

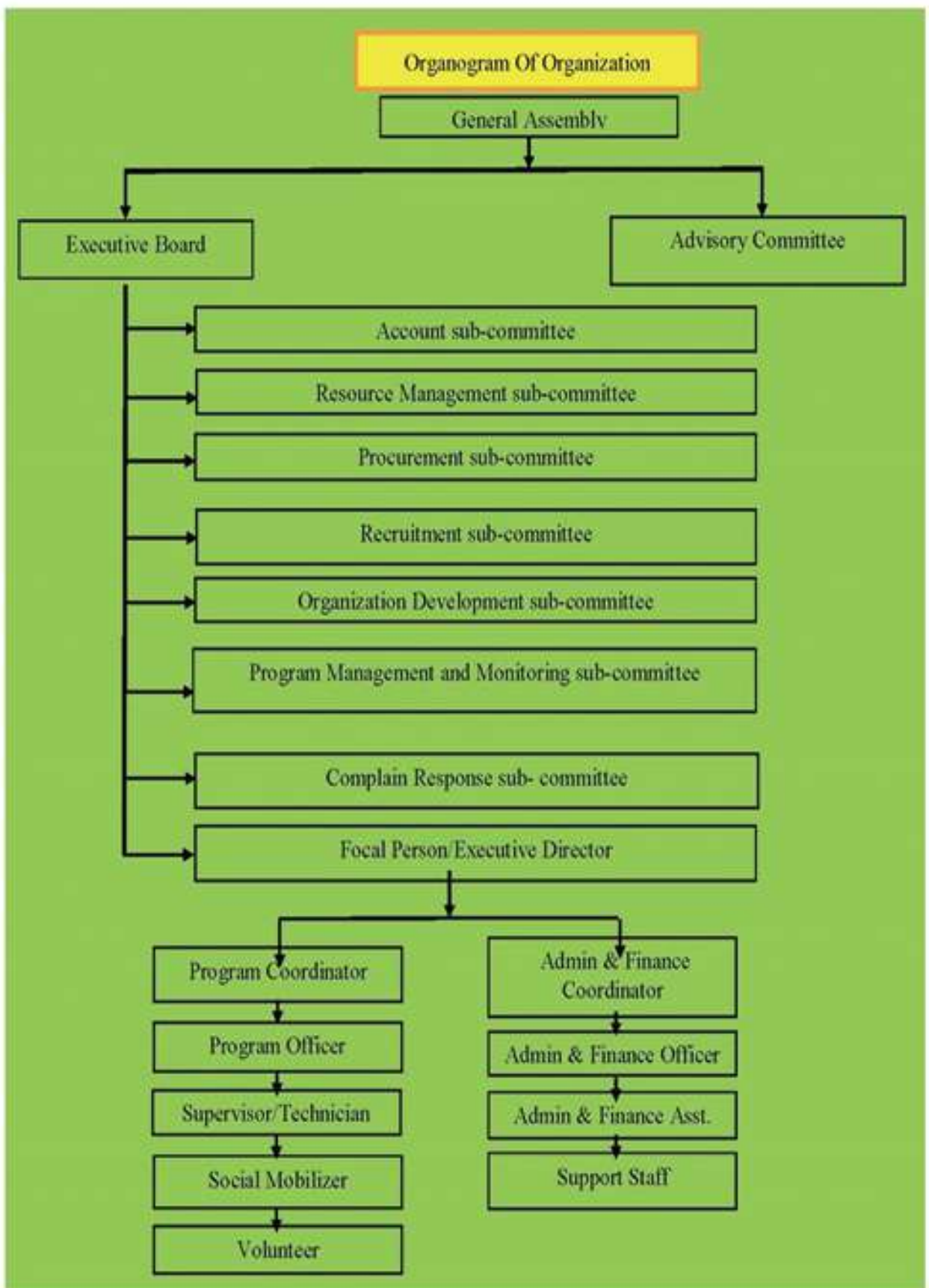
Annual Report

FY 2081-2082



Community Development Center (CDC)

Doti



Word From Chairperson

It is with great pride and gratitude that I present this year's annual report of the Community Development Center (CDC). The past year has been both challenging and inspiring, as we continued our mission to empower communities through inclusive education, livelihood enhancement, health and nutrition, WASH, disaster risk reduction, and social justice initiatives. Our collective efforts, in partnership with local governments, development partners, and community stakeholders, have created meaningful change in the lives of children, women, and marginalized groups.



As we reflect on these achievements, I would like to extend heartfelt appreciation to our dedicated staff, board members, partners, and community volunteers who made these successes possible. Their unwavering commitment has strengthened our organization's credibility and impact at the grassroots level. Moving forward, CDC remains committed to fostering resilience, equity, and sustainability within the communities we serve, ensuring that every individual has the opportunity to live with dignity and hope.

Nirmala Rosyara
Chairperson

Thankful Words from the Executive Director

It is with great pride and gratitude that we present the Annual Report of the Community Development Center (CDC) for the fiscal year 2081-2082. This year has been a remarkable journey of resilience, learning, and transformation for our communities. Despite challenges, we remained committed to our mission of empowering vulnerable groups and advancing inclusive development. The achievements documented in this report reflect not only the dedication of our team but also the collective effort of our valued partners, stakeholders, and community members who stood with us throughout the process.



CDC reached thousands of children, women, and marginalized families through its programs on inclusive and quality education, nutrition and WASH, livelihood promotion, empowerment, disaster risk reduction, and social justice. From improving learning outcomes through child-friendly schools and learning camps, to promoting sustainable livelihoods with vocational training and enterprise support, our interventions brought measurable change in people's lives. Equally important were the efforts made to enhance local governance, promote gender equality, and strengthen disaster preparedness—ensuring that communities are better equipped to face future challenges.

None of these accomplishments would have been possible without the unwavering support of our funding partners, local governments, civil society organizations, and frontline workers, including teachers, FCHVs, and community volunteers. Their collaboration and trust have enabled CDC to expand its reach and deliver impactful programs that respond to real community needs. I also extend heartfelt appreciation to our dedicated staff whose tireless efforts, even in difficult circumstances, ensured that every initiative was implemented with integrity and compassion.

As we look ahead, CDC reaffirms its commitment to inclusive development, community empowerment, and social justice. Building on the achievements of 2081-2082, we remain dedicated to creating opportunities that uplift the most marginalized and leave no one behind. Together with our partners and communities, we will continue to work toward building resilient, equitable, and thriving societies.

Hem Raj Joshi
Executive Director (ED)

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General Background of Organization:

The Community Development Center (CDC) is a non-profit, non-governmental organization established on December 31, 1992 (2049-09-16 BS) in Doti, Nepal. It was founded by a group of community education leaders with the aim of improving the quality of education for children while also enhancing the health, socio-economic status and cultural well-being of marginalized communities. The organization is registered at the District Administration Office under the Nepal Government NGO Registration Act of 2034 and affiliated with the Social Welfare Council since 2052 BS. Over the years, CDC has become an active member of various thematic groups and networks at central, provincial, district, and local levels, including health, education, disaster risk reduction (DRR), and governance clusters, as well as national federations such as the NGO Federation, CZOP, and provincial and district committees.

With over three decades of experience, CDC has established itself as a leading organization in Sudurpaschim Province for inclusive, community-driven development programs. Its core areas of expertise include quality and inclusive education, nutrition, water, sanitation and hygiene (WASH), DRR, health access, women's empowerment, and promoting gender equality and social inclusion (GESI). The organization is widely recognized for its technical capacity, strong financial management, and deep contextual knowledge of local socio-cultural and geographic realities. Over time, CDC has built trusted partnerships with national and international organizations, UN agencies, and government bodies, including UNICEF, World Vision International Nepal, Good Neighbors International, Save the Children, Lutheran World Federation, Mercy Corps/WFP, and World Education, further strengthening its role in fostering resilience and addressing structural drivers of exclusion.

Vision, Mission, Goal and Objectives of CDC

Vision:

Developed an empowered and resilience society for everyone's equal access to inclusive education, health, and a safe, prosperous, joyful and dignified life"

Mission:

Implement equality-based education, health, income-generating, and self-employment programs for marginalized groups, including children, women, and men from targeted families, in order to improve their resilient capacities.

Goal:

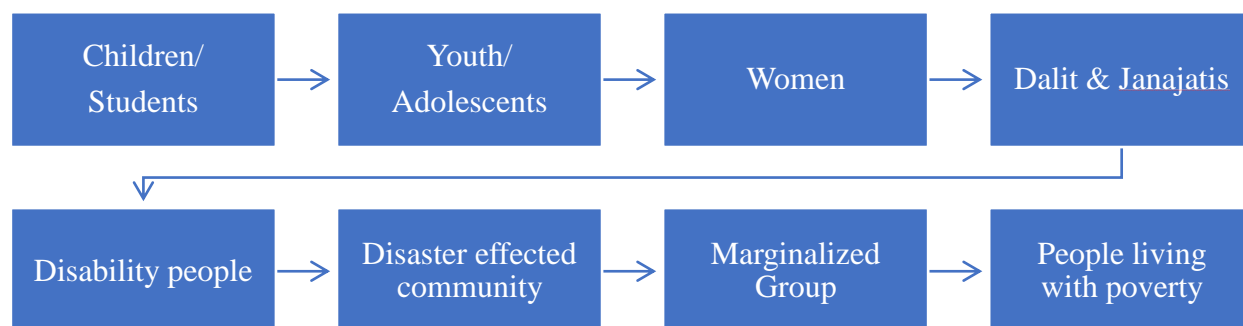
"Creating an environment for building an equitable society by focusing on the creation of an equal and just society, and ensuring equal opportunities in educational, social, economic, and other sectors for marginalized, disadvantaged children, Dalits, persons with disabilities, indigenous communities, women/men, and other inclusive groups."

Objectives

- To raise awareness, develop skills, and build development infrastructures for marginalized and economically disadvantaged groups in the community; to design and implement community programs such as awareness-raising and humanitarian assistance either independently or with the support from national and international organizations.
- To promote inclusive, quality, and child-friendly education, and to ensure the continuity of education during emergencies for children.
- To implement various programs aimed at improving the health, nutrition, and sanitation conditions of women, children, adolescents, and ultra-poor communities.

- To enhance the community's capacity for disaster risk reduction and to mitigate the impacts of climate change by running various income-generating and skill-based programs.
- To support community resilience in high-risk and crisis-prone areas through preparedness, emergency response, humanitarian assistance, disaster management, climate change adaptation, and natural resource conservation activities.
- To conduct advocacy programs on good governance, transparency, accountability, women's empowerment, child protection, and rights.
- To establish the organization as a resource institution in the areas of inclusive education, disaster risk reduction, empowerment, and child protection.

Targeted Beneficiaries of organization:



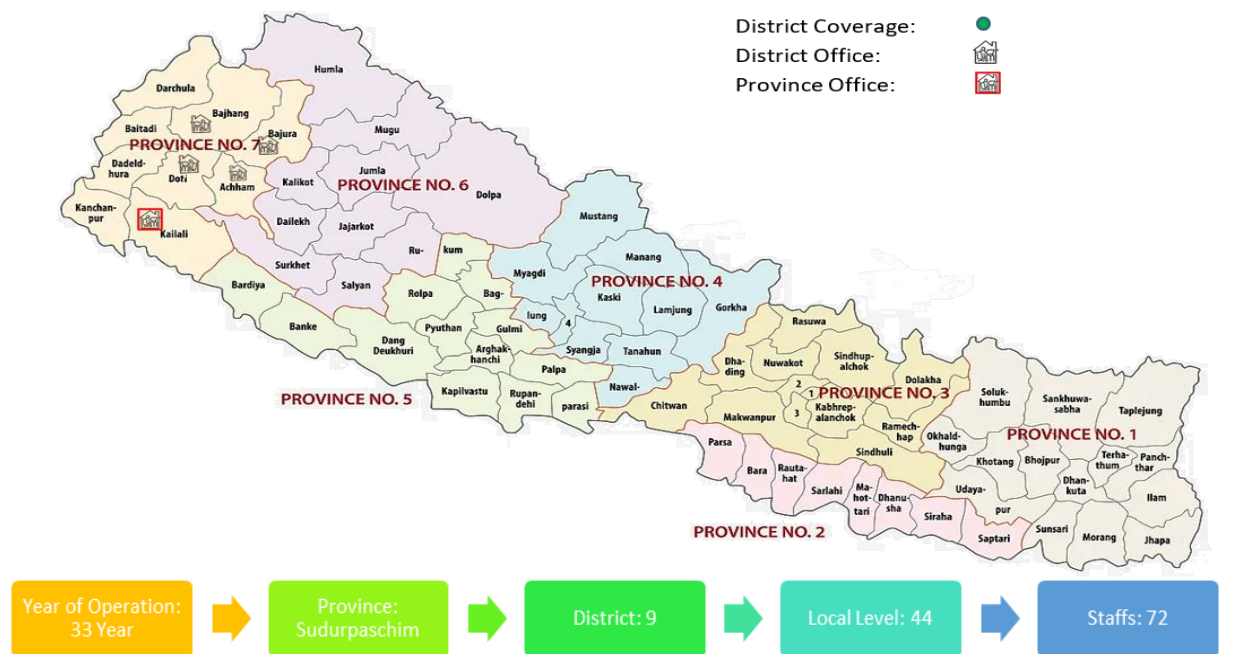
Core working thematic area of organization and Cross Cutting Issues



Core Working modality and values of organization:

Core working modality:	Values of Organization:
<ul style="list-style-type: none"> • Community-Centered and Participatory Approach • Partnership and Networking • Integrated Thematic Programming • Capacity Strengthening and System Support • Accountability and Transparency • Child-Led Approach • Gender Transformative and Inclusive Approach 	<ul style="list-style-type: none"> • Inclusive and meaningful participation • Harmony with all, and social justice • Rights of children • A clean and balanced environment • Gender sensitivity • Honesty and transparency • Accountability • Good governance

Geographical Coverage of Organization:



Glimpse/Summary of FY 2081-082

- Quality education and literacy improvement:** CDC has enhanced learning outcomes through 80 learning camps that improved children's literacy levels and developed regular reading habits. In addition, 1,985 students benefited from supplementary ReAL classes, and 7,006 students from improved teaching practices under the Child-Friendly School (CFS) package. These initiatives have significantly boosted attendance, reduced dropouts, and created a culture of reading across communities.
- Inclusive and child-friendly school infrastructure:** CDC constructed 3 earthquake-resistant, child- and disability-friendly school buildings with 7 separate toilets and better facilities, and through the construction directly benefiting 1,200 children and teachers. As well as supported to create safe and inclusive spaces for learning. These efforts have ensured continuity in education and equity for marginalized groups.



- Teachers Capacity building and classroom innovation:** A total of 405 teachers across 60 schools were trained in multilingual pedagogy, integrated curriculum, and child-centered methods. Similarly, 21 teachers received training on developing teaching-learning materials, while 26 ECED teachers were capacitated to create low-cost, print-rich classrooms. These trainings have improved teaching quality, making lessons more engaging and effective.


- Strengthened community engagement in education:** Through parents fairs, exhibitions, and education fairs involving 480 students and teachers, CDC fostered stronger school-community relationships. Parents now engage in learning activities of children at school and household level which has improved student attendance and parental involvement. Education Clusters and 28 local education plans further ensured community ownership and localized planning.


- Child protection, adolescent empowerment and advocacy:** CDC formed 35 adolescent girls' networks with 167 members which actively advocated against child marriage and harmful practices. More than 400 adolescents participated in champion groups and leadership training to promote gender equality and child rights. Their advocacy influenced four local governments to allocate budgets for GBV and empowerment programs.
- Health, Nutrition and WASH services:** Over 8,500 students and community members benefited from nutrition education, IFA supplementation, deworming, and MUAC screening and 12 SAM cases referred for treatment. CDC also upgraded WASH facilities in 5 schools, ensuring safe water, gender-friendly toilets, and handwashing stations for 641 students. These efforts significantly improved school hygiene, health awareness, and child well-being

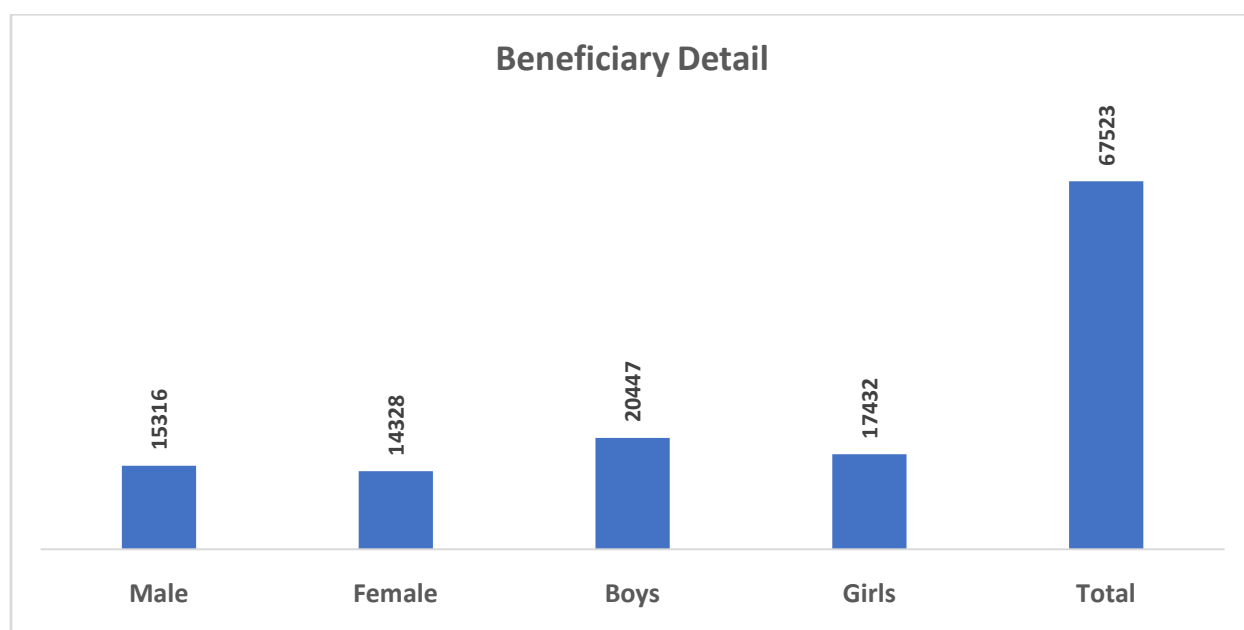

- Livelihood, Entrepreneurship and economic empowerment:** 73 freed Haliyas started enterprises, collectively earning NPR 1.57 million, while 54 entrepreneurs (including PwDs) engaged in new businesses. Similarly, supported vulnerable groups in goat farming, vegetable farming, and small-scale businesses. These interventions boosted household income, formalized enterprises, and increased resilience among marginalized families.


- Gender equality and women's empowerment:** CDC's women-centered programs trained 234 FCHVs and 44 health workers on nutrition and mobilized 323 parents through Rupantaran sessions to strengthen gender equality. Over 2,000 community members participated in International Women's Day and 16 Days of Activism events. Women's networks and AGNs now lead local advocacy, ensuring adolescent voices and women's rights are prioritized in governance.

- **Climate change Adaptation and disaster preparedness:** Communities developed localized climate change adaptation plans and formed ward-level disaster committees to manage risks. Regular training, early warning sessions, and mock drills enhanced disaster response capacity, while over 300 livelihood plans promoted climate-resilient alternatives. These actions reduced vulnerability and built long-term resilience at household and community levels.
- **Justice, Governance and rights-based development:** Through the Pathways to Justice program, 65 people received legal advisory support, and 7 victims of violence accessed justice services. Trainings on human rights, inclusive education, and conflict management empowered marginalized groups to advocate for their rights. Meanwhile, 731 marginalized households participated in anti-poaching initiatives, linking conservation with rights-based community development.



Beneficiary reach in FY 2081-2082 Details



Project wise Key highlights of FY 2081-082

Program 1: Inclusive and Quality Education (IQE) Program:

Project Objectives:

- Enhanced children's learning with strengthened teaching, learning and, parental engagement
- Safe, inclusive and accessible learning environment developed and accessed by children at schools
- Improved Inclusive & quality education services at schools

Target Group:

- Students, teachers, parents, SMC/PTA members, community members and service provider

Working Area:

- Aadarsh RM, Purbichauki RM, Sayal RM and Dipayal Silgadhi municipality of Doti district.

Key Achievements of program:

- Through the operation of 80 learning camps, children's literacy levels and reading habits have significantly improved. These camps provide additional learning opportunities and have helped to create a culture of regular reading among students.
- Child-friendly accommodation, improved teaching environments, and better school infrastructure have encouraged children to attend school more regularly. As a result, student continuity in education has increased, reducing absenteeism and dropout rates.
- With the adoption of interactive and child-centered teaching methods, classroom learning has become more engaging and structured. This has enhanced students' participation and made lessons more enjoyable and effective.
- Both children and parents have been sensitized on disaster preparedness and safety measures. This has increased their awareness and capacity to protect themselves during natural disasters.
- During this year, two new school buildings were successfully constructed, creating a safe and supportive learning environment for students. In addition, two child- and disability-friendly toilet facilities were built to promote inclusiveness, hygiene, and accessibility. These infrastructure improvements have not only enhanced the overall learning atmosphere but also ensured that children, including those with disabilities, can access education in a dignified and comfortable manner. Additionally, disability- and adolescent-friendly toilets were built, ensuring safer, inclusive, and hygienic learning spaces for over 1,200 children and teachers.
- The project supported the revision of the School Improvement Plan (SIP) and the School Safety Plan, aligning them with government guidelines, local context, and school needs. These updates strengthened strategies for quality teaching, safe and inclusive learning environments, and effective school governance.
- The project supported the rural municipality in developing an Inclusive Education Policy that prioritized the needs of marginalized, disadvantaged, and differently-abled children. It also facilitated the development and distribution of textbooks up to grade three, strengthening early-grade education and promoting equity and inclusion in the local education system.



Case Story **Rekha's Journey Towards Inclusive Education and Empowerment**

Rekha Das, a 16-year-old student from Sayal Rural Municipality-4, is currently studying in Class 8 at Janatajanardhan Secondary School. The youngest of five siblings, Rekha grew up in a family where both parents worked as daily laborers to sustain their livelihood. From the age of five she was actively engaged in educational activities under the inclusive and quality education program. However, her journey was not without challenges. At nine, Rekha experienced partial hearing loss in her left ear after an accident while bathing in a nearby river. Despite receiving initial treatment at local and district hospitals, her parents could not afford further specialized care due to financial constraints. Still, Rekha remained determined to continue her education and school activities without letting her condition hold her back.



Her situation came into focus in 2024 during a school-based health survey screening under the Program. Following this, Rekha received critical support, including an ear check-up at the District Hospital Doti, specialized hearing device and the development of a personal education plan tailored to her needs. These interventions transformed her daily life, enabling her to actively participate in classroom learning, extracurricular activities, and peer interactions with confidence. Today, Rekha is thriving academically and socially, expressing her heartfelt gratitude to the program for making education more inclusive and accessible for her.



Program 2: Integrated Community Development Program (ICDP):

Project Objectives:

- Enhance access to quality education
- Improved management and accountability at school
- Enhance resilience of school

Target Group:

- Children, teachers, Schools, Child club, Girls groups Health post, parents and stakeholder's members

Working Area:

- Shikhar municipality ward number 3,4,5,6, & 7 and Dipayal silgadhi municipality ward number 7 & 8 and Purbichauki Rural Municipality ward number 7 of Doti district.

Key Achievements of program:

- A total of 21 teachers from seven schools participated in training for developing teaching-learning materials, which has strengthened classroom instruction. Additionally, 26 ECED teachers were trained to create low-cost, print-rich classrooms by using locally available resources, making learning more engaging and contextualized.



- Schools have initiated parent fairs and exhibitions where parents visit classrooms, join storytelling sessions, and interact with teachers and students. This approach has improved community-school relationships and contributed to increasing student attendance rates.
- Eight adolescent girls' groups were formed in Ladagada, and quarterly meetings are being held to discuss progress and challenges faced by girls. These groups are capacitated to lead awareness campaigns and advocacy, particularly against child marriage and other harmful practices.
- Two schools received child-friendly classroom management support, while three schools were supported in ECED improvement. Moreover, 1,253 children (602 girls and 651 boys) were provided with educational materials, and 205 children in grades 11 and 12 received higher study support in the presence of community leaders, ensuring equitable access to learning opportunities.
- With community collaboration, a school building construction was initiated in Shikhar Municipality. Additionally, six lead schools organized an Education Fair with the participation of 480 students and teachers, featuring activities such as quizzes, math races, reading competitions, and cultural performances, which enhanced student creativity, engagement, and overall quality of education.

Case Story

The Storytelling Effect: Transforming Teaching and Learning



At Arunodaya Basic School in Dipayal Silgadhi Municipality, teacher Tara Singh Rana struggled with her students' constant demand for stories during class. Initially overwhelmed, Tara's approach changed after she participated in the Early Grade Reading Programme under the Ramro Padhai Ramro Sikai Project of the Integrated Community Development Project (ICDP). Through specialized training on reading skills, story development, student assessment, and classroom management, Tara shifted from a lecture-based style to a student-centered method.

Equipped with new techniques, she began preparing engaging teaching-learning materials and using stories to capture students' interest. This change not only boosted children's enthusiasm for learning but also improved classroom participation and attendance.

The impact of storytelling soon extended beyond Tara's classroom. With support from ICDP, parents were encouraged to share local stories at school and at home, fostering a culture of storytelling within the community. Other teachers, like English teacher Sunita Rawal, also observed its benefits in classroom management, while Head Teacher Dipendra Khadka noted the school's purchase of NRs. 10,000 worth of storybooks to sustain this practice. Senior students began reading and narrating stories to juniors, creating a ripple effect of peer learning. Today, storytelling has become a transformative tool at Arunodaya Basic School strengthening teacher-student bonds, engaging parents, and cultivating joyful, collaborative learning both inside and outside the classroom.



Program 3: Strengthening Local Government Capacity to Develop School Education Sector Plans and Budgets to bring about quality learning in Sudurpashchim Province (SESP)Program

Project Objectives:

- Strengthen the capacity of local governments to develop school education sector plans and budgets.
- Strengthen local governments' capacity to establish child-friendly systems for modeling CFS.
- Increase the capacity of schools and communities for evidence-based education planning and provide quality services promoting equitable access and learning in preschools and schools.
- Ensure recovery of learning losses and acceleration of learning in the wake of COVID in selected LGs.

Target Group:

- Government stakeholders, Children, teachers, Schools, Child club, SMC/PTA members

Working Area:

- 30 local government of 9 district of Sudurpaschim province.

Key Achievements of program:

- A provincial-level workshop was organized to orient stakeholders on the School Education Sector Plan (SESP). Additionally, orientation and benchmarking workshops were conducted for 30 education, M&E, and finance officers using EMIS data for localized planning, while sessions on the National Qualifications Framework (NQF) and Non-Formal Education (NFE) were held in Ajayameru and Kailari, leading to guideline development and endorsement.
- To strengthen ECED, ELDS training was provided to facilitators in Ajayameru, Mahakali, and Bhajani, with refresher training for 15 facilitators in Kailari. CDC also supported the formulation of Local Integrated ECD Plans (LIEDP), establishment of ECD Committees at palika and ward levels, and distributed 45 ECD kits to school from Ajayameru, Bhajani, and Mahakali.
- Head teachers and teachers across multiple palikas received various trainings to enhance teaching and management practices. This included multilingual pedagogy, ReAL approaches, Integrated Curriculum (IC), and orientations on CSSMP, CEE, CFS, SSA, and SIP, benefiting both teachers and school management committees for better school governance and inclusive learning.
- Education Clusters were formed in Ajayameru, Kailari, Bhajani, and Mahakali to foster coordination and collaboration. In addition, Student Assessment Technical Committees (SATCs) were established in the same palikas to support evidence-based assessment and system-level strengthening in education.
- Learning Sharing Workshops were held in Kailari, Laljhadi, and Mahakali to promote cross-learning and good practices among stakeholders. A Reading Fair was also conducted in one palika, encouraging literacy, community involvement, and a stronger culture of reading among children and families.



- With the technical support of the CDC, education sector plans have been developed and approved for 28 out of 30 local levels in the working area, and these plans are currently in the implementation stage.
- A total of 144 teachers from 78 schools in the field have been deployed for additional classes related to Learning Supply and Rapid Learning (ReAL), benefiting 1,985 students.
- After completing training related to multilingual education, integrated curriculum, child-friendly schools, and school self-assessment for 405 teachers from 60 schools of 4 local levels under the Child-Friendly School (CFS) package, 7006 students have benefited.

Case Story

Transforming Learning Outcomes through the ReAL Plan

The Government of Nepal, in collaboration with local governments, UNICEF, and the Community Development Center (CDC) Doti, has been implementing the ReAL Plan to recover learning losses caused by disasters, particularly following the COVID-19 pandemic. In Kailari Rural Municipality, Kailali, and Mahakali Municipality, Darchula, the ReAL initiative has been integrated into the Education Management Information System (EMIS), using diagnostic assessments to identify learning gaps and provide remedial classes. At Garima Primary School in



Kailari, this intervention was introduced to enhance academic performance and ensure equal learning opportunities for students. A case study conducted at the school highlights the significant improvements achieved through these targeted efforts.

One notable example is the journey of 13-year-old Bishesh Sunar, a Grade 5 student from the Kailari RM, whose family depends on daily wage labor for survival. Bishesh initially struggled with Nepali and Mathematics, limiting his academic progress. However, after joining the ReAL remedial classes, his learning improved remarkably, as observed by his teachers, who noted strengthened subject knowledge and growing confidence. Beyond academics, Bishesh's behavior and social interactions transformed he became more disciplined, respectful, and engaged in class. His renewed enthusiasm for education reflects the broader success of the ReAL intervention. With ongoing support and resources, the program continues to hold the potential to empower many more students like Bishesh, enabling them to overcome barriers and thrive in their educational journey.

The school's School Management Committee (SMC) Chairperson, Ms. Sabita Thakulla and Principal (Ms. Champa Chaudhary) have been closely monitoring the remedial classes to ensure their effectiveness. They have acknowledged the positive impact of these sessions on students like Bishesh. However, they also suggested that providing additional educational materials would further enhance the effectiveness of the program.

Bishesh's journey is a testament to the transformative power of the ReAL remedial classes. His academic improvement, behavioral changes, and renewed enthusiasm for learning demonstrate how targeted interventions and supportive teaching strategies can bridge learning gaps. With continued support and resources, more students like Bishesh can achieve their full potential and thrive in their educational journey.

Program 4: Girls Matter” Multi-sectoral program for Girls to address gender-based discrimination through empowerment, better service, improved nutrition, access to safe water and social protection in Sudur Pashchim Province

Project Objectives:

- The project aims to protect children from all forms of violence, exploitation, abuse, and neglect through empowerment, better service, improved nutrition, access to safe water and social protection initiatives

Target Group:

- Government stakeholders, Children, Badi, Raji, Dalits, and Freed Kamaiya, adolescent, mothers, students, teachers

Working Area:

- Kailari Rural Municipality and Tikapur Municipality of Kailali district.

Key Achievements of program:

- CDC significantly strengthened community and school-level nutrition initiatives by training 234 FCHVs and 44 health workers, enabling effective malnutrition screening and management. Through regular MUAC screenings, school-based nutrition education, adolescent IFA supplementation, and deworming, more than 8,500 students and community members benefited from improved health awareness, early detection, and timely treatment services and among total screening, 12 Severe Acute Malnutrition (SAM) cases are referred for treatment.
- The organization enhanced local protection systems by training service providers, child rights committees, and judicial committees while standardizing referral pathways for GBV and child protection cases. Adolescent engagement was prioritized through the formation of champion groups, leadership training, and sensitization sessions, empowering over 400 young people to challenge harmful norms, promote gender equality, and advocate for child rights at community and ward levels.
- CDC partnered with Palikas to upgrade WASH facilities in 5 schools, ensuring gender-friendly toilets, safe drinking water, and handwashing stations for 641 students. By promoting the three-star approach, conducting water quality tests, and involving stakeholders in monitoring, the organization established sustainable systems that improved sanitation practices and institutionalized school-based hygiene initiatives.
- Through the Rupantaran program, 25 trained peer leaders facilitated life skills and financial literacy sessions for 901 adolescents from marginalized groups. Regular review and learning meetings supported facilitators in addressing challenges, strengthening delivery, and ensuring the program empowered adolescents with practical skills for social and economic resilience.
- CDC streamlined disability service delivery by strengthening coordination committees, orienting officials on inclusive policies, and raising community awareness on social protection schemes. Simultaneously, the organization promoted child-friendly governance through ward-level CFLG initiatives, Bal Bhela programs, and advocacy campaigns, ensuring children’s voices influenced municipal policies while vulnerable children received education support and protection mechanisms.



Case Story

A Childhood Lost to Responsibility: Nitu's Struggle for Education and Hope

Ten-year-old Nitu Chaudhary, a class four student at Mukta Kamaiya Basic School in Tikapur Municipality, lives a life far beyond her years. The youngest of three daughters, Nitu's childhood has been overshadowed by poverty and her father's tragic accident, which left him with an amputated leg and a cancer diagnosis. With her mother and elder sister migrating to India for work, Nitu has been forced into the role of caregiver and homemaker. She cooks, cleans, manages household chores, and attends to her father's medical needs while struggling to keep up with her studies. The isolation from her peers and lack of family support have left her feeling lonely and burdened, making school attendance irregular and her future uncertain. During a ward-level child rights committee meeting facilitated by the Community Development Center (CDC), Nitu's case was raised, and immediate support was recommended.



The CDC provided her with a school uniform, bag, shoes, and stationery, which, though modest, restored her confidence and encouraged her to return to school with renewed hope. Her father, Mahesh, expressed heartfelt gratitude, describing the joy of seeing his daughter smiling in proper school attire after months of despair. With CDC's help, Mahesh also began the process of securing a disability identity card to access government services. Despite this small relief, the family continues to struggle with poverty, healthcare needs, and the lack of stable livelihood. Mahesh dreams of regaining mobility with an artificial leg to start small-scale farming, while Nitu clings to her education as a pathway to a brighter future.

Program 5: Empowered Women Prosperous Nepal (EWPN):

Project Objectives:

- Strengthened access to Gender Responsive Child Protection and GBV Services
- Increased commitment by local government on GBV and girls empowerment program
- Positive social and gender norms promoted to prevent gender discrimination and gender-based violence

Target Group:

- Adolescent Girls and Boys, Adult women, Children, Violence survivors, Mother groups, Women groups, Children's Networks, Adolescent Networks, Child club, Child rights Committee, Government officials, Teachers

Working Area:

- Belauri Municipality (Kanchanpur), Dipayal Silgahdi Municipality (Doti) and Badimalika Municipality (Bajura)

Key Achievements of program:

- CDC collaborated with municipalities, child protection bodies, and service providers to identify and assess the needs of GBV survivor children. A total of 69 children received immediate support, including school materials, clothes, food, psychosocial counseling, and medical assistance. As a result, most children are now attending school regularly, while those receiving health and counseling support showed significant improvement in their well-being.



- Twenty-seven Adolescent Girls Network (AGNs) with 131 members were formed across three municipalities, conducting regular meetings and voluntary awareness activities. They successfully advocated with local governments for financial support, identified 79 out-of-school children, and organized events like street dramas to raise awareness on child marriage and child labor. These networks also actively participated in local planning processes, ensuring adolescent voices were included in governance and decision-making.
- Sustained advocacy by AGNs and child clubs influenced four local governments, including Dhangadhi Sub-metropolitan City, to commit budget allocations for GBV and girls' empowerment programs. Adolescents' meaningful participation in Bal Bhela planning forums amplified their voices and highlighted child protection needs. These commitments will be tracked in the next fiscal year to ensure translation into concrete action.
- CDC and partners conducted awareness campaigns through International Women's Day events, street dramas, speech competitions, and 16 days of activism. Over 2,000 community members, including children, adolescents, teachers, and local leaders, were sensitized on GBV, child marriage, and harmful social norms. These efforts enhanced adolescents' public speaking and advocacy skills while mobilizing communities, especially women, to challenge gender-based discrimination.
- CDC implemented Rupantaran sessions for both adolescents and parents, reaching over 600 adolescents and 323 parents across schools and communities. The program enhanced understanding of gender equality, GBV, and child protection while strengthening family relationships and adolescent leadership. Pre- and post-test results, along with community feedback, confirmed significant positive behavioral and attitudinal changes among participants.



Case Story

Empowering Communities: Adolescent Girls Network's Stand Against Child Marriage

The Adolescent Girls Network in Ward 7 of Belaury Municipality conducted a door-to-door awareness campaign accompanied by pamphlet distribution to educate the community about preventing child marriage among adolescents. The campaign focused on the Bhagatpur area of Ward 7—including Ganeshpur Tole, Bhagatpur Tole, and Baraiya Tole based on municipal data from the past year, which showed a high incidence of child marriage among adolescents in that region. The program reached a wide range of beneficiaries, including adolescents, men, women, religious leaders, Female Community Health Volunteers (FCHVs), community leaders, teachers, and local residents.



A group of 13 network members took the lead in organizing the program. They were responsible for designing the pamphlets to be distributed within the community and assigning specific roles among themselves to effectively manage the event. During the campaign, they also shared information about the Adolescent Girls Network and its efforts to empower girls both within the network and the broader community. These efforts include capacity-building activities, skill development opportunities, and educational initiatives focused on gender equality, gender discrimination, and gender-based violence.



The door-to-door campaign also helped strengthen the confidence and advocacy skills of network members, enabling them to speak out against child marriage and promote its prevention within the community. The door-to-door campaign successfully raised awareness about the harmful impacts of child marriage by engaging community members in conversations about its consequences. It emphasized how child marriage negatively affects adolescents' health, disrupts their education and career prospects, and limits their future opportunities. The campaign also highlighted the broader implications, such as the emotional and social challenges faced by married adolescents, the added burden on families, and the societal restrictions that reinforce gender inequality. Through this initiative, the network helped communities better understand the long-term damage child marriage can cause to individuals and society as a whole.



Capacity Building Training of adolescent girl's network – at Bellaury Municipality

"I was elected by the group of adolescent girls to be president at ward level adolescent girls' network as chairperson, I has given me the confidence with responsibility for leading the team of young friends, CDC invited me for the training, it gave me the opportunity to enhance my knowledge about Gender, Gender based violence, differentiation of sex and gender , child sexual abuse specially good touch, bad touch and confuse touch- this was a biggest opportunity for me to know in detail how



children are being victim of violence and how can we prevent ourself. From the learning I get from this training I am motivated for spreading this knowledge among other adolescent girls, I have plan to share this with other girls of my school and of municipality. Also, for the empowerment of children I with support of my team will advocate for planning program for children at municipality and will advocate for Baal Bhela at Municipality"

Srijana Bhat- Chairperson (Adolesceten Girls Network)
Ward – 4, Shantipur Belaury
Grade 12 student- Shanti SS

Program 6: Strengthening Ex- Haliya/ Dalit CSOs and their networks collaboration with duty bearers for promoting Social, Economic, and Climate Justice for Ex- Haliya/ Dalit (SAKSHAM)

Project Objectives:

- Strengthened engagement of ex-Haliya in policy making that influence the provision of quality services to them.
- Improved livelihood sustainability and community resilience through effective
- Responses to climate change.
- Enhanced access of ex-Haliya to inclusive and quality education.
- Improved access of ex-Haliya to sufficient safe water and sanitation.

Target Group:

- Freed Haliya/ Dalit, PwDs, Women, Freed Haliya Group, Freed Haliya Network.

Working Area:

- Sayal Rural Municipality & Shikhar Municipality of Doti district

Key Achievements of program:

- A total of 54 freed Haliya entrepreneurs (48 men, 6 women, including 1 PwD) engaged in income-generating businesses, improving their livelihoods. Similarly, 73 freed Haliya individuals (54 men, 19 women, including 1 PwD) started businesses such as iron smith work, allo processing, and food/beverage enterprises, contributing to local economic growth.
- Some entrepreneurs successfully registered their enterprises with ward offices, tax offices, and the Chamber of Commerce, formalizing their businesses. Collectively, 73 freed Haliyas reported earning NPR 1,575,000 through diverse enterprises like iron smithing, allo processing, leaf plate production, and food businesses.
- Four freed Haliya individuals (3 men and 1 woman) were mobilized as community business counselors after receiving four days of training on counseling, stakeholder mapping, and advocacy. They now provide business support and lobby with local governments to promote agriculture and entrepreneurship activities.
- Four TEP centers were established, running regular weekly and monthly classes, benefiting over 100 participants (mostly women). These centers helped raise awareness on rights, nutrition, harmful practices, and community advocacy, building on last year's achievements where 73 women and 4 men participated in similar programs.
- Local-level platforms (L-PAC meetings) and municipal coordination strengthened collaboration, monitoring, and project implementation. Additionally, 22 people (21 women, 1 man) in Shikhar Municipality were trained on discrimination, child marriage prevention, and SGBV, enabling them to advocate for social change in their communities.



Modernizing Traditional Iron Smithing and Preserving Ancestral Skills

Born into a freed Haliya Dalit family in Bhalma village, Sayal Rural Municipality, Doti, 50-year-old ironsmith Khadge Kami has dedicated his life to carrying forward his ancestral craft of iron smithing. Despite his limited education and reliance on traditional methods, he persevered to support his 13-member household. With support from the SAKSHAM project implemented by CDC Doti in partnership with ELCA and LWF Nepal, Khadge was selected as a trainer in a one-month iron smithing program organized and collaborating with the Office of Cottage and Small Industries (OCSI) and Sayal Rural Municipality. He successfully trained nine young participants in producing agricultural and household tools, while also earning an income of NPR 25,500. To enhance his business, Khadge received modern equipment worth NPR 40,500, along with business planning guidance and tools for record-keeping, which significantly strengthened his livelihood and boosted his productivity.



Today, Khadge earns NPR 15,000–20,000 monthly, with seasonal income surges during agriculture and ritual periods. He produces and sells a wide range of items including sickles, spades, khukuris, chisels, and religious tools, and his products are in such demand that customers visit his home to purchase them. Last year alone, he sold sickles worth NPR 200,000 to herders from Humla. Beyond his personal success, Khadge is preserving a craft at risk of disappearing by transferring skills to youth and formally registering the "Narad ironsmith Industry" under his son's name. He now operates legally with a PAN and OCSI registration, ensuring the sustainability of his enterprise. With deep gratitude to donor agencies, local government, and implementing partners, Khadge is proud to sustain his family, educate his children, and uphold a cultural tradition that continues to serve his community.

Program 7: Local Initiative for Community Empowerment and Development (LICED)

Project Objectives:

- Reduced prevalence of discrimination, sexual and gender-based violence, child exploitation and harmful practices
- Strengthened engagement with duty bearers or local partners to enhance inclusive and protective policies, structures and systems
- Improved livelihood sustainability and community resilience through effective
- Improved economic stability and self-sufficiency through skills development programs and income generation initiatives
- Enhanced innovative technologies and practices that improve productivity

Target Group:

- Freed Haliya/ Dalit, PwDs, Women, Freed Haliya Group, Freed Haliya Network.

Working Area:

- Aadarsh Rural Municipality of Doti district

Key Achievements of program:

- Multiple trainings were conducted on natural resource management, human rights, inclusive education, conflict management, and rights-based development. These sessions equipped participants including women, Dalits, and persons with disabilities—with practical skills and knowledge to strengthen their leadership, advocacy, and sustainable practices. Participants gained confidence and increased their ability to access services, advocate for rights, and engage in local decision-making.
- Several initiatives supported income generation, including training on vegetable farming, polyhouse construction, turmeric and Akbare chilli cultivation, and goat rearing. Vulnerable households received start-up support and entrepreneurship training, enabling them to begin businesses such as tailoring, hotels, cosmetics, and vegetable farming. This not only improved livelihoods but also encouraged women and marginalized groups to become self-reliant.
- Farmers were introduced to innovative technologies such as vermicompost production and improved cultivation methods through Farmer Field Schools and CCAFS programs. Trainings emphasized sustainable farming, pest management, organic fertilizers, and commercialization of crops like turmeric and Akbare Khurshani. Community-level climate change adaptation plans were developed, raising awareness of disaster preparedness and resilience.
- Efforts were made to strengthen networks of women, Dalits, and persons with disabilities through capacity-building workshops and formation of ward-level groups. These platforms provided opportunities for collective advocacy on issues such as child marriage, chhaupadi, and inclusive education. Such initiatives enhanced social cohesion and ensured that marginalized voices were represented in local governance.
- School enrolment campaigns and teacher trainings on inclusive education contributed to improving access and equity in schools. Human rights trainings enabled participants to identify, document, and advocate against violations, while also learning about legal remedies and justice systems. Overall, these efforts supported both protection of rights and promotion of inclusive development at the community level.



Empowering Livelihood through Furniture Construction Training

Nir Bahadur Dhami, a 35-year-old resident of Baggar village, Ardash Rural Municipality, struggled for years to provide for his family of seven through traditional farming. Limited income from agriculture forced him to migrate to India between 2010 and 2016 in search of work, but he was unable to secure a sustainable livelihood. Returning home, he worked as an assistant carpenter, yet the absence of modern tools restricted his productivity and income, making it difficult to meet his family's needs.



In 2081, Nir Bahadur participated in a 15-day furniture construction training under the Local Initiative Program for Community Empowerment and Development, organized in partnership with Ardash Rural Municipality and supported by the Lutheran World Federation Nepal. With new technical skills and equipment support worth Rs. 15,000, including electric tools, he began producing modern furniture independently. His income has now risen to approximately Rs. 135,000 annually, enabling him to sustain his family with dignity. Expressing gratitude, he shared that the training and support have made him self-reliant, eliminating the need to migrate for work.

Program 8: Community Engagement Against Poaching and IWT (Illegal Wildlife Trade) in Sudurpaschhim Province, Nepal Program:

Project Objectives:

- Engage marginalized and IWT-affected communities in sustainable livelihoods.
- Strengthen savings and credit institutions within CFUGs and buffer zone groups.
- Promote awareness and behavior change to combat poaching and IWT.
- Support law enforcement through improved community coordination.

Target Group:

- Community group members, cooperatives,

Working Area:

- Buffer zone area Kanchanpur, Doti, Darchula, Bajhnag and Dadeldhura

Key Achievements of program:

- Six saving and credit sub-groups have been formed and are fully operational. These groups are helping marginalized and IWT-affected households to collectively manage resources and access small-scale financial support.
- A total of 300 Livelihood Investment Plans were developed to support households in diversifying and adopting alternative income-generating opportunities. This process is enabling families to reduce reliance on unsustainable practices.
- 300 individuals (92 men and 212 women) received training in governance and financial management. The training has strengthened local leadership, improved decision-making, and enhanced financial literacy within communities.
- 731 marginalized households, including Dalits, Janajatis, and BCTs, were directly engaged in project interventions. This ensured equitable participation of disadvantaged groups in livelihood and conservation initiatives.
- Awareness campaigns included the dissemination of 1,500 posters, 5 hoarding boards, and 30 locally-led behavior change events. As a result, community awareness on poaching and illegal wildlife trade increased by an estimated 30% according to a perception survey.



Program 9: Pathways to Gender-responsive Justice: Strengthening Capacities of Duty Bearers and Rights Holders Program:

Project Objectives:

- Strengthened capacities of community-based justice actors and service providers to facilitate and enable access to gender responsive justice for women and excluded groups
- Strengthen capacities of women human rights defenders (including members of Grassroots women's organizations (GWOs)/community-based women's organizations (CBWOS), and women human rights defender's networks) to facilitate access to justice for women and marginalized groups

Target Group:

- Community group members, women, service provider,

Working Area:

- 10 local level of Kailali, Kanchanpur, Doti, Bajura and Bajhang district of Sudurpaschim Province

Key Achievements of program:

- Two-day training sessions were conducted to strengthen the skills of mediators and informal justice actors. These trainings enhanced their ability to resolve disputes fairly, promote community harmony, and support access to justice at the local level.
- Victims of justice-related issues were provided with legal advice to understand their rights and available legal remedies. In addition, legal assistance services were extended to help them navigate formal justice processes effectively.
- Awareness campaigns were organized targeting different community groups to promote knowledge of justice mechanisms and legal rights. These programs helped build informed communities that are better equipped to seek justice.
- Assistance was provided to seven victims of violence to help them obtain justice through legal and advisory support. This intervention ensured victims had access to both immediate guidance and long-term solutions.
- Beyond individual cases, legal advisory support was extended to 65 people facing various justice-related issues. This broad outreach contributed to increasing community trust in legal mechanisms and improving access to justice.



Program 10: Building Disaster Resilient Communities in Nepal (UTTHANSHIL)

Project Objectives:

- Disaster Risk Reduction Policy and Practices (DRRPP)
- Natural Hazards and Technological Risks (NHTR)
- Economic Recovery and Market Systems (ERMS)
- Strengthen savings and credit institutions within CFUGs and buffer zone groups.
- Promote awareness and behavior change to combat poaching and IWT.
- Support law enforcement through improved community coordination.

Target Group:

- Community members, disaster affected community, representatives of local government,

Working Area:

- 3 districts, Accham, Bajura and Bajhang of Sudurpaschim Province

Key Achievements of program:

- Communities should create localized climate change adaptation plans that address vulnerabilities and propose practical solutions. These plans serve as guiding frameworks for sustainable development and resilience against future climate risks.
- Ward-level disaster management committees and community-level working groups should be formed and officially registered with the municipality. These committees help coordinate disaster preparedness, response, and recovery at the grassroots level.
- Mobilizing financial resources at the community level ensures that funds are readily available for emergency needs. Local fundraising also builds ownership, sustainability, and resilience within the community.
- Regular training on disaster risk management, early warning systems, and first aid strengthens the skills of community members and committee representatives. This equips them to respond quickly and effectively during emergencies.
- Mock drills and simulation exercises provide hands-on experience in disaster response. These events improve coordination, identify gaps, and enhance the readiness of communities for real-life disasters.

Monitoring, Evaluation, Accountability and learning through the Year;

CDC's Monitoring and Evaluation, Accountability, and Learning efforts are designed to ensure quality, inclusive, and sustainable outcomes across education, health, and livelihood programs. Systematic monitoring tracks children's literacy, reading habits, attendance, dropout rates, and classroom participation through learning camps, child-friendly schools, and ECED programs. Teaching quality is continuously assessed via pre- and post-evaluations, classroom observations, and the use of interactive, child-centered, and story-based methods. Additionally, oversight extends to parental involvement, adolescent girls' group activities, health interventions, and WASH improvements in schools, ensuring broad participation and program effectiveness. The progress of freed Haliya/Dalit entrepreneurs, savings and credit group operations, and program implementation is monitored by board members, local government, and senior management to ensure accountability and meaningful impact. Evaluations of learning recovery, literacy and numeracy improvements, teacher performance, school governance, and infrastructure inclusivity ensure that education is equitable, accessible, and high-quality.

Accountability mechanisms include collecting case stories and feedback from children, parents, and community members to capture program impact and guide service improvements. Adolescent networks, school management committees, and local governance bodies are actively involved in planning, monitoring, and decision-making processes, ensuring diverse representation.

Public reporting on trainings, school fairs, WASH interventions, and livelihood support, combined with event audits and accountability boards, strengthens transparency. Health workers, FCHVs, and other service providers are trained in referral and case management procedures, while coordination with local governments supports inclusive planning, budgeting, and implementation.

Learning from program implementation has highlighted the importance of local ownership and continuous engagement. Regular visits from local representatives and education authorities motivate school teams to maintain quality, while active involvement of parents, community leaders, school management committees, and local organizations fosters stronger ownership and sustainability. Community mobilization helps identify local education barriers and promotes collective responsibility for inclusive education. Experiences show that changing parents' mindsets requires ongoing dialogue rather than one-off awareness programs. Successful strategies and innovations are disseminated through reading fairs, workshops, cluster meetings, and provincial forums, allowing replication across localities. Trainings for teachers, government officers, health workers, and adolescent networks have strengthened evidence-based practices and promoted the adoption of low-cost, scalable approaches, contributing to long-term, systemic improvements.

Implementation of Cross Cutting issues;

Over the reporting period, programs focused on fostering inclusive, child-friendly, and gender-sensitive school environments that catered to the needs of children, adolescents, and persons with disabilities. More than 1,200 children benefited from safe and accessible classrooms, equipped with disability-friendly toilets, inclusive learning materials, and interactive teaching methods. Specific initiatives empowered adolescent girls and women, enhancing leadership skills, advocacy capacities, and awareness on issues such as gender-based violence, child marriage, and harmful social norms. The formation of Adolescent Girls' Networks (AGNs) enabled over 400 young women to actively participate in governance, advocate for child rights, and influence local policy decisions.

Training and sensitization sessions targeted marginalized groups, providing essential knowledge on human rights, child protection, and legal remedies. Complementing these efforts, legal assistance and advisory services ensured that victims of violence and justice-related issues had access to gender-responsive and inclusive justice mechanisms. Community campaigns strengthened voice and agency, enabling children and women to speak out against discrimination and exploitation. Programs also prioritized vulnerable populations, including freed Haliya/Dalit communities, persons with disabilities, and disadvantaged households, promoting equitable access to education, livelihoods, and social protection. Through skills development, income-generation initiatives, and sustainable livelihood support, these interventions improved economic resilience while addressing structural discrimination and fostering long-term social inclusion.

Budget of FY 2081-2082;

Community Development Center (CDC) Shikhar Municipality-09, Doti

STATEMENT OF INCOME & EXPENDITURE For the Year Ended Ashadh 32, 2082 (16th July, 2025)

Figures in NPR

Particulars	Notes	F.Y. 2081-82	F.Y. 2080-81
INCOME			
Incoming Resources	4.22	159,062,338.52	88,596,082.15
Financial Income	4.23	-	-
Other Income	4.24	-	-
Total Income		159,062,338.52	88,596,082.15
EXPENDITURE			
Staff Cost/Expenses	4.25	-	-
Program Expenses	4.26	156,402,305.05	87,262,906.92
General Administrative Expenditure	4.27	1,815,235.27	557,346.37
Depreciation	4.1.1	-	-
Other Expenditure	4.28	-	-
Total Expenditure		158,217,540.32	87,820,253.29
Net surplus/(deficit) before Taxation		844,798.20	775,828.87
Income Tax Expenses	4.29	-	-
SURPLUS/(DEFICIT) FOR THE YEAR		844,798.20	775,828.87
APPROPRIATION OF SURPLUS FOR THE YEAR			
Allocation to Reserves		844,798.20	775,828.87
Allocation to Endowment Fund		-	-

The Notes on accounts form an integral part of the financial statements.

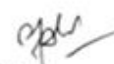

Nirmala Roshraya
Chairperson




Manisha Pathak
Treasurer


CA. Keshav Bhandari
B. Keshav & Associates
Chartered Accountant




Hem Raj Joshi
Executive Director


Tirtha Raj Pant
Admin & Finance Coordinator

वर्ल्ड भिजन इन्टरनेसनल नेपालको साझेदारीमा सामुदायिक विकास केन्द्र डोटी र समान पहुँच विकास केन्द्र सिङ नेपाल डोटी द्वारा संघातिता परियोजना हरूको जिल्ला सल्लाहकार समितिा सदस्यहरु बाट आदर्श र समय गाउँपालिका समुञ्ज अनुगमन पञ्चात्र परियोजना सल्लाहकार समितिाको बैठक सम्पन्न भएको छ।

गत बिहिबार वर्ल्ड भिजन इन्टरनेसनल नेपालको साझेदारीमा सामुदायिक विकास केन्द्र डोटी र समाना पहुँच विकास केन्द्र सिङ नेपालडोटीले आदर्श गाँउ पालिका र समय गाउँपालिका बिभिन्न बिध्यालय र समुदायमा गरेका कार्यहरुको समुञ्ज अनुगमन गरिएको थियो।

सामुदायिक विकास केन्द्र डोटीले धनगढीमा बुधवार आयोजना गरेको प्रदेश स्तरीय प्रारम्भिक समन्वयात्मक बैठकमा सदरपशिचममा गणस्तरीय सिकाईका लागि विद्यालय शिक्षा क्षेत्रमा केही परियोजनाहरु सञ्चालन गर्ने

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इन्फार्मेटिकल लुशरन चर्च इन अमेरिका (इ.इ. सि.ए.) को आर्थिक सहयोगमा लुशरन वल्ट फेडरसन (एल.एडब्लु.एफ.) नेपाल र सामुदायिक विकास केन्द्र (सि.डि.सि.) डोटी को संयुक्त साझेदारीमा शिखर नगर पालिका मा संचालित मुक्त हलिया दलित सक्षम परियोजना अन्तर्गत सामग्री वितरण गरिएको हो ।

डॉ. बालदेवी लक्ष अणुसूक्ष्मी २ कोठे आर.सि.वि. विद्यालय भवन सामुदायिक विकास केन्द्र (सि.डि.सी) डोंरीले हस्तान्तरण गरेको छ ।

डोंरीको आदर्श गाउँपालिका वडा नं. ५ मा रहेको महाभारत माध्यमिक विद्यालयलाई उक्त भवन सोमबार हस्तान्तरण गरेको हो ।

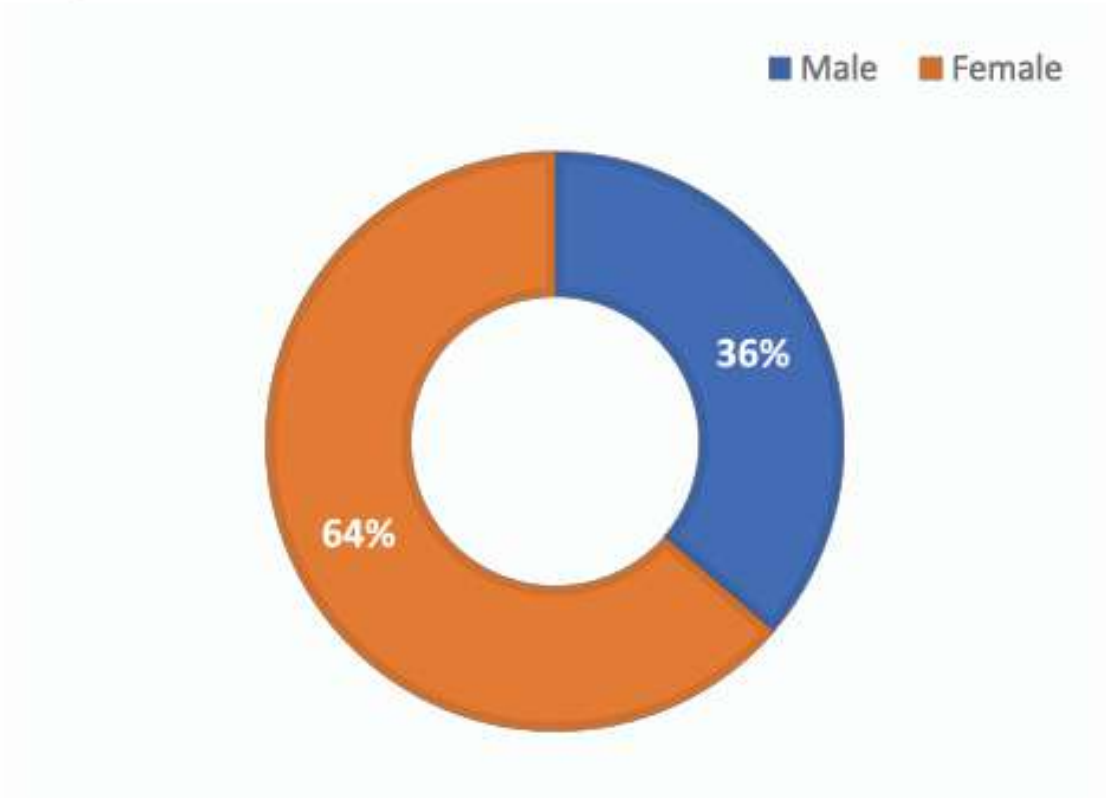
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नया वैश्विकस्तर २०८२ सालमा 'सबै बालबालिकाहरूको विद्यालयमा सहभागिता, गुणस्तरिय शिक्षा प्राप्तिको सुनिश्चितता' भन्ने मुल नाराका साथ विद्यालय धर्मा अभियान कार्यक्रम शुरु गरिएको छ। धर्मा अभियान कार्यक्रममा शिक्षक, बाल बालिकाको स्वास्थ्यको, विद्यालयको पर्यावरणको, गतिविधिको समन्वयकारी र, भर्तीका प्रक्रियाको समन्वय गर्ने कार्य गर्नेछिन्।

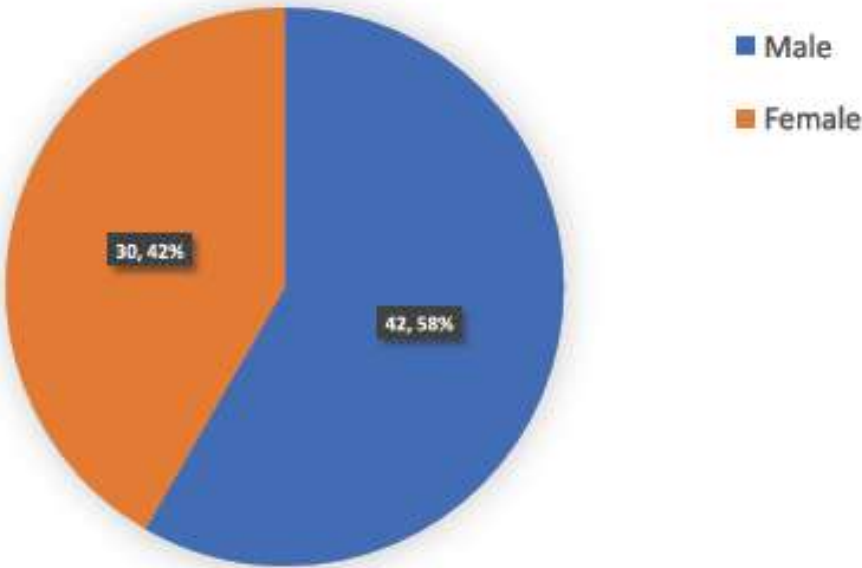
विद्यालयमा गुणस्तरिय शिक्षा लार्ने गर्ने र बासस्थितिकालाई पढाइ प्रगती आकर्षित गराउने उद्देश्यले उच्च तालिमको अवलोकन गरिएको थियो ।

विद्यालय शिक्षा क्षेत्र योजना, विद्यालय सुरक्षा, विद्यालय सुसाधन, सगानी र श्रोत व्यवस्थापन, अनुगमन र मूल्यांकन, प्रारम्भिक स्वास्थ्यकारणमा पर्ने शिक्षक व्यवस्थापन, अपाठकारीन र संकेतको समग्रमा शिक्षा विकासका कार्यक्रमलाई

Composition of board Members:



Composition of Staffs:



Some Program Photos



Contact:

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