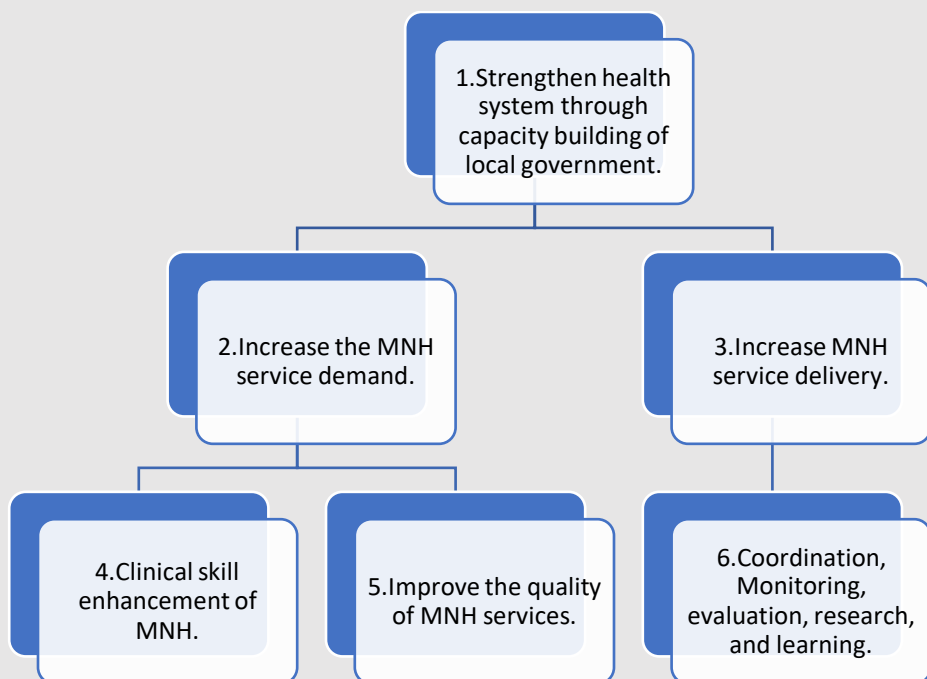
	
Members of a women's farmer group formed in Subarna Rural Municipality discussing climate-resilient farming during their regular meeting	International Women's Day celebration group photo-Subarna 1
	
Bitter gourd cultivation using mulching practice at Mahagadhimai-2, Maini	RMPAC meeting Mahagadhimai Municipality

3. Strengthening Maternal and Neonatal Health Services with Local government (SMNHS) Project

Project Brief

OHW and JJYC, Bara started implementing SMNH project in all local levels of Bara District Nepal since 2023. JJYC, the support of One Heart Worldwide, has undertaken the initiative to implement the SMNHS Project in Bara, Nepal. The project, which commenced in April 2023 and is scheduled to continue until 2026, aims to significantly enhance the maternal and newborn health conditions within the district. Through a strategic partnership with the local government, JJYC and One Heart Worldwide are working tirelessly to address the pressing issues surrounding maternal and newborn health in Bara. The project aligns itself with government priorities, policies, and programs. The organization has been supporting the Government of Nepal's national plans to provide quality MNH services to all the pregnant women and their newborn babies in the rural settings. OHW's and JJYC goal is to improve access to quality MNH services focusing on the vulnerable population of the rural areas. OHW and JJYC implements its project activities using the Network of Safety model in three different phases. The organization is expanding its programs

Project Objectives



1. Major interventions

- HFOMC training at HF level
- HFOMC monthly meeting's follow up
- Develop/update comprehensive health profiles at Palika level
- Technical assistance at Palika level for annual planning and budgeting of health services (Phase 3)
- Health planning and budgeting workshop (phase 2)
- Conduction of health mother's group meetings using self-applied tool for quality health (SATH)
- Interface meeting involving HFOMC members, health workers, service users, FCHVs, representatives from CBOs, local influential leaders, and representative from local government
- Review meeting every six month

- Orientation and mobilization of 'student champion' on MNH focusing on the local barriers of MNH service utilization
- interaction program with pregnant, recently delivered women, caretakers, and family members to increase health seeking behavior
- MNH message broadcasting via radio/FM
- BPP/MISO refresher training to FCHVs and Health workers at HF
- MNH program review with FCHV including BPP/MISO
- BC Renovation
- SBA Training
- RUSG Training and Machine.
- Clinical mentor Training
- Conduct a pre and post assessment at Hub site
- Conduct a monthly virtual session for spoke site including remaining BC of district
- Establish newborn resuscitation corner at selected spoke sites
- First time MSS/QIP for health facilities and Follow Up
- Support to conduct annual review and planning meeting at Palika level
- Joint supportive supervision and monitoring visits with representatives from local municipalities,
- DPAC/LPAC
- OHW plan/progress sharing with DHO/DCC and Municipality.
- Equipment support to Birthing center.

2. Results/Achievements

- **Improved Access to MNH Services:** There has been a noticeable increase in access to maternal and newborn health (MNH) services, including antenatal care (ANC), postnatal care (PNC) visits, and institutional deliveries.
- **Enhanced Capacity of Nursing Staff:** Nursing staff have gained confidence and improved their case-handling skills through the Simulation-Based Mentorship Program (SBMP).
- **Increased Accountability:** HFOMC members and health staff have become more accountable, supported by HFOMC and MSS assessments, particularly in managing birthing center equipment, infection prevention (IP) materials, and lifesaving drugs.
- **Knowledge Strengthening of Frontline Workers:** The knowledge of health workers and Female Community Health Volunteers (FCHVs) on danger signs during pregnancy and the postpartum period, as well as birth preparedness, has increased through BPP training.
- **Improved ANC Service Delivery:** Most palikas have initiated the distribution of calcium and folic acid tablets and soap during ANC check-ups to encourage service uptake at health facilities.
- **Improved Transparency and Clinical Practice at Birthing Centres:** Birthing centres have started to transparently display information on institutional delivery incentives. Additionally, the proper use of partographs, job aids, and other clinical tools by nursing staff has increased.
- **Budget Realization and Allocation:** Many palikas have recognized the importance of MNH services and allocated budgets accordingly—for items such as IP materials, essential medicines, equipment, PNC home visits, ROUSG mobile services, and salaries for contracted nursing staff.
- **ROUSG Mobile Service Commitment:** Several palikas have acknowledged the need for and committed to budgeting for the ROUSG mobile ultrasound service.
- **Annual PNC Home Visit Review:** Palikas have initiated annual reviews and orientation sessions to ensure the quality and timeliness of PNC home visits.

3. Key challenges and mitigation measures

Challenges/Barriers/Lessons learnt

Community-level interaction and SATH programs have played a crucial role in improving and increasing ANC/PNC service coverage. These initiatives have helped reduce home deliveries by raising awareness and educating rural and marginalized populations about the importance of institutional care and timely check-ups.

However, several challenges persist in ensuring the quality and consistency of maternal and newborn health services:

- **Shortage of Skilled Human Resources:** A limited number of trained nurses at birthing centers and health facilities continues to affect the delivery of quality and timely services.
- **Inadequate Logistics and Equipment:** Occasional stock-outs of essential medicines, instruments, and infection prevention materials hinder effective service delivery at birthing centers.
- **Weak Coordination:** Limited coordination between palika leadership, health facility staff, and community stakeholders affects planning, implementation, and follow-up of SMNH activities.

Despite these challenges, key lessons have emerged:

- **Time management, decision making and leadership.**
- **Behavior changes takes time.**
- **Teamwork and collaboration for effective work within the team.**
- **Good coordination and collaboration helps in achieving targets on time.**
- **Regular Mentorship is Effective:** On-site mentorship and coaching through the SBMP program significantly boost staff confidence and improve the quality of care.
- **Community Engagement is Essential:** The active involvement of FCHVs, HFOMC members, and local leaders enhances community awareness and increases the utilization of maternal and newborn health services.
- **Transparent Budgeting Enhances Ownership:** When palikas allocate and utilize budgets transparently for MNH services, it strengthens local ownership and promotes sustainability.
- "It has been difficult to obtain reports related to ROUSG check-ups because it is not required to be reported in DHIS2

Positive changes: -

- Increase access to MNH Service ANC, PNC visit, institutional delivery etc through implementation of program
- Increase skill in case handling and confidence of nursing staff through SBMP program
- HFOMC member and staffs became accountable through HFOMC and MSS assessment for BC equipment management, IP management and lifesaving drugs etc
- Danger sign before and after pregnancy, birth preparedness etc of health workers and FCHVs knowledge has been increased through BPP training and increase in ANC service and institutional delivery
- Most of palika has started to distribute Calcium tablet, folic acid tablet, soap during ANC check-up for increasing ANC check-up at health facility.
- Birthing centres have started displaying incentives distributed of institutional delivery in transparent way and properly use of partograph, job aid etc. by nursing staff

- Palikas have realized and allocated budget for MNH service (IP materials, medicines and equipment, PNC home visit, ROUSG mobile service, salary of contract nursing staff etc.

Challenges:

- Duty busy schedule of local stakes holders its really difficult to manage their time for the event.
- As most of the local's leaders are busy in their own work so they are unable to give time for us in the event. And in the budget planning workshop they are the key participants so it's really hard to manage their time. Though they were having difficult to manage the time but we have taken the support from our chair and he has coordinated with mayor an allocated their time.
- One of the event of First time MSS has not done in this quarter as it was planned to conduct at Amritgunj BC but delivery service of Amritgunj has been stopped due to not availability of SBA trained staff as we are approaching for SBA trained manpower to mobilize over there and even palika is planning to move one of the trained manpower at Amritgunj and soon it will service will start.
- Due to closing of fiscal year local stakeholders did not give much time as per our requirement. One of our staff was on paternity leave due to that some of the non-clinical events could not achieve on time.

4. Some glimpses/photos (action oriented) with captions separately of the project.

Onsite coaching and mentoring at Rampurwa HP, Kolhavi M. (2025/5/22 to 23)



Onsite coaching and mentoring at Gunjbhawanipur PHC, Mahagadhimai M (2025/5/17 to 18)





Health Planning and Budgeting work shop at Pachrauta RM (2025/5/20 to 21)



OHW plan progress sharing with HO (2025/5/26)



BPP training at laxmipurkotwalipur, Aadarshkotwal RM (2025/5/27 to 28)



MSS follow up and HFOMC follow up, Khopwa HP (2025/5/20 to 21)



Interaction program, Naikatole, Baragadhi RM (2025/5/19)



4. MATSYA Project

1. Brief Summary of the project:



The Matsya Project, focused on enhancing sustainable aquaculture and fisheries management in Nepal, would make significant progress in improving livelihoods, increasing fish production, and promoting environmental sustainability in Bara, Rautahat, and Sarlahi districts. However, the project faced an unexpected termination, halting planned activities due to restriction in the budget of the Project. Actually, the project has been signed on 4th April 2025 and terminated on 30th May,

2025, having only 30 days to work on the implementation of the project activities. Below is a summary of key management and administrative updates for the reporting period, including achievements, challenges, and planned actions that were stopped.

Major achievements:

- Completed data verification and validation for 1,324 fish farmers across Bara, Rautahat, and Sarlahi districts, ensuring accurate beneficiary records.
- Conducted data collection on fish stocking of 401 fish farmers, improving monitoring of production activities.
- Formed 36 fish farmer groups and conducted 34 Participatory Rural Appraisal (PRA) sessions across 7 local levels (6 municipalities and 1 rural municipality) to enhance community engagement.
- Strengthened project oversight through regular field visits and monthly project management team meetings, incorporating stakeholder and vendor discussions.
- Improved coordination with government agencies and local communities, building trust in the project's objectives at the grassroots level.
- Project orientation was conducted at Simara, from 18 to 20th of March to provide the glimpse of the MATSYA project objective and goals to all members of this project specially focused for AS, AFC, and AFF

- ToT on aquaculture was held at Janakpur from 6 to 10th of April by the LWR team to train AS, AFC along with government officials from NARC, PMAMP, and CFPCC on how and what to deliver during training session on aquaculture.

Issues and Challenges:

- Community Resistance: Resistance from some communities due to limited awareness of aquaculture's long-term benefits, slowing adoption rates.
- Technical Knowledge Gaps: Lack of technical expertise among farmers led to abrupt water quality changes, fish mortality, poor-quality feed, inadequate treatment, and low awareness of modern aquaculture technologies.
- Project Termination: Sudden termination of the project disrupted all planned activities, including training, technical support, and infrastructure development, leaving unresolved challenges.

Lesson learned :

- Early engagement and trust-building are essential for group formation
- Potential need for incentives (non-monetary) to encourage farmer participation in meetings and group formation.

Some glimpses of project activities



5. Local Rights programme (LRP)

Project brief

Jan Jagran Youth Club (JJYC) Bara is a non-governmental and non-profit organization formally registered in Bara district in 2054 BS. Although registered in Bara district, Bara, Parsa, Rautahat, Sarlahi, Mahottari, Dhanusha, Siraha, Saptari, and Udayapur districts of Koshi province are the working areas.

The organization's mission is to improve the living standards of marginalized communities, people with disabilities, women, youth, and children by providing quality education, livelihoods, health care and sanitation, good governance, and climate change mitigation. It aims to ensure their fundamental rights by increasing their access to them and developing socially just and resilient communities, while ensuring that by 2027, the most vulnerable members of marginalized communities are able to exercise their fundamental human rights. The goal is to help make the systems and processes that ensure a self-reliant, prosperous, inclusive, and resilient Madhesh Province more responsive and accountable.

The local rights program, organized by Jan Jagaran Youth Club (JJYC) Bara and supported by the financial support of the AAIN, is being implemented in Adarsh Kotwal Rural Municipality of Bara district. The violence response system will be strengthened to address the structural causes that contribute to various forms of violence against women and girls. The issues of working women will be addressed through discussion sessions and labor monitoring through community and public mobilization. Education governance will be strengthened to ensure a safe learning environment in public schools, promote child rights in public schools, and ensure quality learning outcomes. The core rationale of this program is that the rights and opportunities of women, poor, and smallholder farmers will be developed through green livelihood options, as well as women and youth-led climate justice campaigns and humanitarian response efforts.

Objectives

- Advancement of rights and opportunities of women, informal labourers and gig workers through improved governance system and opportunities.
- Advance quality public education as a basic right for children through enabling safe learning environment and improved education governance.
- Build resilience of vulnerable communities by advancing the agenda of climate justices, green livelihood and enhanced response system.

Major interventions

- 497 Regular child profile collection and 800 new child profile collection.
- Regular coordination and collaboration with Pakila and related stakeholders for Local Rights Program

Results/Achievements

- There are 500 children child sponsorship in the program
- There are 800 children New Child profile collected in the program
- There are four ward coverage of Adarshkotwal RM- 3, 5, 6 and 8.

**New child profile collection at AdarshKotwal RM-6, Damartole and Regular Child profile
(Media) collection at Adarshkotwal RM-3, Batara**



6. Donors and Partners of the Year

act:onaid



If you would to know more about JJYC please visit www.jjycbara.org.np



JAN JAGARAN YOUTH CLUB (JJYC) BARA

KALAIYA Sub-Metropolitan City-1, Bara

✉ jjycbara@gmail.com



www.jjycbara.org.np



053-551513/590513



<https://www.facebook.com/jjycbara>