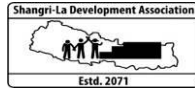




Govinda e.V. / Germany



Shangri-La Development Association / Nepal



Shangrila Development Association / Switzerland

Shangri-La Sustainable Local Initiative Project II (SSLI - II)

SDA Project Progress Report

SDA/GA/SA Team



Project Background

Shangri-La Sustainable Local Initiative (SSLI) Project-1 is a 1-year project of SDA. The target project areas of the project are 2 VDCs – Kalikatar and Bharta of Makwanpur district (Now Kailash Rural Municipality).

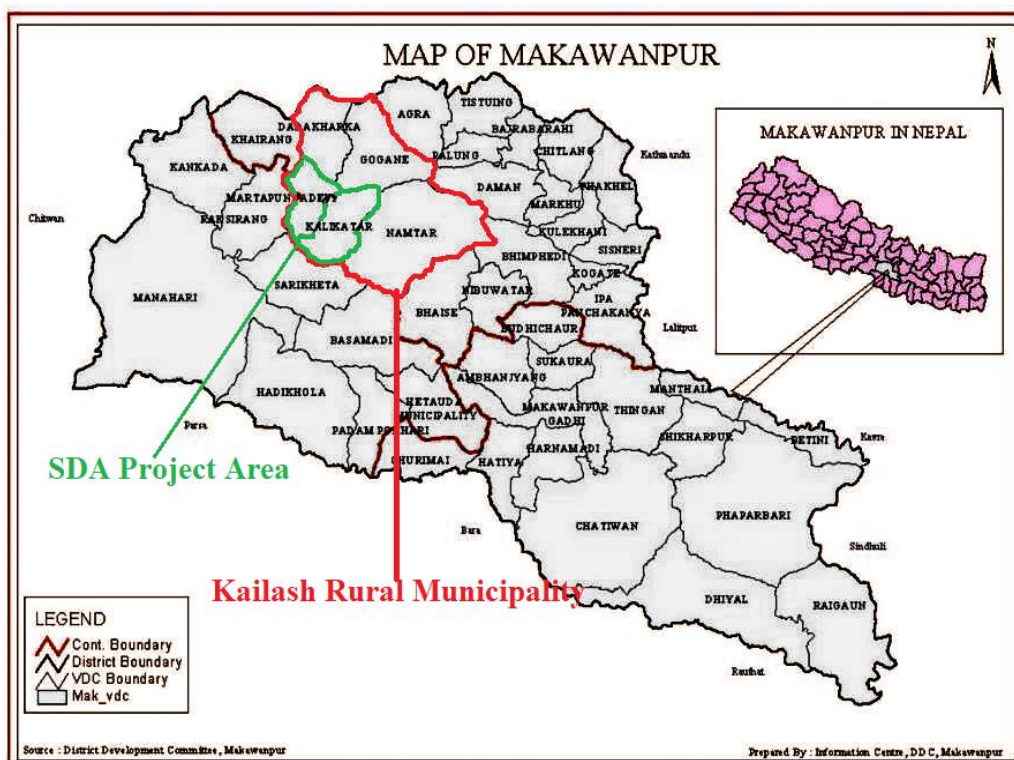
The Development Partners

Shangri-La Development Association (SDA) is a team of young energetic professionals coming from varied academic and vocational discipline – Humanities, Management, Health, Agriculture, Engineering, Science and Law. It is a non-profit non-government organization founded by the youths raised in Shangri-La Orphanage Home (SOH) – the first project of GDAA. Therefore, the organization has a wide range of representation of Nepal from across the country. Therefore, the organizational human capital is in itself strength and opportunity of the organization. Moreover, SDA members have *internalized* that it is their duty to contribute to the communities that they belong to – not to forget the roots – keeping in mind the philosophy of SOH, “*if we do not help each other who would help us then?*”

Govinda Association (www.waisenkind.de) is a non-profit international non-government organization (INGO), founded in 1998 and registered in Germany. It has been running development projects in Nepal since its establishment year. By now, it has been working with 3 local development partners in Nepal including the recent partner - Shangri-La Development Association.

Project area selection criterias

- Most excluded and disadvantage ethnicity
- Lowest HDI



The table below shows the status of Kalikatar and Bharta target area in figure.

Indicator	Kalikatar	Bharta
Education		
Literate	34.44%	10.3%
Preprimary schools	0	5
Primary schools	8	2
LS schools	1	2
Sec schools	1	1
School Dropout		
Total enrolled number	578	518
Dropout number (last year)	173	174
Religion		
Hindu	138(45%)	191(65%)
Christian	122(14%)	36(12%)
Buddhist	42(40%)	68(23%)
Other	3(1%)	2(1%)
Occupation		
Labor worker	175(57%)	157(53%)
Service	12(4%)	5(2%)
Not specified	118(39%)	135(45%)
Average Annual income of a HH	Rs.9062	Rs.5994
House type		
Straw roof	288(75%)	223(75%)
Metal roof	77(25%)	74(25%)
Cooking fuel		
Wood	303 HH	295 HH
Biogas	15 HH	15 HH
Other (cow-dung cake)		2
Availability of Toilet		
Simple pit	73(24%)	53 (18%)
Modern	89(29%)	114(38%)
Not available	142(47%)	129(43%)
Drinking water		
Piped	230	220
Well	66	90
River	15	4
Purification of drinking water		
Direct	294	291
Boiled	10	4
Mortality (Number)		
Infant mortality	28	21
Child mortality	5	6

Source: SDA Baseline Survey Report 2015

Target beneficiaries

All deaf children of Karnali Higher Secondary School, Anamnagar, Jumla and all Chepang households of Kailash Rural Municipality.

Who are Chepangs?

Based on their low economic status and threatened cultural identity, Chepang are categorized as a highly marginalized indigenous group. According to population census 2011, there are 68,399 Chepang people in Nepal among which 34,620 are male and 33,779 female; and 66,744 Chepang people live in rural areas (CBS, 2011).

Historically, Chepang people have lived nomadic life in the dense forest of Mahabharat hill. Chepang men used to go for hunting wild animals, birds, and fish while women used to take care of small children at home (although their homes were a temporary camp that they would abandon after a short period) (Gurung, 1995). Even until 1990, no Chepang was known to live outside of his/her traditional region. They are still economically at the most disadvantaged position in comparison to other social groups living around their region (Bista, 2013). Today, Chepang people are no more nomadic and have now settled in a permanent area.

Chepang are shy and timid kind of people whose livelihoods depends mostly on agricultural activities and physical labor they do at the nearest markets and towns. Along that, Chepang people still rely on their surrounding forests and ecology for their food such as wild tubers, fruits, animals and fish. On the other hand, Chepang are also involved in subsistence farming with shifting cultivation in the steep slopes of Mahabharat hill. After harvesting the yield, they slash and burn the field and leave it fallow for many years to regenerate its productivity; meanwhile they shift to another slope for the cultivation (Bista, 2013). According to a UN field report, 75% Chepang are still illiterate and only 1% of Chepang women can read and write (UN RCHO, 2012). Illiteracy, food insufficiency, systematic marginalization by higher-class statesmen, and remote geographical location have trapped Chepang people in the vicious cycle of impoverishment (World Vision Advocacy Forum, 2009).

Economy of the Chepangs

Traditional livelihood of the Chepangs is dependent in forest-based agro-pastoralism, although departure from this practice is slowly emerging. They practice Khoriya Kheti (slash and burn cultivation). They are mostly dependant on nature. The food culture of the Chepangs can be explained in relation to eco system. They collect many natural products such as Githa (dioscorea sativa), Bhyakur (a kind of creepers), Chuinya, Tanki, Sisnu, Niuro, Kholesag, Tama, Jalungo, Chyau (mushroom), and Bharlang (a kind of root). Hunting and fishing are other food resources of the Chepangs. They hunt bats, crabs, Ghoral (wild goat), Banel (wild pigs), larva and pupae of Aringal (hornest), Ryanka (Barulo), Ngol (Bachhim), and hornets. These are also the interesting cultural foods of the Chepangs as well as reflection of their adaptability to the environment.

Bee keeping or honey collection is also the food resource or occupation of the Chepangs. Chiuri tree (*Bassala butyracia*) holds great value in their economy as well culture. It bears sweet fruit, which is eaten, and the seeds are collected for oil. The remains of Chiuri seeds are used for fishing as insecticides. The flowers of Chiuri are main food source for bees and bats which are directly linked with the Chepangs' economy. The old custom of giving Chiuri trees to daughters in marriage as dowry and distribution of the Chiuri trees to brothers as parental property at the time of their separation also indicate the its value in the Chepanng communities.

They suffer severe food deficit. For example, only one percent of the Chepang households have food surplus and about 60 percent of the families have food that doesn't last more than six

months.

Identified Problems in the Project Areas

Education and empowerment:

- In three wards (3, 4 & 7) of Kailash Rural municipalities VDCs there are 7 primary schools and 1 Secondary school. These schools have been provided with the teaching aids but the teachers are not fully aware on how to use those.
- The schools do not have any resources to purchase the teaching aids.
- Most of the teachers have not received enough teaching training. Therefore, the classroom activities are very passive.
- The adult people in the villages are ignorant about their rights, citizenship, land registration, resources and access to government services and facilities.

Health:

- There exist 1 health posts – treatment centres with a junior level health person – in Kailash Rural Municipality (3,4 and &), but they lack basic facilities like equipment, medicines, nurses to deliver a child.
- Many children are observed to be malnourished (Observation during SDA Baseline Survey 2015) with the symptoms of normal growth failure, sluggishness, swollen abdomen etc.
- Lack of awareness about personal hygiene - mainly children, mothers

Agriculture:

- Lack of knowledge and skills for improved farming
- Inability to cope with changed circumstances after their entering into the villages from their nomadic life in the forest decades ago

Others

- Lack of citizenship certificates required for land ownership
- Habitation; very poor houses to live in
- No motor able road access

Objectives

General Objective

General Objective of the Project is to work towards creating equity-based society by contributing for **Human development** of excluded peoples through **Right-based approach** and sustainable development practices.

Specific objectives

The specific objectives are:

- To improve educational standard of public school
- To empower the local people so that they become critical and capacitated
- To improve health situation of the people and reduce maternal and infant mortality
- To improve health and sanitation of the people in household and community level
- To provide access to health treatment services to poor people
- To empower and strengthen local youths by providing vocational trainings,
- To introduce new technology and methodology in agriculture/farming

Executive Summary of the Educational project

Shangri-La Sustainable Local Initiative (SSLI) Project-2 is a project of Shangri-La Development Association in cooperation with GA. The project areas are two VDCs (Chepang villages)(Now One rural Municipality) of Makwanpur district. Chepang are tribal groups who used to be the last nomadic hunters and gatherers in the forests of Nepal. The total population of the Chepang in Nepal, according to 2011 census, is 68,399 while the total Population of entire Nepal is 26,630,809.

SSLI-2 targets two VDCs of Makwanpur (Now Kailash Rural Municipality) where approx.1800 Chepang people live in 246 households. The target areas were selected after several rigorous exercises – secondary data based survey, RRA and Baseline Survey to select the most needy population. The need assessment was done through PRA in the selected villages.

SSLI-2 is an integrated community project. Its main project components are Education and Empowerment, Health, Environment and Agriculture.

The project has build a house in the Chepang community which has been launched as a “***literacy home***”. The project has envisioned a “Literacy Home” as all project activities encompassing unit which integrtaes all community actions under its umbrella.

Through PRA 2015, it has been explored that there are already existing Mothers Groups, Forestry User Group and Farmers groups in all villages of the two VDCs. One of the groups – say farmers groups – can be selected with our project criteria like manditory involvement of woman from each household. These groups will be the project entry point for community empowerment and capacity building. These groups will be regularly met in Literacy Home and villages. They will receive literacy classes/orientation on health, education, agriculture and environment/ecology through REFLECT approach. The *literacy programme* will be different than the conventional literacy classes of numeracy and learning alphabets. They will participate to learn ethnomethodology regarding best usage of their natural resouces and indegenous knowledge systems.

Education will be a key project action. The complementary project activities in education will be school building construction, scholarship support, school midday meal, teaching aid support to schools, child club formation in the villages, library in the literacy home, establishing Early Child Care and Development Centre in schools and providing health and agriculture vocational trainings to village youths. Similarly, the project will have health activities interrelated with school kids and their parents like school health program.

Education

General Progress:

The progress in the implementation the educational activities is positive. However the local elections, caused a time loss of 4 weeks in April/ May 2017 since all government institutions had to be closed in this time.

Since SDA started to implement SSLI the school dropout in primary level has drastically reduced to 4% from 32% because of our educational activities¹.

S.N	Activity	Progress
1	Day time tiffin	<ul style="list-style-type: none"> • Provide cooked and balance diet day time tiffin to students to increase and retain kids in school (refer the schedule in the Annex-3). • Students are getting tiffin in clean utensil rather than in pockets or in hand to improve the sanitation of kids. • There are altogether 460 students who are getting mid-day meal in schools of Kalikatar and Bharta (now Kailash Rural Municipality) • Involvement of parents to carry food stuffs from kalikatar shop to their respective school. The community has made a schedule to carry food stuffs. • Close monitoring is done by school management committee and parents whether students are getting day time tiffin in time. • No. of students absenteeism in most of the schools has been drastically decrease due to cooked and quality meal in the schools.
2	Cooking materials	<ul style="list-style-type: none"> • Provide cooking utensils (cooking pots, plates, glasses, spoons, pressure cooker) for cooking balance meal and green leafy vegetable for 460 students. Four schools namely Deutish basic school, satyadevi basic school, kalika Basic school and Praja Uthan basic school got utensil for cooking meal. • Schools have constructed separate kitchen for cooking and storage of meal. • The parents made routine to help the school cook for cooking the mid-day meal. The parents also contributed the cooking fuel. • Additional cooking materials were provided to the aforementioned school this year.
3	Dresses to the school students	<ul style="list-style-type: none"> • This year 460 kids got scholarship for school enrolment. The scholarship package includes of 2 sets of uniform, stationeries (exercise book and writing materials) in need basis. • All of these 460 students got full support with school uniform and ECD students got T-shirts. • The student from all community (not only chepang) get support from SDA so that there is no social exclusion. • School sweaters and warm clothes have been distributed in December. • Dresses for the new school seasons are purchased. Additional dress will be purchased after the new admission is finalized.
4	Tin Trunks boxes	<ul style="list-style-type: none"> • Follow and refreshment training has been conducted for proper use of materials. there is regular teacher who has responsible to take care of materials from box. • Class room is decorated by pictures and crafts that is made by schools kids. Teachers are motivated to do handicrafts with students.

¹ SDA Project End Evaluation 2018

		<ul style="list-style-type: none"> It was found that ECD children and class teachers are using these materials for teaching and learning process. The tools are useful for different disciplines of teaching learning process.
5	Group Meeting Regular	<ul style="list-style-type: none"> Regular meeting with existing School management committee (SMC) to enhance the quality of school and monitor the support of SDA supports. There were already existing women group in Kalikatar and Bharta VDC; the parents teachers associations (PTA) exist in every schools of Bharta and Kalikatar. SDA staffs some time organize the meeting and sometime participates in the meeting organized by the PTA or women's group. Regular stakeholder group meetings have been conducted this year too for participating them in to educational development projects of SDA for people of Kalikatar and Bharta.
6	Social mobilizer	<ul style="list-style-type: none"> Mr. Nirajan Praja and Mr. Ram sing Praja are working as the social mobilizer of SDA. They are working from the grass root level to achieve the organizational goal. They support in risk management, ensure that safety measures and support in conflict resolution. They are supporting field staff and volunteers in any activities in the field. They also coordinate with the community identify vulnerable members and households. This year SDA has recruited three social mobilizers, each in health, education and JTA in agriculture to organize task in the fields effectively. Social mobilizer works closely with involvement of community people for the implementation of SDA project activities. These social mobilizers help SDA to know the problem of SDA in Depth and to implement the projects effectively.
7	Establishment of Child club	<ul style="list-style-type: none"> To encourage the children participation in any of awareness activities a child club named Shree Bhawani Child club is formed in 2015 in chairmanship of Saroj Thing. To make it more sustainable registration in government office was done through selection of 11 executive members age below 15 years. SDA staffs run workshops and campaigns to enhance the capacity and skills of the child club members. It makes efforts to promote and ensure children's participation in the child rights movement. SDA had supported magazine board to motivate and enhance the interactive skills to others people. The club publish news articles in every two month in common cooperation with school and SDA team. The child club organize and participate in school program (quiz contest, Debate competition and other extra-curricular activities). This child club will enhance the cultural activity of the locality during festival and sanitation of the public places (Public Toilet in school, Temple). The child club has been involved in various activities in locality/ community like: cleaning campaign, school admission campaign and whatever need arises. The registration in the local government will make the child club more sustainable, as they can receive the funds from government and it becomes ever-lasting.
10	Parents meeting	<p>A parents meeting was conducted after each terminal exams where the following topics were discussed:</p> <ul style="list-style-type: none"> Result and progress of students. Duty and responsibility of parents towards kids.

		<ul style="list-style-type: none"> • Impact of SDA education activities. • SDA-School-Parents cooperation.
9	Non formal Education through reflect	<ul style="list-style-type: none"> • The Chepang people of Kalikatar and Bharta are mostly illiterate – 66% in Kalikatar and 90% in Bharta. Non-formal education was initiated to capacitate the Chepang adults but the non-formal education was not the conventional literacy classes of alphabets and numbers. It was based on REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques). • Though the REFLECT could not be as planned, the community has been awarded in different factors such as maternal health, importance of education and sanitation through different meetings and orientations. • SDA volunteers, staffs and health persons revitalized the existing farmers and women group of Kalikatar and Bharta. These farmers and the villager swill be gathered in the literacy home, schools, near temples and or church and they will be revitalized towards their resources. Our social mobilizers will motivate to recognize their herbs, traditional methods of medication, conservation of their cultures. • The involvement of parents in various meetings, group discussion for the problems during construction also emphasized the non-formal education. The involvement of the community in training and orientations has increased during the years.
10	Vocational Education	<p>SDA is providing vocational education since 2016. the students who passed SLC/SEE can apply for futher study. Last year 2 boys (junior techniagl assistant) and two girls (Axulliary nurse and midwife) had passed the examination with good marks.</p> <p>These trained human resources will work in the same villages for certain committed years by them. Commitment letter and agreement letters have been signed before their admission in the educational institutes for OJT. Two boys done OJT in sda field for six month according to this plan.</p> <p>Name list of the scholarship who passed vocational education in 2016:</p> <ul style="list-style-type: none"> • Nishchal Muktan (subject: V-JTA) • Sukraraaj Thing (subject:P-JTA) • Nisha Thing (subject:ANM) • Shanti Maya Muktan(subject: ANM) <p>Name list of scholarship holder for 2017:</p> <ol style="list-style-type: none"> 1. Anita sapkot (Subject: JTA) 2. Kusma Moktan 3. Sunita Thing <p>Nisha Thing has been appointed as health social mobilizer of SDA. She is happy and encourage to work with SDA for committed year.</p>
11	CR equipment/Toy/P laying materials	<ul style="list-style-type: none"> • The schools have received class recreation equipment in 2016, White boards for every classes for which follow-up and distribution of needed items are done time and again. • ECD students got playing toys and recreation materials. • Schools teachers were benefitted from the reference materials in project period of 2016/17. • All four schools receive in May 2017 after the completion of the

		<p>new earthquake safe buildings, new benches, white boards and educational poster sets</p> <ul style="list-style-type: none"> • The rooms in the new schools are painted child friendly
12	Library Support to 5 schools	<ul style="list-style-type: none"> • Library books has been properly installed in five schools. In secondary school library room is equipped with furniture (table Chair, book rack). • The school (Shree Bhawani secondary school) have receive books for library. The responsible for proper management of books is given to child club and school. The child club will maintain data base of books and provide as per request letter from students and teachers. • For four basic school will get only necessary reference books for students, if there is a need of extra books than schools can coordinate with child club and secondary school at kalikatar.
13	Interaction center	<ul style="list-style-type: none"> • The literacy home will include agricultural, Education and health interaction centres after the completion of the school constructions. • The hostels students and staff members are living in this earthquake resistant new building. • The activities that has to implement in the field and sharing of challenges in the field and field related queries will be discuss in interaction centre. • The temporary building is now being replaced as new permanent, earthquake resistant building using interlocking blocks. • Training for production of interlocking block was done in Literacy home.
14	Literacy Home	<p>Literacy Home has been founded in Kalikatar VDC. Work was completed in November 2016.</p> <ul style="list-style-type: none"> • The Literacy Home is a Community multi-Purpose Complex (building) which functions as a resource centre for the villages of Kalikatar and Bharta owned by the local community. • Hostel rooms: The students (girls) who have to walk more than two hours to reach school and the students who fits in the criteria of SDA can stay in the rooms and attend school. these girls are getting accommodation, health check-up, stationary, and materials require for education are provided by SDA for betterment of education. • REFLECT literacy hall: There will be a large room for REFLECT- meeting/workshop for the community adults. The room is under construction. • Agriculture Resource Centre room: As SDA has its own land and farm house all the demonstration will be done in field but LH will be a source of information of all agriculture related matters. Farmers groups from different cluster gather in literacy hall to share existing problems in locality. The meeting will be done as per the need of farmers group. • Health Literacy Centre: A SDA staff – nurse/ANM – will run health literacy in the communities, conduct training and workshop from the centre and coordinate with mother group, FCHVs along with government health posts located in Kalikatar and Bharta which are very poorly equipped. • Library: The newly under construction hall will act as library for staffs and hostel girls.
15	Library for SDA office Kalikatar	<ul style="list-style-type: none"> • SDA had purchased books that are necessary to related project, which will help the field staffs to find queries and developed qualities by themselves. • The literacy hall will be an example to further working schools.

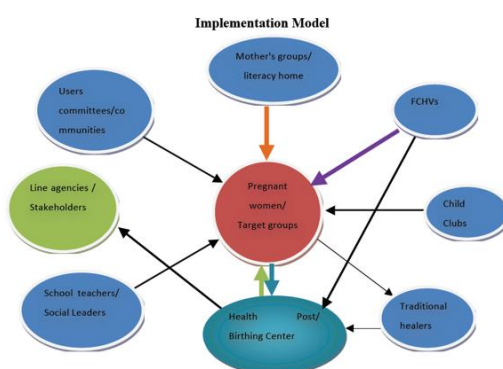
16	Chepang Hostel Running costs	<ul style="list-style-type: none"> • There are 14 girls living in the literacy home. • A concept for Hostelling of these girls has been prepared with the help of GA/SA. • The notice has been published for the additional of two hostel girls. The selection will done in coordination of schools and government office.
17	ECD support	<ul style="list-style-type: none"> • Pedagogic expert Andreas Schuler once again visited the schools of Kalikatar and monitored activities with ECD. He gave feedback to SDA staffs regarding improving methods and empowering ECD teachers and students. The team has also develop ECD check list micro tools to check the teaching technique from which SDA can give feedback to teachers to improve. • SDA staffs has conducted refreshment training to the ECD teacher, 10 teacher from five schools got complete practical and sharing training so that the teacher will continue the teaching learning practice. • To sustain this project the regular monitoring by the SDA staffs and follow up is being done. • SDA has developed a booklet specially designed for the ECD children, teachers and upcoming volunteer. The booklet/guideline will be implemented more effectively in the field. This is being checked through help of micro tool. • The frequency of the visit to school for crosschecks and improvement will be increased. • Flooring, carpeting and coloring of ECD class room has been done to attract small kids to schools. It is also given equal priority to create child friendly class room. • SDA staffs visit every schools once a month to sit with ECD teacher to revise the training activities with teacher and kids.
18	School construction	<ul style="list-style-type: none"> • After hard work SDA has completed the reconstruction of 4 schools each 2 in two VDCs with the consultancy support of Bonafide Engineering consultancy. • After the successful reconstruction of 106 houses/ buildings in SRDP/ BRSP it is a big success to reopen some of the first reconstructed schools in Nepal • The construction process who has been managed with hard and professional teamwork admits challenging circumstances included: <ol style="list-style-type: none"> A) Development of EQ Safe Designs B) Approval process throughout 2 years in the Government C) Construction of four schools D) Two Retaining walls E) School toilets in three schools F) Skill & technology to train local Masons G) Child friendly painting H) Benches I) Educational materials



2. Health

S.N	Activity	Progress
1	GA/SA/SDA Health Expert and Public Health Concept 2.0	<ul style="list-style-type: none"> • Sujan Shrestha was appointed through which 27 Activities for 2018 in a separate Plan and Health 2.0 Concept broken down with Log Frame Matrix and DIP. The activities were implemented in the year 2017/18. • A Role Model has been developed • Health facility Operational Management Committee (HFOMC) strengthening training has been conducted by expert at kalikatar health post. Management committee and health staff were actively participated. The detail plan of 1 year has developed in the training. • Please check the Public Health Plan 2.0 for more details
2	Promotion of SM-Stove and Ecosan Toilets	<ul style="list-style-type: none"> • Promotion of Smokeless Metal Stove and Ecosan Toilets started to achieve success among the House owners in reducing smoke, costs and improving health conditions • Community people have given positive feedbacks regarding smokeless stove and eco san toilet in which the house owner have to go less in forest to find more woods. • Records / Format and regular Routine have been developed with
3	Health Treatment	<ul style="list-style-type: none"> • SDA supported vehicle cost for 2 pregnant women and 1 seriously injured local people. • A hostel girl with serious orthopedic problems (wound caused in the peoples war) received treatment in the SKM Hospital in the initial phase, then transferred to Anandaban Hospital. She was provided intense physiotherapy and now she is back in kalikatar staying with other girls. • SDA supported 8 local people under referral cases.
4	Health Activities in the schools	<ul style="list-style-type: none"> • SDA Health Coordinator conducted regular health checkups of all the school students of target area and deworming activities in every six months. Altogether 910 students got checked and get deworming tablets. • All students got Tooth brush and wash trainings and BMI of them has been checked. • Sanitation of students prioritized cutting of hairs and nail has been done in five schools of kalikatar and bharta. The participation of teacher and parents seem active and help SDA health staff in gathering the students. This step was taken as a foundation for sanitation.
5	Safe Motherhood and Birth	<ul style="list-style-type: none"> • 5 Mothers and infant got sanitary materials when they give birth in health post. It is done to encourage mothers to go to health post for safe delivery. They mother and infant received garments, towel, comb, soap and warm clothes. • These activities will be strengthened with Public Health Plan 2.0 • Mother group and FCHVs are encourage that they visit pregnant women house in their locality and aware them to visit health post for ANC and PNC check-up.
6	SAM/MAM Referral	<ul style="list-style-type: none"> • Severe Acute Malnutrition /Moderate Acute Malnutrition (SAM/MAM) cases were referred to Nutrition Rehabilitation Center in Kathmandu, for which follow-up was done in the field level. The children were referred along with their mother for free treatment.
7	FCHVs	<ul style="list-style-type: none"> • Female Community Health Volunteers(FCHV) of kalikatar were involved in regular meetings and orientations. They were oriented

		for immediate support to mothers in the village and to raise awareness in community level regarding adolescence, sanitation and safe motherhood.
8	Orientation with Traditional Healers	<ul style="list-style-type: none"> The intervention in treatment option can't be done directly with community level as there is cultural aspect. So the orientation was done with traditional healers so that these people can refer the people to health-post once they provide their spiritual healings.
9	Additional Support	<ul style="list-style-type: none"> Earthquake resistant delivery room, equipment and an ambulance is being supported as part of One Time Support Project. The health-post and community manages the operation and maintenance of these supports.



3. Agriculture

S.N	Activity	Progress
1	Salt -2	<ul style="list-style-type: none"> SDA has demonstrated Simple Agro-Livestock Technology (SALT-2) in the land of 17600 square meter. SDA purchased land for conducting its various demonstration plots and agroforestry. The land is already outcome of SALT, so modified SALT was implemented where the concepts were used even in the terraces. SDA has used its land for demonstration of different vegetable cultivation method that are suitable for Kalikatar and Bharta. Plastic tunnels, irrigation channels,. Mulching methods and irrigation methods are element of demonstration. The steep land above the land has been developed as the model of SALT-2.
2	Compost and Ecosan Toilet	<ul style="list-style-type: none"> A compost and ecosan toilet have been installed on the land Simple technique to make compost has been demonstrated to farmers group. Orientation on advantages and use of eco-san toilet in agriculture field.
3	Agricultural Products	<ul style="list-style-type: none"> The product of the farm has been utilized/consumed to meet the nutrients of 460 students of 5 schools, in Literacy home and to the construction team. SDA is practicing full organic farming of vegetables and crops. The product consist more value to the point of health and price of the vegetable is also higher than market.
4	Cooperative Farming on SDA Plot	<ul style="list-style-type: none"> SDA coordinated with 2 women and farmer group to upgrade the underutilized land and demonstrate the new technology of farming. Farmers groups and local community people participate in SDA

		<p>farm where farmers are self-known about the benefits of modern and traditional farming.</p> <ul style="list-style-type: none"> • The farmers cultivate in the land during the training and orientations.
5	Multiplication / Community	<ul style="list-style-type: none"> • Permanent Plastic tunnel has been constructed in clusters through One Time Support Project. • One time 3 day training on agriculture land for Nursery management and season or off season vegetable. • Seedling distribution to the local farmers and farmers group. Coordination meeting for seed distribution project was done. The distribution was done to agriculture. Please refer the Annex-I. • Regular farmer meeting will be conducted in cluster.
6	Business Planning/ Systematization	<ul style="list-style-type: none"> • Investment/ Return ratio was not as expected because of various factor and the change process in the organization itself. • The outcome from the land totaled to around 22, 000 NRs. But the job opportunity to the people, knowledge transfer is not monetized.
7	OTP Linkage	<ul style="list-style-type: none"> • Plastic tunnel for multiplication • Boer goat as income generation activity



4. Special Projects

S.N	Activity	Progress
1	School Construction	<ul style="list-style-type: none"> • Please check Page 6 and the separate school completion report.
2	Jumla Special Children	<ul style="list-style-type: none"> • We extended our support, this means 33 deaf children are being supported from this school season onwards • Budget, Facilities and Staff members have been significantly improved • Field checks regarding qualitative improvements and financial regulation to clarify the cooperation took place
3	One Time Support Projects	<p>The following One Time Support Activities have been approved for the year 2017-2018 and will be implemented from June 2017 onwards:</p> <ul style="list-style-type: none"> • NSET Earthquake training to four Schools and Jumla Special Children • Natural Hazard Training in Makwanpur • Boer Breed Goat Project. Improved breed of goats will be introduced in each VDC (Kalikatar and Bharta). • Full Immunization of the VDC • Computer and parts for all 4 schools

		<ul style="list-style-type: none"> • Completion of a Women Co-operative House • Interlocking brick technology will be introduced in Kalikatar through Temporary shelter of SDA and TLC of Dekhari • Solar Energy for four schools. For conducting various teaching activities and visual aids. • Stitching training to Hostel Girls. The hostel girls will be provided with training so that they will have additional skill in life apart from the education qualification. • Teacher/Social mobilization in 4 Schools. The teachers will be involved as teaching people in school and the quality management of the project activities. So the responsibility is teaching as well as role of social mobilization. • Birthing Center For Kalikatar. Construction of the building will be supported. It will be done in coordination with health post. • Public Ambulance. SDA will support the vehicle purchase which the VDC has planned to purchase. The amount is 4.5 lakhs, community contribution and the parliament members, VDC and DDC will make amount of 16 lakhs. <p>Completed OTPs are:</p> <ul style="list-style-type: none"> • Boer Breed goat has been purchased and the multiplication plan is under construction. The local breed has already been crossed with boer. • Full immunization declaration has been done. Every children in the VDCs are immunized. • Computer and parts and electrification has been done in four schools • Women co-operative building has been completed with construction. The building is in operation but formal inauguration has not been done by the cooperative. • Temporary shelter in SDA literacy has been constructed with IB and birthing centre too. The TLC in Dekhari will be constructed in cooperation with school. • Stitching training was provided to hostel girls in 3 packages of 3 months. • Social Mobilizer/Teacher appointed for schools have completed their job and one of them has been transferred to regular project. • Birthing centre is under construction using IB. • Ambulance is under purchase. The operation plan has been developed by Health post.
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Monitoring and evaluation:

The project end evaluation for 3 years have been done. The monitoring of the JSCP project has been conducted. The project activities are regularly monitored and endorsed by the local authorities. The auditing processes and the evaluation and monitoring by Social Welfare Council (SWC) are on process.

Challenges:

- Election and the unstable government policy and political changes.
- Monsoon season and inaccessible roads.
- Scattered clusters and lack of information flow with the villages beneficiaries and lack of communication with GO authorities because of lack of infrastructures of communication.
- Lack of proper coordination with GO because of changing policies.
- The cold winters and humanitarian projects of SDA.
- Lack of local human resources

Lesson learnt:

An academic calendar for schools school related activities need to be developed for the effective use. The stores in Kalikatar need to be developed in order to make regular supply of the goods to schools. Proper documentation of the reports and project activities is necessary for the organization. The project wise guidelines are necessary to be developed.

Conclusion:

The overall project period of SDA remains successful and people got benefited from the organization. SDA has been able to complete its planned activities. Though there are challenges the team spirit of the staffs and executive body has developed a lots of practical strategy to come over these challenges. If we do it right social work is greater than own life.

“ When you do it right, social work is a feeling that is larger than your own life“