# Child Centered Community Development Project in Nepal (II Phase)

## Identification

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<th>Child Centered Community Development Project in Nepal (II Phase)</th>
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<tr>
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### Output:

- Facility based Integrated Management of New Born and childhood illness is implemented in 10 districts of province 6.
- Specialized Neonatal care unit established in five districts.
- Parents, caregivers and educators educated on early stimulation, learning & responsive care (Parental education).
- System of home based counselling promoted (emphasis on engagement of father & early stimulation).
- SBCC strengthened through PWG approach including husband/mothers-in-law.
- Girl Champions, identified from vulnerable and marginalized communities, developed. Parental physical and mental health enhanced.
- Functional groups/committees, Health Facility Operation Management Committees, ECCD management committees, PHC/ORC management committees, Citizen Awareness Centres, Ward Citizen Forums, Nutrition and Food Security Steering Committees strengthened.
- Non-institutional family care and early intervention enhanced for vulnerable children (disabled, malnourished, orphaned), birth registration.
- Early detection and prevention of disabilities among children introduced.
- Lobby and advocacy strategies formulated and launched for gender transformative policies and practice in education.
- Gender transformative pedagogy training to teachers and education committee members.
- WASH facilities and hygiene behavior including menstrual hygiene management in school promoted.
- Model safe and inclusive school with accessible safe learning facilities, school disaster management, and resilience education promoted.
- Forum of adolescent school girl, boy and gender focal teacher in each school developed.
- Children with disabilities supported for accessible inclusive quality learning opportunities.
- Pre-positioning system for education in emergency developed.
- Gender-sensitive educational contents, pedagogy process in early learning, socialization and early grade reading promoted.
- Parents and care-givers/teachers trained on early learning and reading material development.
- Early learning and reading informal activities (young learner: 5 to 7 years) promoted in communities.
- Families and communities supported for early grade reading promotion and mother tongue education.
- Early learning promoted through provision of reading materials to the early grades.
- Awareness raised on “all Girls in School” and out of school children free communities, villages and municipalities declared.
• Quality education (mentorship) promoted through IT
  Alternative education to out of school children (13 – 17 years) ensured through rapid education
  and mechanisms for re-entry to formal education

• Inclusive and gender-sensitive education planning and budgeting promoted
• Members of education committees capacitated for promotion of gender equality in schools
• Networks of Dalits, person with disability and woman promoted and strengthened
• Comprehensive education data system established
• Women leadership developed in education through necessary training.
  “Learn without Fear” school environment promoted through lobby and support.

• Market scan and skill training promoted
• Apprenticeship, enterprise development and marketing support provided.
• Linkage of enterprising youth established to existing financial services
  Partnership with employers for youth employment & collaboration with government
  agencies/private sectors developed

• Children, young women and adolescent girls’ groups organized/strengthened
• Evidence based research on capacity/need assessment carried out.
• Capacity building trainings and support provided to children, adolescent girls and young
  women in their initiatives
• Role models and champions developed
• Government and civil society organizations strengthened
  Advocacy plans and advocacy initiatives supported.

• Awareness on civil rights and collaboration with government agencies increased.
• Right of children to identity increased through birth registration campaigns
• Participation/leadership of children and adolescent girls increased through capacity building
• Role models and champions developed
  Joint Advocacy with CSOs for influencing stakeholders

• Awareness and life skill education promoted among adolescents, young girls and women
  with disabilities
• Sexual and Reproductive Health Rights (SRHR) friendly services for adolescent girls and
  young women promoted
• Awareness on menstrual hygiene raised through information dissemination
  Sexual and Reproductive Health Right (SRHR) increased through Social and Behavior Change
  Communication/Information Education Communication (SBCC/IEC) package

• Research and policy analysis conducted on online protection, child marriage and other GBV
  issues affecting girls.
• Child protection mechanism strengthened by influencing laws on online protection
• Implementation of action plans on child marriage, child trafficking and child labour
  influenced and supported.
• Community Based Child Protection Mechanisms (CBCPMs) strengthened
• Child protection services (child helpline and one stop crisis centres) strengthened
• Gender and child sensitive justice procedure strengthened through capacity building of
  police, lawyers and law practioners
  Child protection capacity in disaster preparedness and response plan strengthened

• Capacity of girls and young women and their organizations raised on gender, child
  protection including online protection and CPIE.
• Life skill session conducted to girls and boys, including children with disabilities, to make
  them capable to protect themselves.
• Advocacy and mass awareness increased through media engagement and use of
  technology.
• Role models/champions of change developed.
• Child/girls groups supported for influencing local govt. for plan and budget to organize
  events against GBV and its services
  Girls at risk and survivors of GBV and child labour supported.
• Awareness raised on gender equality, child rights and protection and positive parenting.
• Champions of change promoted for social change against GBV and patriarchy.
CSOs and networks capacitated for influencing

• Awareness raised against school violence
• Facilitation provided for development and implementation of code of conduct and child protection committees at school and hostels
• Policies related to learn without fear, school as a zone of peace and hostel guidelines disseminated.
• Teachers and members of SMCs trained to conduct positive disciplining.
• Adolescent girl champions and boy champions promoted to amplify their voice against school based gender violence
Study on school based violence and its impact conducted

• Vulnerability and Capacity Assessment conducted.
• Awareness raised by sensitization on DRR/CCA
• Child clubs, young women/adolescent girls including community people are capacitated through training on DRR
• Responders with equipment developed
• Early Warning System and MIS established
• Livelihood options promoted among young women.
• Mobile app developed for information dissemination
Family safety plan/evacuation plan developed

• Community Disaster Management Committee, Local Disaster Management Committee, District Disaster Management Committee, School Disaster Management Committee formed/reformed
• DRM plan at school and community level prepared/implemented
Government supported to mainstream gender transformative DRM in local planning process in Plan communities

• Support provided for Local Disaster Risk Management Plan development/revision using gender and children centered lens
• Support provided to government in education cluster contingency planning, DRM policy and Action plan development and safe school policy formulation
Leadership of women promoted in LDMC, CDMC, etc.

• Nutrition sensitive WASH promoted.
• Community managed small scale drinking water supply systems developed.
• Community groups, local government led WASH coordination committees and federation of water and sanitation users’ committees capacitated for multiple use of water system (MUS) and effective management of WASH services
• Community Led Total Sanitation (CLTS) enhanced by promoting good hygiene behavior including menstrual hygiene, gender and socially inclusive WASH related committees
• Capacity building of women on leadership skills enhanced to manage, make decisions and participate in the WASH committees
• Partnership with private sectors on hygiene behaviors and social marketing promoted
Policy advocacy promoted for gender transformation and social inclusion in WASH

Input:
Growing up Healthy
1.1 Facility Based Integrated management of New Born nad Childhood Illness (IMNCI) (Province 6)
1.2 Specialized Neonatal Care Unit (SNCU)support in 5 district hospitals
1.3 Full Immunization Declaration Program (Post declaration activities for sustainability)
1.4 Support MoHp/ National Health Training center to strengthen local government health services.
1.5 Social behavioral change communication on maternal, new born and child health including early child hood development through mothers and pregnant women Groups (Material and technical support)
1.6 Strengthening birthing center in coordination with local government (construction, equipment and SBA training)
1.7 Parenting education on responsive care, early stimulation, early learning and gender socialization (5 month long practical sessions including play materials development and strengthening monitoring mechanism)
Disability and emergency health support
1.8 Screening, treatment, corrective surgery, assistive device and rehabilitation support to disable children.
1.9 Emergency medical and surgical treatment support to marginalized and sponsored children

Gender Transformative and Inclusive Quality Education
2.1 Construction of child friendly classrooms and toilets for girls
2.2 Gender equality and inclusive education planning and management training to SMC/PTA members in collaboration with local government
2.3 Capacity development workshop on education policies, plans programmes, strategy and implementation guidelines at local government.
2.4 Support to conduct early gender socialization and pedagogy training to teachers and education committee members in collaboration with NCED.
2.5 Construction of model safe and inclusive schools.
2.6 Repair and improve schools for safe and inclusive.
2.7 Support children with disabilities for accessible and inclusive teaching and learning materials (educational materials, school bags and school dress)
2.8 Support to conduct training to parents, care-givers and teachers on early learning and reading materials development.
2.9 Provide early learning and reading materials (from pre-primary class up to grade 3)
2.10 Support child friendly furniture and face to face seating arrangement
2.11 Mentoring support to low performer for early learning and reading improvement
2.12 Training to parents for informal reading activities at home / communities (as per package developed by DOE)
2.13 Material support and orientation developed by Curriculum Development Center to families/communities in early grade reading and mother tongue education.
2.14 Continuous monitoring and support to carry out classroom based early grade reading assessment (developed minimum package and ERO)
2.15 Out of school children (OOSC) mapping and campaign for "all girls in school" and declare OOSC free municipalities.
2.16 Provide education assistanship/scholarship (education materials)
2.17 Support IT based education (Pilot)
2.18 Material support and training for community learning centers (government)
2.19 Support local government for inclusive and gender transformative quality education planning and budgeting in line with SSDP and 23 functions of local government.
2.20 Support capacity development of education committee members for gender equality and inclusive education in line with SSDP.
2.21 Leadership development on basic and secondary education management (SMC and ward)
2.22 Organizational support to networks of Dalit, persons with Disabilities and women.
2.23 Strengthen comprehensive education data system at different levels in collaboration with DoEST EMIS team.
2.24 Support to conduct training of trainers on school WASH including menstrual Hygiene Management (MHM) to facilitators and teachers
2.25 Support to conduct hygiene behavior promotion activities.
2.26 Support to improvement of school WASH including MHM facilities (construction and renovation of toilets, MHM room, Hand washing stations)
3.1 Market oriented CTEVT skill training/apprenticeship (such as hotel/tourism, plumbing, electrician, mason, auto repair, mobile/tv repair). Participants will be selected based on agreed criteria using participatory approach among highly vulnerable, out of school, survivors (GBV trafficking), single mother, women headed family).
3.2 Business startup support to highly vulnerable young women and GBV survivors to generate family/individual income (grocery, small restaurant, salon, TV/mobile repair shop, auto repair, electric/plumber shop). Participants will be selected based on agreed criteria using participatory approach among highly vulnerable, out of school, survivors (GBV trafficking), single mother, women headed family).
3.3 Capacity building of self-reliant groups and cooperatives and help linkage of young women to market and financial services (SDG Target 1.4)
3.4 Collaboration with private and government agencies for creating decent working environment to young women (develop and implement policy related to gender, child protection and ethical recruitment aligning labour law). (SDG Target 8.5 and 8.8)
3.5 Strengthening capacity of child clubs and young women groups (leadership,
conflict resolution, resource generation, negotiation skills, public speaking, gender, DRR, self-protection, CPiE, etc.) (SDG Target 5.1 - 5.6)

3.6 Carry out evidence based research related to young women empowerment, traditional harmful practices and capacity need assessment of CSOs (SDG Target 5.1-5.6)

3.7 Support initiatives of child clubs and young women groups especially in eliminating traditional harmful practices and GBV including child marriage, child trafficking, child labour, chhaupadi (SDG Target 5.1 - 5.6)

3.8 Promotion of inclusive child/adolescent friendly local governance of MOFAGA/CCWB (The first CFLG VDC in Morang was declared by government with support from Plan International)

3.9 Collaborate with local government for promotion of vital event registration (development of online system was initially supported by Plan International)

3.10 Develop and implement SRHR training package for adolescent girls and boys and their parents (SDG Target 5.2 and 5.6)

3.11 Support to provide Life Skills Education Program (9 month long Better Life Option Programme - detail in annex 5) (SDG Target 5.2 and 5.3 and 5.6)

3.12 Support to provide Life Skills Education Program (4 month Champion of Change-detail in annex 7) (SDG Target 5.2 and 5.3 and 5.6)

3.13 Support to provide Life Skills Education Program (Enterprise for your life - detail in annex 6) (SDG Target 5.2 and 5.3 and 5.6)

3.14 Promotion of SRHR Friendly services (establishment of adolescent friendly corners) (SDG Target 5.2 and 5.6)

4.1 Conduct research on GBV issues affecting girls the most

4.2 Support for implementation online protection (cyber law) in collaboration with government ministries (MoH, MoWCSC, CCWB, NTA)

4.3 Contribute for role out/implementation of action plans on child marriage, child trafficking and child labour at local government in collaboration with government ministries (SDG Target 5.2, 5.3 and 8.7)

4.4 Support for strengthening Community based child protection mechanisms (SDG Target 5.2, 5.3 and 8.7)

4.5 Support for strengthening child protection services - child helpline, one stop crisis centres in collaboration with National Health Training Centre

4.6 Develop role model/champions of change on eliminating traditional harmful practices (SDG Target 5.1 - 5.6)

4.7 Support to girls at risk and survivors of GBV and child labour

4.8 Support for development and implementation of code of conduct and child protection committees at school and hostels (Nepal SDG Target 5.1 - 5.6)

4.9 Support to conduct positive disciplining training to teachers, SMCs

5.1 Vulnerability & Capacity Assessment (National Plan of Action on DRR Priority No. 1- Section 4.1)

5.2 Response preparedness at community level (responders development and equipped, Early Warning System, Family Safety plan, Evacuation Plan, Light Search and Rescue and First Aid training) (National Plan of Action on DRR Priority No. 7- Section 7.5)

5.3 Support in formation/reformation of institutional structures at local level (CDMC, LDMC, SDMC) and enhance their capacity (National Plan of Action on DRR Priority No. 4 - Section 7.3)

5.4 Support to implement Disaster Risk Management plan (includes both risk reduction and mitigation activities, such as early warning system, shelter house, culvert, embankment, plantation, multiple use of water, waste disposal) (National Plan of Action on DRR Priority No. 3 - Section 6.1)

5.5 Strengthen organizational capacity for humanitarian response (develop contingency plan, training on humanitarian response and maintain warehouse/stockpiling - ECD Kits; Adolescent Friendly Kit; Child Friendly Space Kit, New Born Baby Kit; Dignity Kit; Utensils; Non-Food Items; Hygiene Kit and Medicated Mosquito Net) (National Plan of Action on DRR Priority No. 4 - Section 7.1)

5.6 Education cluster contingency planning (for development of DRM policy, action plan, safe school policy) in collaboration with SSDP DRR thematic working group (National Plan of Action on DRR Priority No. 2 - Section 5.2)

5.7 Capacity enhancement of girls, boys, women and men, persons with disabilities and other marginalised/vulnerable people on Disaster Risk Reduction and Climate Change Adaptation (National Plan of Action on DRR Priority No. 2 - Section 5.4)

Community WASH

5.8 Inclusive and Gender Transformative Total Sanitation (ODF and Post-ODF) through Community Led Total Sanitation in collaboration with local WASH Coordination Committees (SDG Target 6.2)

5.9 Construction and repair/maintainance of community managed small scale piped
Impact:
Girls and boys grow up healthy from the start in an environment providing equal opportunities as parents and caregivers socialize them in a gender equal and inclusive manner. Girls and boys learn in gender-transformative and disability inclusive educational institutions that deliver quality education in developmental and humanitarian settings. The agency of children, especially that of adolescent girls, is increased through asset-building, enhanced access to SRHR services, and growth in self-protection capabilities. Girls experience reduced levels of gender-based violence and discriminatory social norms and practices and grow up safely in communities free of child marriage, child trafficking and child labor. Girls and boys strengthen community resilience-building through gender-transformative and disability inclusive disaster risk management; climate change adaptation; and WASH promotion.

Outcome:
Outcome 1.1: Increased knowledge and gender equitable and non-discriminatory behavior of parents and care givers on responsive care, nutrition and early stimulation;
Outcome 1.2: Girls and Boys aged 05, especially the most marginalized and excluded communities, grow up healthy and happy.
Outcome 1.3 Increased capacity of institutions at local and provincial level who are accountable for promotion of gender equal and inclusive early parenting and healthy development of children aged 0 - 5
Outcome 2.1: Gender transformative and inclusive education facilities and systems to all children especially for girls and children with disabilities and Dalit are strengthened
Outcome 2.2: Early learning and reading comprehension of all children especially girls, Dalits and children with disabilities (early graders, i.e. pre-primary to grade 3) are improved
Outcome 2.3: All girls and boys complete quality basic education leading to relevant and effective learning outcomes in secondary and tertiary education
Outcome 2.4: Inclusive and gender-sensitive education governance at school and village / municipal level is strengthened
Outcome 3.1: Adolescent girls and young women have increased access and control over resources, financial services, marketable skills/increased employability/ self-employment and decent work.
Outcome 3.2: Children, adolescent girls and young women are organized and taking leadership in decision making for claiming and exercising their rights at local to national level.
Outcome 3.3: Children and adolescent girls have realized their rights to identity and citizenship and have easy access to services and opportunities
Outcome 3.4: Adolescents and young girls and women with disabilities have capacities to control over their body (SRHR) and their labor.
Outcome 4.1: Gender sensitive child protection system especially child protection services are improved at community level to prevent and protect children from gender based violence and discriminatory social norms and practices.
Outcome 4.2: Girls and adolescents and young women are free from gender based violence and discriminatory social norms and practices especially child marriage (including child trafficking and child labor)
Outcome 4.3: Gender equality /girls rights and non-discriminatory practices are promoted at family and community level.
Outcome 4.4: All children especially girls, Dalit and children with disabilities are studying regularly in safe and protective environment in educational setting.
Outcome 5.1: Risks associated with hazards and climate change in the targeted vulnerable communities are identified and reduced through implementing multi-hazard and integrated risk reduction initiatives.
Outcome 5.2: Systems and mechanisms for gender transformative DRM are developed in Plan working communities (institutional level).
Outcome 5.3: Contributed to DRM policy, strategy, guideline formulation, dissemination.
Outcome 5.4: Decreased incidence of water, sanitation and hygiene (WASH) related diseases among children, and drudgery and discrimination of girls and young women in marginalized and vulnerable communities.
### Organizations

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**UNDISBURSED BALANCE**

**-27,369,695**

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