

GIRLS EMPOWERMENT PROJECT
(GEP) PHASE II
KAWASOTI MUNICIPALITY, NAWALPUR

EMPOWER THE *Girl*
CHANGE THE WORLD



Jagriti Child and Youth Concern Nepal
जागरुति बाल तथा युवा संरोकार नेपाल

AUGUST 2024



KANALLAN
GIVING RIGHT NOW



Girls in Nepal

Nepal is making some strides towards improving the status of girls. While some progress has been made, significant challenges still remain. Empowering girls in Nepal faces several challenges, stemming from social, cultural, economic, and political factors. Nepal continues to struggle with gender-based inequality, discrimination and violence, which leave girls deprived of basic human rights. Persistent traditional gender roles and attitudes continue to influence girls' autonomy and opportunities. Societal expectations regarding girls' roles as caregivers and homemakers largely restrict their choices and aspirations, reinforcing gender inequalities.

In Nepal, the population of youths under 18 years is 9.87 million (33.8% of the total population) among which girls are 4.76 million (48.17%). The population of children below 14 years is 8.12 million among which girls share 47.87%. Likewise, the population of children below 5 years is 3.01 million where the share of girls is 47.14%. Child marriage remains a significant issue, particularly in rural areas, where it is influenced by various socio-economic and cultural factors. While the legal age of marriage is 20 years for both men and women, enforcement remains a challenge in some areas, and cultural traditions continue to play a significant role. In 1961, nearly 75% of young women aged 15-19 were married, and by 2007, this figure had decreased to 51.4% for girls under 18. Similarly, 37% of girls married before the age of 18, and 10% before the age of 15 in 2015. According to the 2023 Human Development Index (HDI) released by UNDP, the HDI for men in Nepal is 0.612, while for women it is 0.549. The most recent readily available gender inequality index (GII) score for Nepal is from 2015, where Nepal scored 0.497 which shows a high level of inequality still present in Nepal.

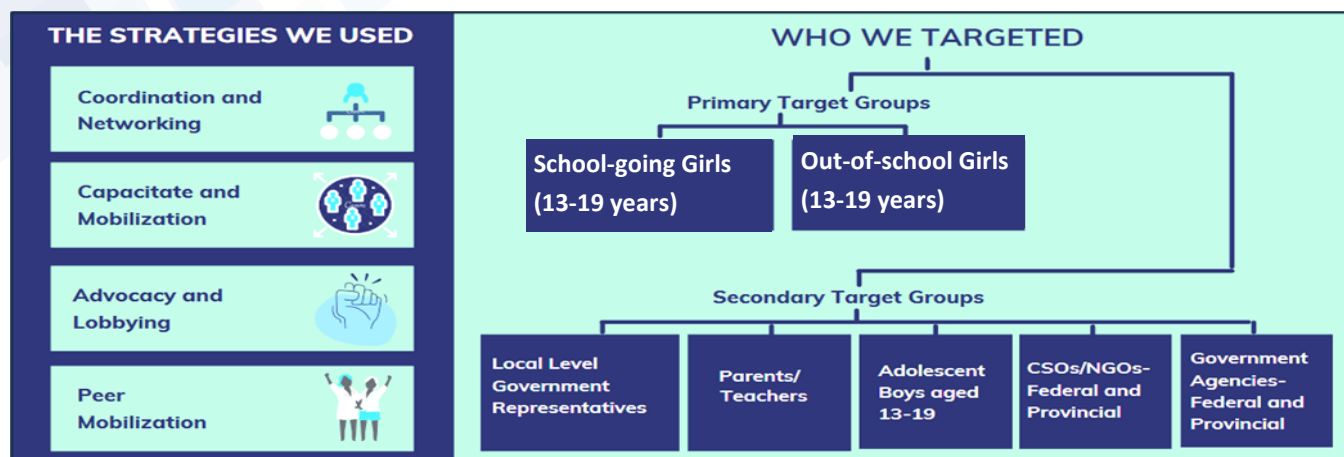
Article 39 (5) of the Constitution of Nepal (2015) prohibits harmful practices against children. No child shall be subjected to child marriage, transported illegally, abducted/kidnapped, or taken hostage. According to Article 5 of the Act Relating to Children, 2018, no discrimination shall be made against any child on grounds of religion, race, caste, tribe, sex, origin, language, culture, ideological thought, physical or mental condition, physical disability, marital status, family status, employment, health condition, economic or social condition of him or her or his or her family or guardian, geographical area or similar other ground. The Act Relating to Compulsory and Free Education, 2018 focuses on providing free and mandatory education to children. Article 7 mandates parents or guardians to ensure their children attend school and receive compulsory education while Article 23 states that to provide education up to the basic level, the concerned Local Level may provide monthly scholarships as prescribed to the children belonging to the prescribed communities. The [Public Health Service](#) Act, 2018 speaks for special public health services for children and youths, including emergency care.

Gender-based violence, including domestic violence, sexual harassment, and trafficking remains prevalent despite efforts made through legislative and awareness campaigns. Disparities still exist in educating girls, especially in rural areas and among marginalized communities as poverty, and societal norms can hinder girls' access to education. A comprehensive strategy involving coordinated efforts from governmental institutions, civil society groups, local communities, and development partners is needed to address these issues. Implementing and upholding laws and regulations that defend girls' rights, expanding access to healthcare and education, spreading knowledge of gender equality, and encouraging shifts in societal norms and attitudes are important.



Introduction of GEP

The GEP Phase II was implemented from April 2021 to March 2024, by Jagriti Child and Youth Concern Nepal (Jcycn) with support from KANALLAN. The project's goal was to maintain peace, human rights, and democracy by empowering the young girls in the Kawasoti Municipality of Nawalpur District. The project covered all 17 wards of the municipality. GEP's objectives were to end all forms of discrimination against girls in Kawasoti Municipality, eliminate harmful practices, stop all forms of violence against girls, and ensure equality of opportunity. The program also aimed to address inequalities of outcome through policy-level interventions.



Girls participated in training and seminars, which equipped them with essential knowledge and skills that they later taught to their peers in the community. This training covered a range of topics, including vocational skills, health and sanitation, menstruation awareness, and the production of sanitary pads, as well as self-defense classes, peer mentoring, leadership development, support groups, and advocacy marches against gender-based violence. These experiences enhanced their self-confidence and enriched their understanding of human rights, sanitation, and education. Consequently, young girls have been empowered to challenge harmful social and cultural practices, such as child marriage and menstrual taboos, while advocating for inclusion and supporting the development of child-friendly infrastructure, policies, and practices.



Implementing Partner



KANALLAN is a philanthropic service-oriented organization working with individuals and organizations to complete humanitarian projects in developing countries. It believes that it should be simple to help people around the world and see the true impact of donations. Collaborating with Jcycn, GEP was launched in rural Nepal in 2018 to help vulnerable girls escape marital slavery, trafficking, and abuse. Covering everything from healthcare to menstrual hygiene and self-defence to career opportunities, the GEP offers girls new beginnings at a formative stage of life.



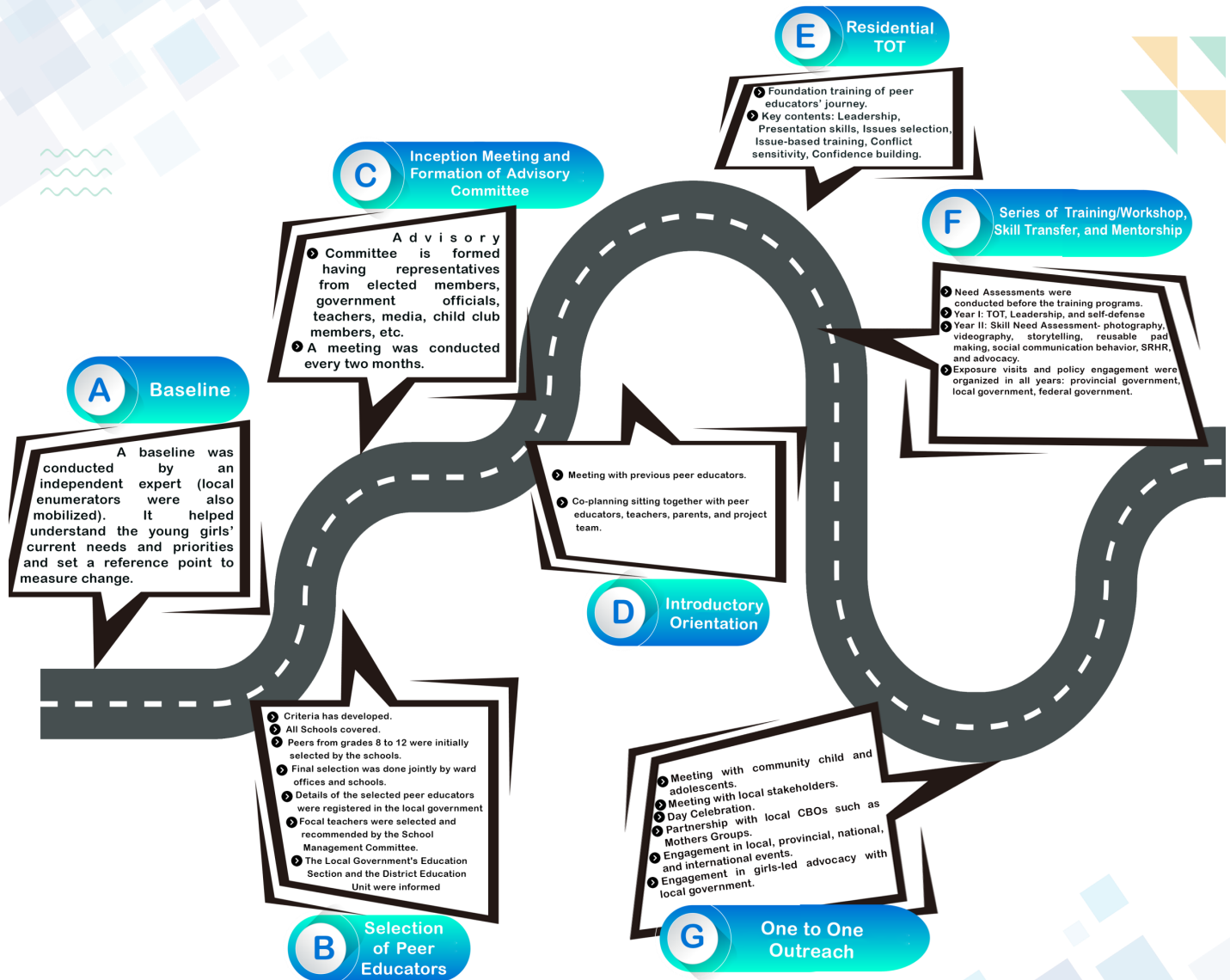
Jcycn works for the rights and well-being of children and youth. Run by the vibrant youth group it advocates for the rights of children and youth for sustainable and positive impact in the community through various intervention strategies. Having an extensive network outside and within the country with dozens of like-minded stakeholders it works to bring lasting peace and prosperity through partnership, collaboration, and coordination. Jcycn has implemented the GEP project with support from KANALLAN.



Project Outline

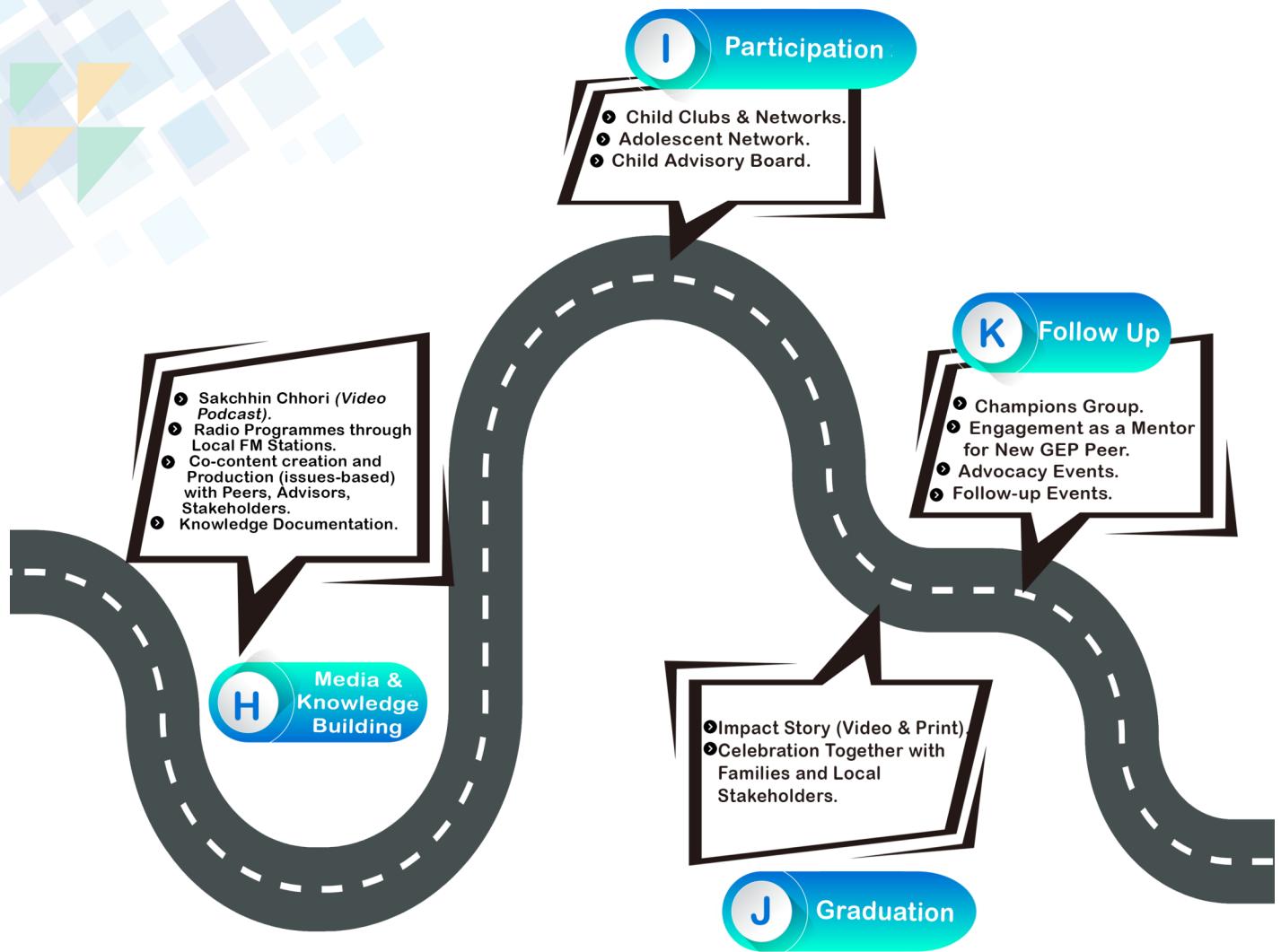


Empowering Peer Educators for visible leadership in social transformation



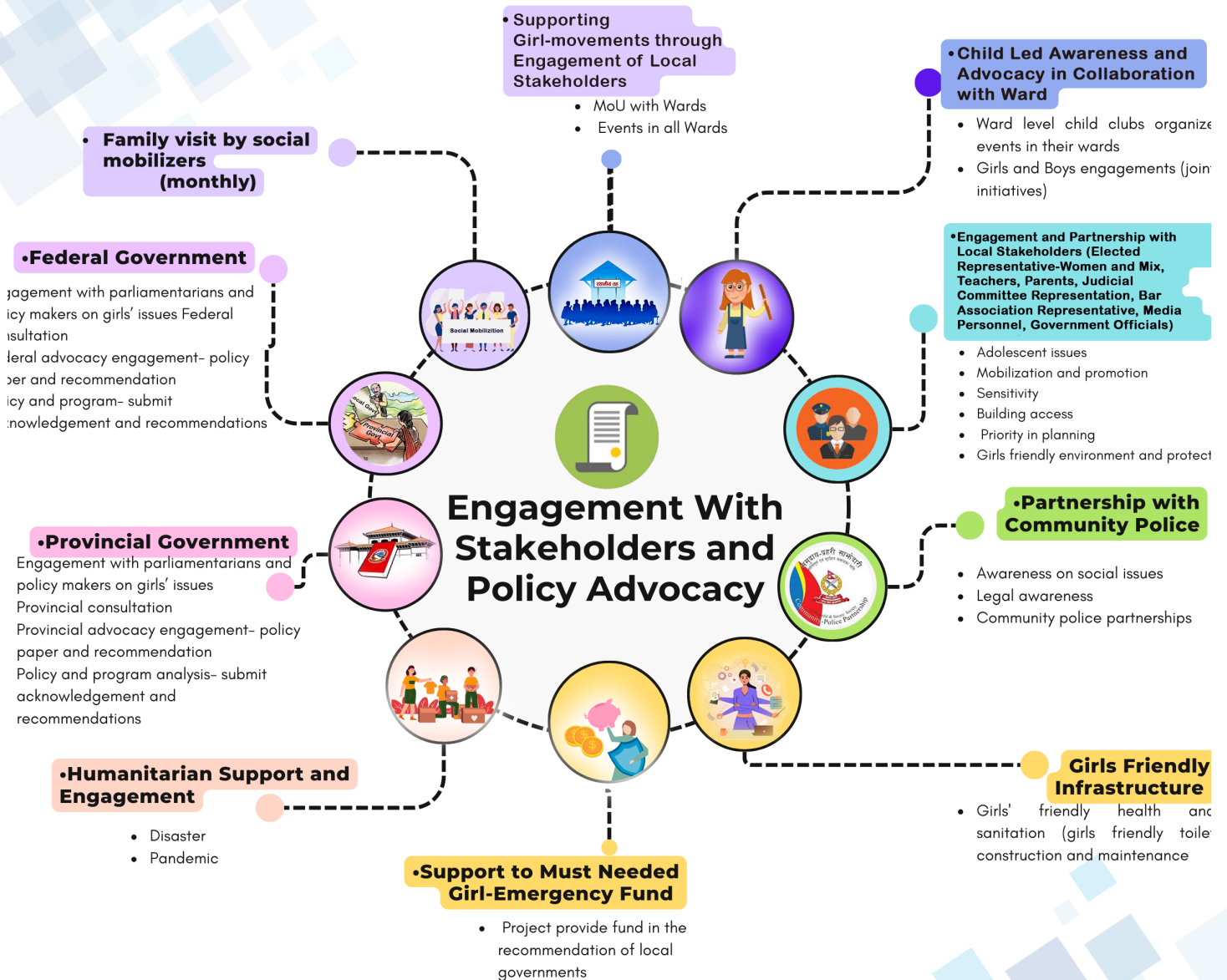


Empowering Peer Educators for visible leadership in social transformation





Engagement with Stakeholders and Policy Advocacy





Key Achievements



Girls' Learning Centre:

Local communities across Nepal have embraced the GEP and benefit from confident, empowered, and happy young women ready to make a crucial difference locally and nationally. Based on the achievements of GEP, the next step was initiated with the establishment of the Girls' Learning Center, which is under construction in Devchuli, Nawalpur. It is a dream project of GEP which was one of the key

recommendations from GEP Phase I. Once completed, the building is expected to serve thousands of vulnerable girls and young women for decades to come. The center will provide standard education, education around health and the menstrual cycle, self-defense, legal services, safety, counseling, and much more. There will also be a substantial focus on vocational training, business classes, finance, careers, and entrepreneurship. This will be a common place for meeting, learning, and sharing for girls.



GEP's Contribution to the Sustainable Development Goals (SDGs)



SDG 5: Gender Equality

Target 5.5: Ensure women's full participation and equal opportunities in decision-making at all levels.

Target 5.2: Eliminate violence against women and girls, including trafficking and exploitation.

Target 5.3: End harmful practices like child marriage.



SDG 10: Reduced Inequalities

Target 10.2: Promote the social, economic, and political inclusion of all, regardless of age, gender, disability, ethnicity, or religion.

Target 10.3: Ensure equal opportunity and reduce outcome inequalities by eliminating discriminatory practices.



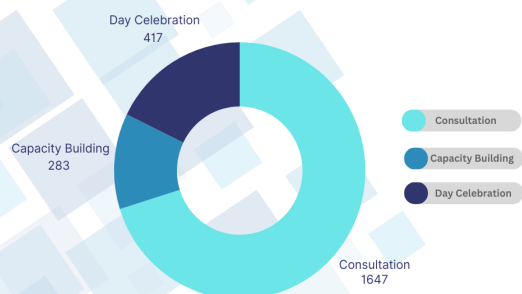
SDG 16: Peace, Justice, and Strong Institutions

Target 16.2: End abuse, exploitation, trafficking, and violence against children.

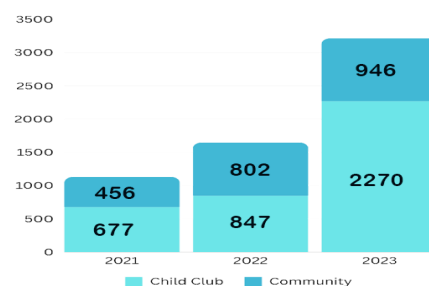


FACTS & DATA

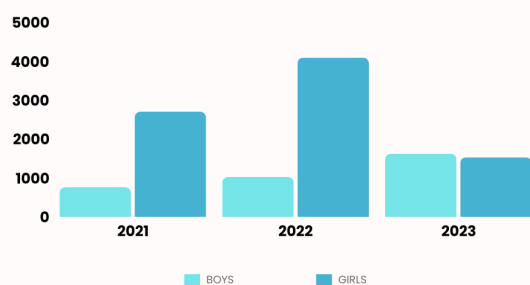
POPULATION REACHED BY EVENT



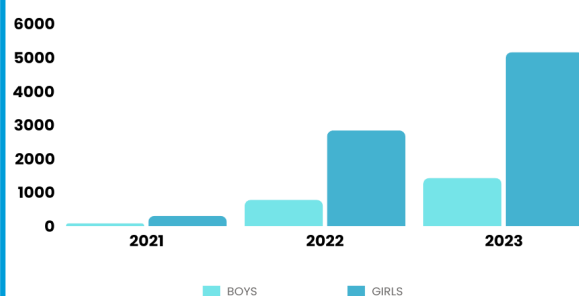
BENEFICIARIES FROM ORIENTATION



NEW CONTACT POPULATION



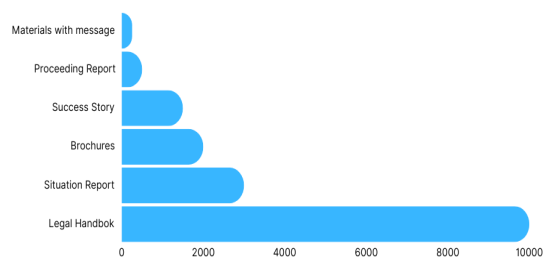
REPEATED CONTACT POPULATION



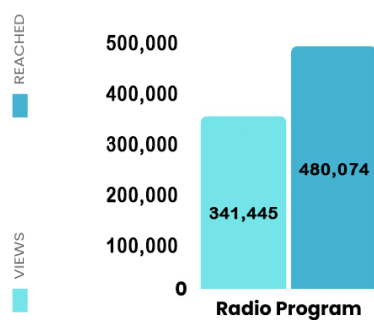
BENEFICIARIES FROM TOILET RECONSTRUCTION



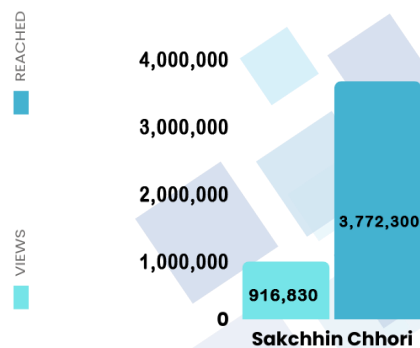
IEC MATERIALS DISTRIBUTION



MEDIA MOBILIZATION



MEDIA MOBILIZATION





Empowering Young Girls from Diverse Backgrounds and Social Cohesion:

As girls are empowered, they have developed a strong sense of self-worth and belief in their abilities. This has led to greater participation in school, extracurricular activities, and future career choices. These girls are equipped with critical thinking skills and the confidence to make informed decisions about their lives.



I educate our juniors by organizing them into smaller groups and in collaboration with the stakeholders at the school, colleges, wards, and Municipality. Now, I feel like working better than before. I am more inclined to creative writing like poems, story writing, and so on.

Ichha Gurung
(Peer Educator)



After engaging in GEP, I have been conducting various awareness programs, not only in my community but also in other communities. I have also been conducting various programs to protect the culture of the Bhote community.

Omkala Bote
(Peer Educator)





Building Self-Confident, Leadership and Fostering Community Trust:

This has been the foundation. As girls have started believing in themselves, they are more likely to take risks, pursue their goals, and overcome challenges. Girls are now able to make open communication and



Before, I used to shy away from public speaking. After engagement in GEP, I have the confidence to teach the students. My family was strict regarding menstrual practices in the past, but with my empowerment and self-confidence, they have become more flexible now.

Diya Lamsal
(Peer Educator)



Now I believe that I can bring change. Witnessing the plight of many children who were out of school, I am now committed to addressing the challenges faced by children and adolescents. I am dedicated to standing alongside those in need and advocating for their rights.

Khima Mushar
(Peer Educator)



I can now confidently share my thoughts and even deliver speeches and host programs, leading to increased recognition. I played a role in rescuing out-of-school and married children. I also successfully participated in the 2023 Asian Girls' Award.

Sashi Karki Chettri
(Peer Educator)



Four young women are standing behind a large banner. The banner has text in Hindi and English. The English text reads: "Empower the Girl, Change the World" and "Ward Level Child Club Training Program". The Hindi text reads: "ह तथा लागुपदार्थ दुर्व्यसन विरुद्ध मूलक नाटक प्रदर्शनी". The banner also features the KANALLAN logo and a small circular emblem. The background is a classroom with posters and a whiteboard.



बालश्रम रोकन
बालबालिकाकै अभियान

डॉ. कालावीरत, बिलासपुर
काबाकोठी, १० अक्टोबर

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संयुक्त राष्ट्र संघ के संवत् १९९९ में
सोवियत २० वाँ दिवस समारोह का
सामग्री सार्वजनिक बर्तन से दोस्रो
प्रयोग एवं सोवियत २० वाँ दिवस
समारोह के सार्वजनिक बर्तन से
दोस्रो प्रयोग के लिए
संयुक्त राष्ट्र संघ के संवत् १९९९ में
सोवियत २० वाँ दिवस समारोह का
सामग्री सार्वजनिक बर्तन से दोस्रो
प्रयोग एवं सोवियत २० वाँ दिवस
समारोह के सार्वजनिक बर्तन से
दोस्रो प्रयोग के लिए

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Fostering Innovation and Engagement Among Girls:

By encouraging innovation, girls have developed critical thinking skills, learned to approach challenges creatively and become adept at finding solutions. This has led them to a future where they are not just consumers of technology and ideas, but active creators and problem-solvers.



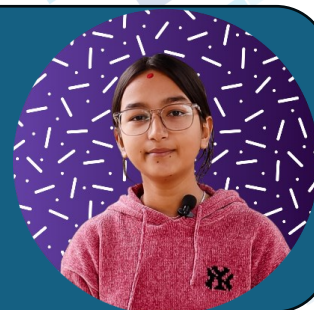
I am committed to continuing my partnership with the ward for the betterment of our children. I have been able to diminish menstrual taboos within households in my community. I was able to challenge the harmful social practice from home. I am more engaged with the community now. I assisted the children from low-income families to gain scholarships.

Bhawana Bhandari
(Peer Educator)



Collaborating with my peers, I have organized programs in various communities. We even staged a street drama on child marriage and drug abuse which garnered attention from the Mayor and Deputy Mayor. They praised our performance and encouraged us to organize similar events in schools and communities.

Anjal Bhusal
(Peer Educator)





Networking and Partnership with Girls, and Creating Platform for Empowerment:

Networking has connected girls with peers, mentors, and role models who can offer guidance, support, and encouragement, while partnerships have opened doors to scholarships, internships, workshops, and other



After engaging in GEP, I become the secretary of my ward-level child club, and also a member of the Municipal Child Club and National Child Advocacy Council. My intervention stopped one of my friends from dropping out of school while saving another from child marriage.

Alisha Panthi
(Peer Educator)



After undergoing training, I conducted several sessions at school, including about 'good touch and bad touch', leading to recognition of my capabilities by teachers. We also advocated for increased investment in children by submitting 'a call for action' to the ward and Municipality.

Prakriti Aryal
(Peer Educator)





Knowledge Building on Girls' Issues:

With an understanding of the challenges that girls face locally, they have developed a sense of urgency and are advocating for their rights and well-being. Knowledge has equipped girls with the information they need to make informed choices about their health, education, and future.



After I train my peers at school on Mensuration, the junior girls at my school have been approaching me for consultations. Previously, my friends were apprehensive about public speaking, but with my encouragement, they have gained confidence. One change I have initiated in my school is ensuring easy access to Menstruation pads.

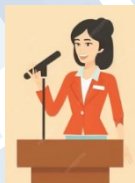
Manasi Lamichhane
(Peer Educator)



I feel empowered and confident to speak for young girls and women of my Musahar community. I am translating the Nepali Bible into the Musahar language. My intervention has helped backward castes and adolescent girls have opportunities to speak.

Rima Musahar
(Peer Educator)





Girls Dialogue Across Different Levels of Governments:

These dialogues have empowered girls by giving them a platform to express their concerns and priorities directly to government officials. They can learn about different levels of government, how policies are made, and the challenges and opportunities facing their communities.



I conducted programs related to child marriage and cybercrimes at school. We submitted 'a call for action' on behalf of adolescent girls to the Chief Minister, Minister of Law, and other stakeholders of the Gandaki province.

Rajita Neupane
(Peer Educator)



I now conduct various training sessions in Ward No. 6 in coordination with the Ward and municipal Child Club network. I am selected as the president of the School Red Cross community as well as the vice president of the school-level child club.

Yutika Tiwari
(Peer Educator)





Girls' Advocacy and Engagement with Multi-Stakeholders

Multi-stakeholder engagement has brought girls face-to-face with not just government officials, but also CSOs, community leaders, and the private sector.



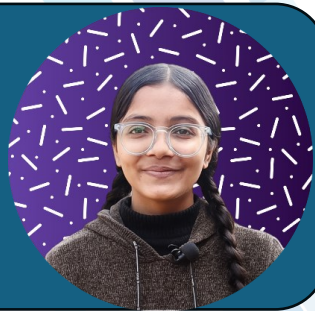
After engaging in GEP, I got the opportunity to participate in Municipal child club networks. I had the opportunity to present a call for action to the Provincial Chief Minister and Law Ministry. I also got opportunity to participate in various National and International level programs.

Saraswoti Parajuli
(Peer Educator)



My encouragement helped my friends overcome the hesitation to ask for menstruation pads at school. I have been appointed as the secretary of the ward-level child club. I have been actively participating in school-level activities as well.

Aayusha Lamsal
(Peer Educator)





Conclusion and Recommendations

- **Empowering Peer Educators as Catalysts for Change:** The project has yielded significant impacts on the lives of peer educators, extending beyond themselves to their families and communities. Empowered as leaders, these peer educators are driving social transformation movements and advocating for policy changes at both local and national levels, with lasting effects on the lives of girls.
- **Transforming Communities, Empowering Girls:** By addressing harmful practices and promoting healthier environments, peer educators have catalyzed positive transformations within families and communities, thereby benefiting community girls directly. Peer educators have assumed leadership roles in local planning processes, actively contributing to knowledge-building initiatives and policymaking efforts in schools, wards, municipalities, provinces, and also at the federal level.
- **Fostering Opportunities and Collaboration:** Moreover, girls have gained access to opportunities at local, national, and international levels through various forums and networks, fostering a sense of solidarity and collaboration among them. The project's emphasis on fostering bonding among girls has led to successful collective advocacy campaigns, amplifying the voices and rights of girls.
- **Driving Knowledge Generation and Sustainable Impact:** Furthermore, the project has played a pivotal role in generating knowledge on issues pertinent to girls, contributing to a deeper understanding and informed discourse on the subject. However, it is crucial to underscore the importance of regular follow-up and mentoring to sustain these achievements over time.
- **Empowering Girls for a Better Future:** Ultimately, the project envisions a future where girls are empowered to take leadership roles across diverse sectors of society, driving positive changes and advancing social progress. Through continued support and guidance, girls can emerge as catalysts for transformative change, shaping a more equitable and inclusive world for all.

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