



ChildFund
Nepal



**ANNUAL
REPORT**

2023

Photo: Securing Access for Education Project, Dhading

CONTENT

ChildFund Japan for Nepal	1
Sponsorship Program	3
Success Story	4
Projects	5 - 10
Baseline Survey on Safer Migration	11
Monitoring, Evaluation and Learning	12

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ChildFund Japan is a child-focused development organization, dedicated to empowering children worldwide. As a member of the ChildFund Alliance, ChildFund Japan collaborates with 11 global partners to support over 23 million. It has been operating in Nepal since 1995 and the Nepal Office was established in 2006.



CHILDFUND JAPAN FOR NEPAL

ChildFund Japan for Nepal believes that each child inspires and drives us towards serving them by providing opportunities to develop their full potentials and make positive changes for their future. The programs help deprived, excluded, and vulnerable children, families, and communities through meaningful and sustainable solutions.

VISION

A global society that ensures every child the opportunity to develop their full potential.

MISSION

To promote the rights of children through international development cooperation in the spirit of harmonious coexistence.



Work Modality



Geographic Area



Number of Partners **3**



Project Rural Municipalities **3**

Number of Schools **43**



Total Approved budget for FY 2023



NPR **148,226,692.87**

Actual Expenditures for FY 2023

NPR **113,366,318.66**



Expected Expenditure for FY 2024

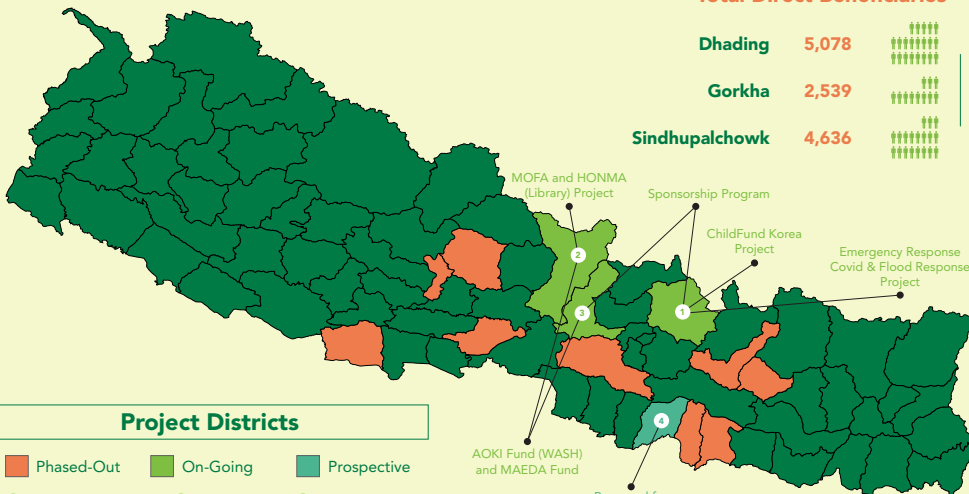
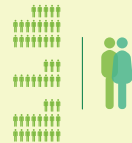
NPR **166,098,774.56**

Total Direct Beneficiaries

Dhading **5,078**

Gorkha **2,539**

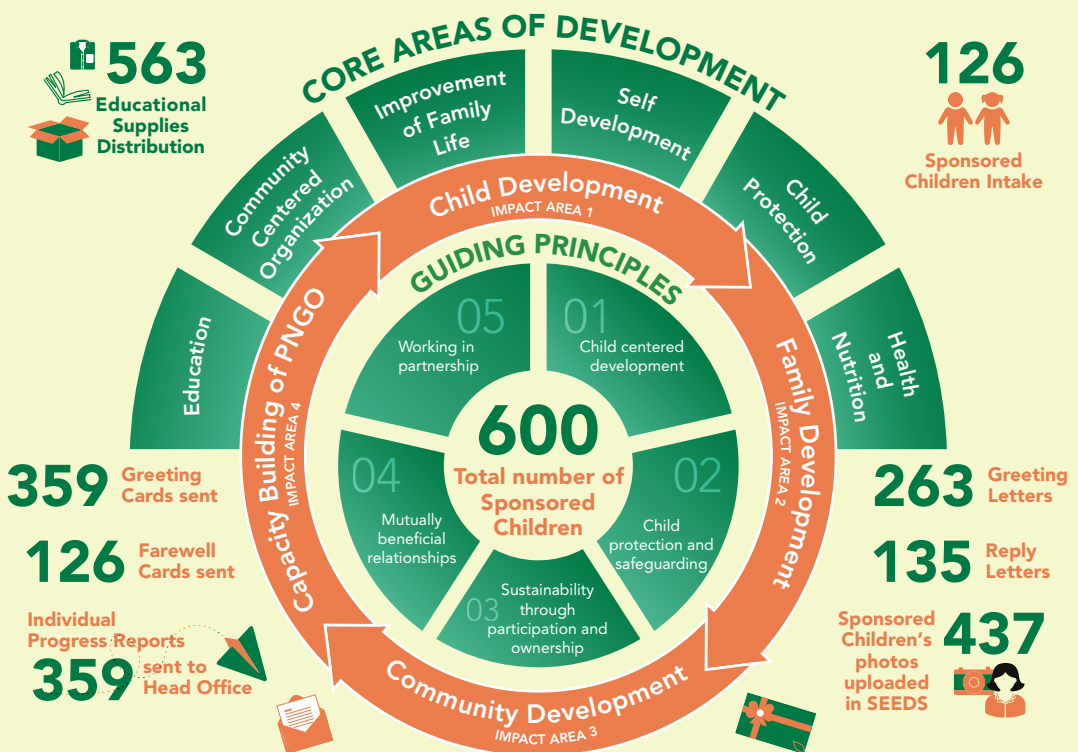
Sindhupalchowk **4,636**



SPONSORSHIP PROGRAM

Sponsorship Program is a key intervention of ChildFund Japan, designed to support and uphold the rights of every child to survival, protection, development, and participation. Aligned with ChildFund Japan's vision of fostering a global society where every child has the opportunity to reach their full potential, the program operates on guiding principles including child centered development, child protection and safeguarding, sustainability through participation and ownership, fostering mutually beneficial relationships, and working in partnership.

Overall Goal: Ensure children develop physically, intellectually, emotionally, and socially, enabling them to enjoy childhood and become active members of a child-friendly family and community.



SUCCESS STORY

During the field visit for conducting child intake process, project staff came to know that 3 sponsored children have been transferred to another school (which was in non-project area) after graduating from grade five.

A five-person team comprising Mr. Ganesh Aryal, the headmaster of a Secondary School of project area, Mr. Seshraj Aryal, the headmaster of basic school students graduated from, project staff of implementing partner and Donor Service Officer from ChildFund Japan visited Chilaunepani village of ward-10 aiming to convince the parents to bring back the children to the school where Securing Access For Education (SAFE) project is being implemented.



Photo: Parents from project area, Dhading

The parents responded positively to the idea of bringing their children back to the project schools. In a follow-up communication with the Partner NGO, we learned that one of the three children had already returned to the project school, which is a promising start. This success demonstrates the effectiveness of direct engagement and personalized counseling in addressing parents' concerns.

The Sponsorship Program adopted a proactive approach, as advised by the Donor Service Officer (DSO). Each year, Partner NGO staff assess children and parents considering a transfer to a non-Sponsorship Program school during the enrollment campaign. This helps us encourage families to keep their children in project schools, ensuring continued support and enhancing educational opportunities and well-being.

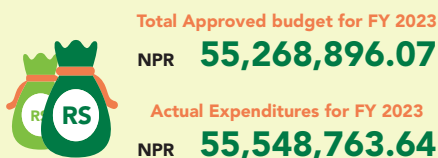


Photo: Project Staff home visit, Dhading

PROJECTS

IMPROVING THE LEARNING ENVIRONMENT IN GORKHA

Funded by the Government of Japan, this project enhances education in Gorkha District by building schools, training teachers, and involving parents. The project aims to foster a safe child friendly educational environment that helps children achieve their full potential and enables them to be responsible citizens.



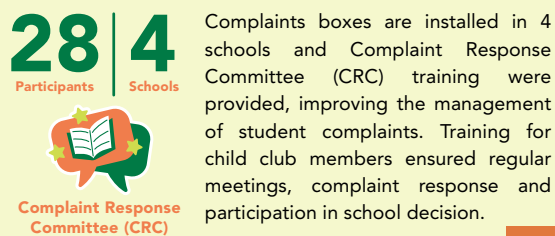
Project Intervention

Infrastructure Development



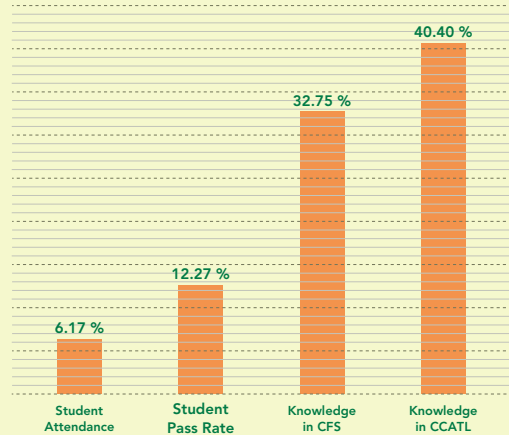
The project completed the construction of a 4 roomed new RC-framed earthquake-resilient school building, along with essential land clearance and fencing work. Classroom furniture was provided and installed, enhancing the learning environment. The newly constructed building has a safer child-friendly environment including, playground and boundary fences with an entrance gate.

Capacity Building



Child-Friendly Schooling Indicators

Child-friendly schooling indicators were developed and implemented in 4 schools, creating a supportive and engaging environment that encourages regular attendance and active participation in school activities. Interventions included the introduction of games, visual materials, and child centered teaching methods, making learning more interactive and joyful. Training on Menstrual Hygiene Management (MHM) and distribution of dignity kits for girls contributed to increased attendance rates among girl’s students. The reformation of child clubs and consistent project support empowered these clubs to lead events and participate in school management and event planning, fostering an inclusive and participatory environment.



Community/Government Engagement

Community and Government Engagement involved organizing parenting meetings with parents, Rural Municipality and ward representatives, School Management Committee (SMC) members, Parent Teacher Association (PTA) members, head teachers, and class teachers to discuss the program’s objectives, parental roles, school performance, and strategies for addressing potential issues. The program also provided disaster preparedness and risk management training to students and teachers, covering orientation, hazard mapping, evacuation drills, and disaster risk reduction awareness.



Evacuation Drills

684

Students and Teachers

Other Achievement



RS 50,000

Allocation by Sahid Lakhan Rural Municipality for child club

376

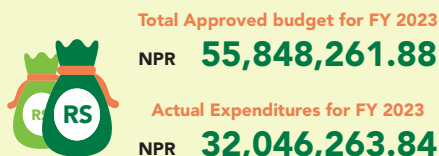
Parents, Teachers, and SMC/PTA members



Parenting Meetings

SECURING ACCESS FOR EDUCATION (SAFE) PROJECT

The SAFE project in Dhading District focuses on providing quality education and child friendly learning environments. It improves teaching, school governance and management, and facilities, supports parental entrepreneurship, and equips local youth with essential life skills, aiming for sustainable education development.



Project Intervention

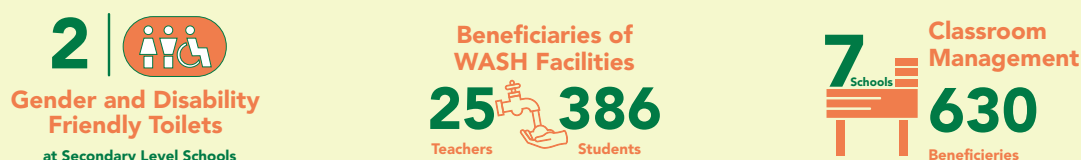
Capacity Building

The training, meetings and workshops have improved skills across educators, facilitators, and child club members, enhancing classroom management, and teaching methods. This collective effort has strengthened roles, boosted participation, and supported better educational outcomes.



Infrastructure Improvements

Securing access for education project improved school facilities by constructing gender and disability friendly toilets, communal sink with WASH amenities, 10,000 liters underground new reservoir tank, and community learning center (CLC) along with classrooms furniture upgrade and library renovation have enhanced the learning environment along with community engagement.





338 Students & Teachers

Educational materials, low tables, book racks, carpet, cushions, whiteboard

Library Upgrade

19 Child Clubs

Material Support

Cupboard, register, and letter pads

1

Community Learning Center

Hall with furniture, electricity and other necessary equipment for school and community purpose.

Child Clubs, SMC/PTAs & Community

School Governance

Securing access for education project improved school governance by implementing Child-Friendly Schooling (CFS) codes in 9 schools and supporting stakeholders through a radio program, cluster meetings, and capacity building sessions.

98

Male

108

Female

Capacity Building for SMC and PTA

Role and responsibilities of 204 SMC/PTA members



20

Male

13

Female

Headteachers' Cluster Meetings

33 participants including Head Teacher and elected representatives

9

Schools

Developed and displayed in schools

Codes of Conduct



10

Schools

Endorsed and signed by headteachers, teachers, SMC/PTA, parents, and child clubs.



6

Episodes

Produced and broadcast on bi-weekly basis from two local radio stations.

29.17 Square Kilometers Broadcast Frequency

Radio Program



Extracurricular Activities

The project supported extracurricular activities like elocution competitions, drawing competitions, dramas, and campaign against child marriage and several day celebrations in 19 Schools, enabling students to express themselves and engage with peers.

12

ECA Activities

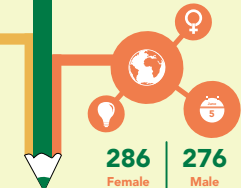


228
Female

123
Male

6

Day Celebration



286
Female

276
Male

Child Safeguarding Trainings for

19

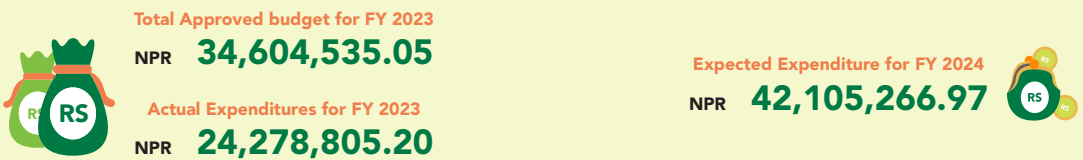
Schools in Dhanding



Child Safeguarding Policy is actively integrated into all aspects of the organization's work. Staff and partners are trained to identify and respond to risks, ensuring safeguarding measures are consistently applied during programs and community interactions. The policy guides decision-making to prevent harm, with regular monitoring to address any concerns, prioritizing the protection of children in every action taken.

PROMOTING GENDER EQUALITY AND SAFETY IN SCHOOLS PROJECT

Promoting Gender Equality and Safety in Schools (PGESS) project in Sindhupalchowk District strengthens stakeholder’s empowerment, awareness, and data-driven actions, and builds sustainable partnerships with local government and communities to ensure safer, equitable school environments. The project empowers schools to prevent, reduce and fight against school related gender based violence by promoting prevention, responsive measures, and accountability.



Project Intervention

Capacity Building: School Related Gender Based Violence (SRGBV)

The PGESS project implemented capacity-building initiatives to foster a non-violent, gender-sensitive, and supportive school environment. SRGBV training for SMC, PTA members, and teachers improved their ability to address issues and create a positive learning atmosphere. Students received training on SRGBV reporting mechanisms, enhancing their awareness and reporting skills. Additionally, peer-to-peer counseling training equipped child club members to support peers and reduce school violence.



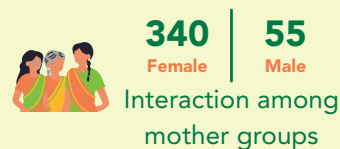
Awareness Campaigns and Interactive workshop with mother groups

During the 16 Days of Activism Against Gender-Based Violence, PGESS project organized inclusive school activities, including sports competitions and street dramas, to promote gender equality and raise awareness of SRGBV/GBV. An interactive workshop with mother groups further enhanced their understanding of GBV, leading to active advocacy against violence in their communities.



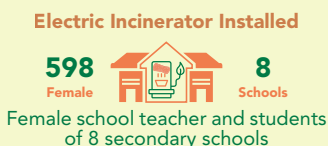
Gender Friendly Infrastructure Support

The project conducted social audits on the safety infrastructure of all 12 schools to ensure they are gender-sensitive and free from violence and discrimination. Eco-friendly electric incinerators are provided to eight secondary schools; Baghbhairab, Janajagriti, Jalpa, Mahendrakanti, Koldong, Bhumeshwori, Ganesh, and Mahendrodaya, improving the organized and safe disposal of sanitary napkins.



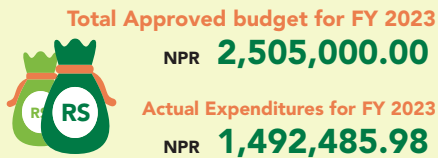
Mapping of Referral Services and Stakeholders

The project facilitated eight participatory mapping workshops to establish a functional SRGBV referral system and identify key stakeholders. These workshops built a common understanding of SRGBV, human rights, GBV laws, and policies, while discussing stakeholder roles, survivor-centric case management, and referral pathways, including the One Step Crisis Management Centre.



BASELINE SURVEY ON COUNTRY SPECIFIC SAFER MIGRATION

Conducted in December 2023, to understand migrant communities and their families, to support in ensuring their rights through effective interventions formulation.



Survey

A comprehensive Baseline Study in Rupandehi and Baglung districts were conducted to examine migration trends, challenges encountered by migrants and their families, and the existing gaps in information. The study gathered critical insights to support targeted interventions to address the issues related to migrants.



Findings

While Japan is seen as a desirable destination but migrants face challenges such as limited pre-departure information, difficulties in adapting to life in Japan, and impact on families left behind, particularly children. Migrants lack information for pre-migration steps, including support networks, cultural understanding, family welfare and reintegration.

Subsequent Action



Based on the baseline findings, Gender-responsive information materials, including a pre-departure orientation manual, will be created to empower migrant communities. The project aims to contribute to safer and more informed migration by providing essential support to migrants and their families.

MONITORING EVALUATION AND LEARNING (MEL)

Objective: By strengthening MEL systems and processes, ChildFund Japan for Nepal aims to improve program quality, accountability, and ultimately, the lives of children through evidence-based decision making.



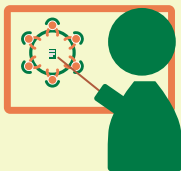
Strengthen MEL Systems and Processes

- Enhance MEL systems at both national and project levels.
- Build a foundational understanding of ChildFund Japan for Nepal's programs, objectives, and the MEL capacities of partner organizations.



Capacity Building

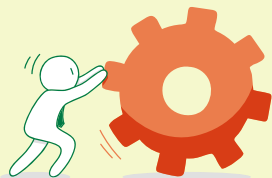
- Build MEL capacity within ChildFund Japan for Nepal and partners.
- Develop and implement tools and guidelines to standardize data collection and analysis processes.
- Strengthen MEL skills and knowledge among staff.



Utilization of MEL

- Leverage MEL to inform decision-making, improve program implementation, and measure impact.

Subsequent Action



Implement MEL tools and guidelines: Once developed, these tools will be rolled out across all projects.

Establish organizational MEL framework:

A comprehensive MEL framework will be developed to guide future program design and evaluation.

Strengthen learning and adaptation: MEL will focus on using data and insights to improve program effectiveness and inform strategic decision-making.

IMPRESSION

I applied the positive discipline techniques while teaching and noticed a significant change in the students' behavior towards me. Previously, I often used offensive terminology like "you cannot do this" or "you are not the one for this task", which led to negative responses from the children. However, by developing positive attitudes within myself and showing understanding towards weaker students, I was able to foster a more supportive classroom environment.

Chandrawati Neupane

Teacher

Shree Baghbhairab Secondary School

Improving the Learning Environment in Gorkha Project has supported the construction of Rameshwary Secondary School, which is a significant asset for our Rural Municipality. The project has enhanced the learning capacity of students through various teacher training sessions and the provision of educational materials in the classrooms.

Ramesh Babu Thapamagar

Chairperson

Shahid Lakhan Rural Municipality

It was so difficult for girl students to use toilet because school did not have gender friendly toilet and water taps. Now, all girls are happy to have new toilets, which is also helpful to keep our menstrual hygiene during school time.

Reshma Chepang

Former Child Club President and student

Shree Kalika Secondary School

Instead of focusing only on our curriculum, child friendly extracurricular activities pushes us to study more outside of it and develop our ability to participate in different forums.

Child Club Member during a Quiz Competition



Photo: Earthquake Drill, Gorkha

ChildFund Nepal

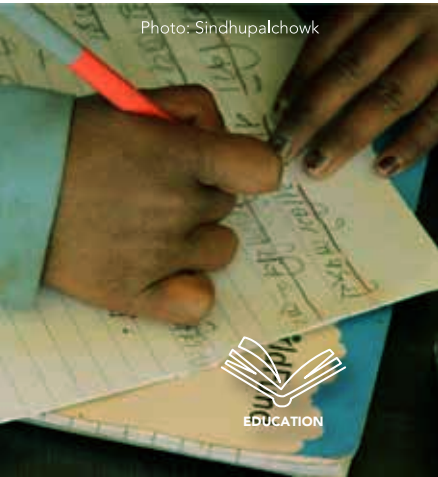


Photo: Sindhupalchowk



Photo: Dhading



Photo: Gorkha

