

RUPANTARAN PACKAGE TOT TRAINING REPORT



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Submitted to:

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Dhankuta, Koshi Province

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1. BACKGROUND

Adolescents (ages 10–19) and young people (ages 10–24) comprise a significant portion of Nepal's population, accounting for **20.15%** and **29.69%**, respectively (NPHC 2021). Despite being a vital demographic for the nation's development, adolescents in Nepal remain a vulnerable and underserved group. They frequently lack access to age-appropriate information, essential services, and the support systems required for holistic development.

Recognising these gaps, the Government of Nepal formulated the National Plan of Action (NPA) for the Holistic Development of Adolescents (2013–2017). This comprehensive framework was developed through rigorous consultation and collaboration with government bodies, UN agencies, and non-governmental organisations. The NPA outlines six key domains for adolescent development. Consequently, **Rupantaran** was established as a curriculum-based, adolescent-centric, and adolescent-friendly approach. It was envisioned as a primary strategy for implementing the NPA, led by the Government of Nepal, with technical and financial support from UNFPA and UNICEF.

Adolescents face a range of challenges as they navigate complex physical, psychological, and social changes. Their ability to understand intricate concepts, assess behavioral consequences, and make informed decisions, particularly concerning Sexual and Reproductive Health (SRH) is still developing. As defined by the World Health Organization, adolescence is the transitional period from childhood to adulthood, typically between the ages of 10 and 19. This phase is distinct from both childhood and adulthood, exposing individuals to increased risks such as sexual exploitation, gender-based violence, and high-risk behaviors, while often limiting their access to appropriate guidance. That is why this period is often termed the second crucial phase after the golden 1000 days of a child.

Furthermore, cultural norms, traditional beliefs, and societal expectations often restrict adolescents' access to critical knowledge. This results in a significant gap between awareness and the practical application of social, financial and life skills, spanning SRH, personal decision-making, communication, livelihood, gender equality, and environmental conservation. To address these challenges, the Rupantaran social and financial skills package was developed in collaboration with multiple stakeholders. This package aims to support the holistic

development of adolescents by equipping them with life-transforming knowledge across the six domains identified in the NPA.



The Rupantaran training modules are entirely activity-based, employing a variety of participatory learning methods such as games, case studies, picture discussions, role-plays, dialogues, mapping, self-reflection, drawing, and community walks. The curriculum is structured into two distinct sets: one tailored for adolescents and another for their parents or adult guardians. The adult package is specifically designed to engage families and communities as key enablers, fostering a supportive environment for adolescent growth. The comprehensive curriculum includes 15 modules, ranging from specific issue-based topics to essential life and livelihood skills.

Recognising its nationwide impact, the **Institutionalising Gender-Based Violence Response (IGBVR) Project Implementation Unit (PIU)** team of Dhankuta Municipality organised an eight-day long Training of Trainers (ToT) on the Rupantaran curriculum from 17th March 2026 to 24th March, 2026. This initiative aimed to equip local youth with the necessary skills to cascade the training within schools and communities. The training was conducted at the Municipal Hall, where a safe space was also located.

2. General Objective of the ToT

To develop a cadre of skilled trainers within Dhankuta Municipality who can effectively facilitate Rupantaran-based training sessions that contribute to GBV prevention, response, and social norm change under the IGBVRN Project.

3. Specific Objectives

- Understand core concepts of gender-based violence (GBV), gender equality, power relations, and social norms in the Nepali context.
- Explain the Rupantaran philosophy, guiding principles, and participatory and peer-to-peer facilitation methods.
- Facilitate selected Rupantaran modules adapted to GBV prevention and response using youth-friendly and inclusive approaches.
- Apply survivor-centric rights-based and do-no-harm principles in training delivery and community engagement.

- Conduct effective group and peer-to-peer facilitation using role play, reflection, discussion, and experiential learning techniques.
- Develop clear session plans and action plans for cascading peer-led training at ward, school, and community levels.
- Monitor, document, and report Rupantaran-based GBV prevention activities under the IGBVRN Project using agreed tools and formats.

4. METHODOLOGIES

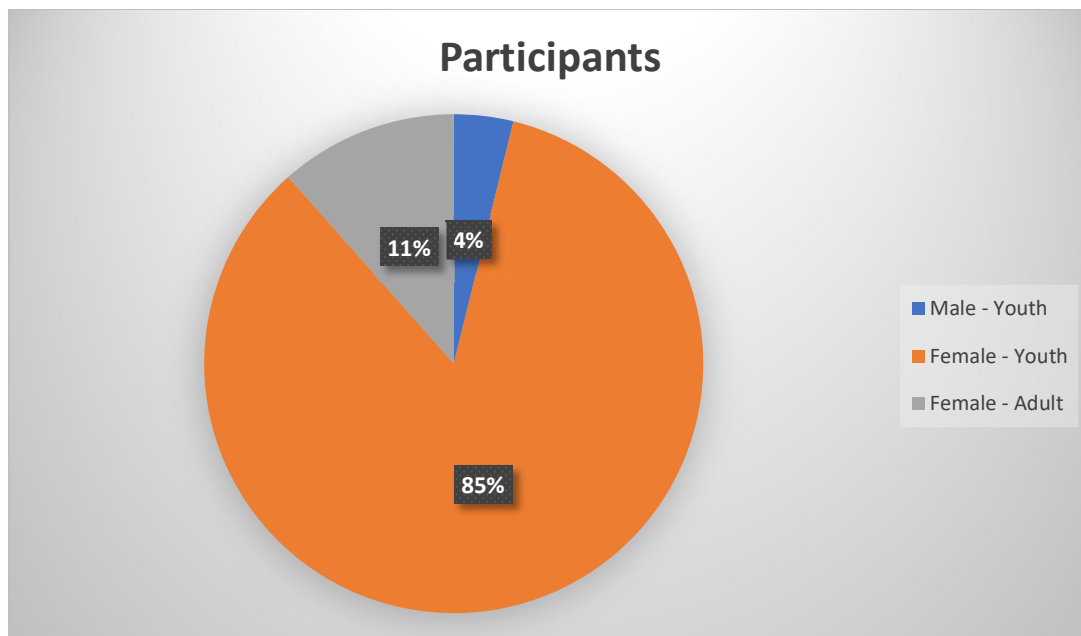
The Rupantaran package was delivered using interactive, participatory, and practical approaches to ensure effective learning and sustained engagement. A diverse range of methodologies was employed to cater to various learning styles and promote active participation, including:

- Group Discussions and Presentations: Utilized to encourage peer learning and collaborative thinking.
- Case Studies: Shared for analyzing real-life situations and developing critical problem-solving skills.
- Poster Analysis and Visual Presentations: Used to engage learners visually and enhance their communication and analytical skills.
- Question & Answer: Focused on clarifying complex concepts and fostering curiosity among participants.
- Role Plays: Implemented to simulate real-life scenarios, building empathy and practical confidence.
- Ice Breakers: Integrated to reinforce key messages enjoyably and memorably.
- Values Clarification Method: Promoted critical thinking and the ability to engage in respectful debate regarding social norms.
- Creative Brainstorming: Used to generate innovative ideas and stimulate collective creativity.
- Dynamic Energizers and Focus Games: Strategically placed to maintain high energy levels and improve concentration throughout the day.
- Mock Session Delivery: Provided a platform for participants to practice facilitation skills and build the confidence necessary to lead future sessions independently.

By utilising these learner-centred methods, the training ensured a dynamic environment where participants could effectively absorb and apply knowledge to real-world GBV prevention and response efforts.

5. PARTICIPANTS

The training successfully engaged a diverse group of 26 participants, representing various wards within Dhankuta Municipality. Among 26 participants, 3 were staff of Dhankuta Municipality, and among the remaining 23 participants, only one was a male participant. This demographic distribution reflect the more women were given opportunities as Rupantaran Facilitators since the Rupantaran Program itself promotes women's empowerment; however having said this, the participation of young men is less than expected.



6. ACTIVITY DETAILS

6.1 Opening Ceremony

The Training of Trainers (ToT) on the Rupantaran curriculum for the youth of Dhankuta Municipality was officially inaugurated on March 17, 2026, at the municipal hall. Organized

under the Institutionalizing Gender-Based Violence Response in Nepal (IGBVRN) project, the training received technical support from the Dhankuta Project Implementation Unit (PIU) and was funded by the World Bank and the Ministry of Women, Children, and Senior Citizens. The opening ceremony was chaired by the Mayor of Dhankuta Municipality, Mr. Chintan Tamang. During the session, GBV Specialist Mr. Nushraj Shrestha, PIU Focal Person and Chief of the Women and Children Section Ms. Fulmaya Tamang, and Resource Person Mr. Sanjog Thakuri shared their insights and welcomed the participants. In his remarks, Mayor Tamang emphasized the critical importance of engaging young people as drivers of social change.



The primary focus of the eight-day ToT was the delivery and mastery of Modules 1 through 10 of the Rupantaran package. Modules 11 through 14 are scheduled to be delivered during the second phase of the project in the B.S. 2083/84 fiscal year. To ensure the smooth execution of the daily sessions, the Dhankuta PIU team including the GBV Specialist, Case Worker, and Psychosocial Counselor provided consistent logistical and technical support throughout the duration of the event.

6.2 DAY I

The first day of the Rupantaran Training of Trainers (ToT) commenced with a formal opening ceremony, which transitioned into the technical sessions led by the resource persons. To shift the atmosphere from formal protocol to a participatory learning environment, the facilitator initiated a "Human Bingo" ice-breaking activity. This exercise required participants to move around the room and interact with their peers to complete their bingo sheets, allowing them to discover personal details and shared interests. This proved highly effective in breaking initial barriers, boosting the group's energy, and fostering a sense of rapport. These informal introductions eventually moved into a larger group plenary where participants shared more about their backgrounds, which helped build professional connections and a supportive atmosphere among the 26 trainees.

Following these climate-setting activities, the facilitators led a session focused on expectations and accountability. Participants expressed what they hoped to gain from the training, which allowed the facilitators to align the curriculum with the learners' needs. Based on these discussions, the group collaboratively developed a Code of Conduct. This set of self-governed rules was designed to maintain a respectful, inclusive, and productive environment, ensuring that everyone remained focused on achieving the training goals. To establish a baseline for the intervention, a pre-test questionnaire was administered. Participants were provided with sufficient time to thoughtfully answer every question, ensuring the data collected accurately reflected their starting knowledge levels regarding gender-based violence (GBV), the Rupantaran modules, and facilitation skills.

The afternoon session introduced a structured approach to participatory management. The cohort was divided into four specialized committees: Reporting, Evaluation, Management, and Entertainment. The core objective of this division was to provide participants with practical experience required to become professional facilitator. By taking on these daily responsibilities, which rotated each day, the youth practiced the coordination and leadership roles they would eventually hold when cascading the training in their own communities. This was followed by a comprehensive orientation on the Rupantaran Package, where the facilitator provided an overview of the session rollout and explicitly linked the curriculum to the broader goals of preventing GBV and child marriage. By the end of this orientation, participants expressed a clear understanding of the training’s logical structure and their specific responsibilities within the IGBVRN Project.

The technical delivery of the curriculum began with Module 1: My World. This module focused on helping participants map their own social ecosystems. Using the "Trust Palm" tool and the "Socio-Ecological Model," participants identified key individuals and support systems in their lives,

ranging from immediate family and friends

to broader community members. To

deepen the understanding of

these relationships, the

group engaged in a "Trust

Game," which served as

a powerful practical

metaphor for the

importance of reliability

and vulnerability in building

strong bonds. The participants

expressed great enjoyment during the

game while internalizing the

necessity of trust in

interpersonal dynamics.



Building on the theme of trust, a session on effective communication demonstrated how clear dialogue sustains relationships. The "Chinese Whisper" game illustrated how easily a message can be distorted as it passes through different people. This led to a rich discussion where participants shared personal experiences of how communication errors had led to misunderstandings or conflicts in their own lives. To conclude the day, a structured reflection and debriefing session allowed the group to revisit and consolidate their learning. Participants shared their key takeaways, reinforcing the concepts of trust and communication as the foundational pillars of the Rupantaran philosophy. This final reflection ensured that every participant completed the first day with a solid understanding of the content and a motivated outlook for the remainder of the training.

6.3 DAY II

The second day of the Training of Trainers (ToT) commenced with a warm welcome from the facilitator, transitioning immediately into the participatory management process established on the first day. The assigned Reporting and Evaluation committee presented a comprehensive summary of the previous day's activities, providing reflections on the learning outcomes and the group's overall engagement. Following this report, a formal handover ceremony took place where the outgoing committees passed their responsibilities to the next group of participants. This process was enriched by constructive feedback from both the lead facilitators and the trainees, ensuring that the organizational standards remained high and that each new group felt fully supported in their upcoming roles.

The morning's technical curriculum focused on Module 2: Self-Awareness. The facilitators guided the participants through a series of reflective exercises designed to help them understand their internal motivations and individual potential. A central component of this module was a deep-dive session distinguishing between "dreams" and "goals." Through a vibrant plenary discussion, participants analyzed how dreams represent broad aspirations, while goals are structured, actionable, and time-bound objectives. This distinction was crucial

in helping the youth trainers realize that their vision for community change requires not just passion, but strategic planning and clear milestones.

Following the self-awareness sessions, the training transitioned into Module 3: Child Rights and Responsibilities. This module provided participants with a foundational understanding of the legal and moral frameworks protecting children in Nepal. The facilitators led a detailed discussion on the history of child rights, which led into a comprehensive breakdown of the four pillars of the UN Convention on the Rights of the Child: the right to survival, protection, development, and participation. Crucially, the session emphasized the corresponding responsibilities of children, families, and the state alongside these rights. This balanced approach ensured that the future trainers understood how to advocate for child rights while simultaneously promoting social accountability within their communities.



6.4 DAY III

The morning began with the established participatory management process, led by the previous day's management group. This committee presented a detailed review of the prior day's activities, highlighting key learning milestones regarding self-awareness and child rights. Following their report and the provision of constructive feedback, leadership roles were formally handed over to the next assigned committee. To ensure that the foundational concepts were fully internalized, the resource person conducted a dynamic summary session. Using an interactive questioning approach, the resource person engaged the participants in a dialogue that allowed them to recap the differences between dreams and goals, as well as the four pillars of child rights. This successfully bridged the previous lessons with the day's practical agenda.

The technical sessions then transitioned into an in-depth discussion on facilitation skills, specifically focusing on child and adolescent-centric methodologies and the key characteristics of effective facilitators. Participants were given the opportunity to evaluate various best practices, learning and unlearning specific "dos and don'ts" regarding age-appropriate facilitation. The session also covered the delicate art of giving and receiving constructive feedback, a skill essential for the peer-led nature of the Rupantaran curriculum.

In the afternoon, a significant milestone was reached with the distribution of Rupantaran kits and bags to all 26 participants. This provided a tangible sense of readiness and professional identity as they prepared for the more technical aspects of the training. The facilitators guided the cohort through each module and the accompanying materials, providing instructions on their proper utilization in the field. To conclude the day, participants were paired and assigned "mock topics" from Modules 2 through 5. They were provided with dedicated preparation time to study their assigned modules and design the delivery strategies they would implement during the scheduled practice sessions in the following days.

Module	Session	Activity	Assigned participants for Mock Session
2	2	Difference between dream and goal	Shrijana and Sajana

		Challenges in achieving goals	Debika and Nirmala
		Analysis of good habits and habits to improve	Pushpa and Rejina
3	3	Identification of Need and Want	Ashmita and Charchita
		Differences between Need and Want	Sandhika and Samikshya
		I Can Do too	Ashmita Shrestha and Rachana
4	4.1	Can we change the daily routine?	Resina and Jamuna
	4.2	How can we change social practice?	Nikita and Manisha
		Equality and Equity	Chandani and Prabita
5	5	Physical, Social and Cognitive changes during the adolescent period	Ashmita Thapa, Kabita and Mamata
		Key terms during the adolescent period	Ganesh and Smriti

6.5 DAY IV

The fourth day of the Training of Trainers was characterized by a deep dive into the practical nuances of the Rupantaran methodology, moving beyond basic delivery toward the mastery of complex facilitation techniques. As with previous days, the program opened with a structured transition of leadership roles. The outgoing management committee presented a comprehensive review of the third day's progress. Following the provision of feedback from both peers and facilitators, oversight responsibilities—including reporting, evaluation, and time management—were formally handed over to the next group of participants.

The primary focus of the fourth day was the commencement of mock sessions, where participants were expected to facilitate sessions based on the topics assigned on the third day of training. During these sessions, the resource persons played an active coaching role. When participants encountered difficulties in delivering specific activities, particularly those involving

complex social and behavioral discussions, the resource persons intervened to demonstrate the correct process. This real-time modeling was essential for showing the participants how to navigate challenging group dynamics while remaining faithful to the Rupantaran manual.



The technical session began with a presentation by Shrijana and Sajana on the differences between dreams and goals from Module 2. After their mock session, the participants and resource persons provided constructive feedback, which the presenters documented for their professional growth. This format continued as the remaining participants conducted their respective sessions, followed by detailed feedback loops. Most participants received guidance on process comprehension and time management. Regarding facilitation skills, the key inputs focused on maintaining a loud and clear voice, effective physical movement, consistent eye contact, and the proper use of instructional materials.

By the end of the fourth day, the group had successfully completed the mock sessions ranging from the first activity of Module 2 to the final activity of Module 3. The day concluded with a commitment from the trainees to complete the remaining sessions the following day, while

actively incorporating the feedback and insights shared by their peers and resource person during today's exercises.

6.6 DAY V

The fifth day of the Training of Trainers continued the focus on practical mock sessions. As established in the daily protocol, the morning commenced with a comprehensive review of the fourth day's activities. The outgoing management committee presented their observations on the progress of facilitation techniques, followed by a formal handover of responsibilities to the next group. This consistent structure continued to reinforce the participants' organizational and leadership capabilities alongside their technical training.

The technical agenda began with Module 4, which covers Gender and Social Inclusion. Since the resource persons had previously facilitated the majority of these activities, three specific exercises were assigned to the trainees for their mock sessions. The first session, "Can We Change the Daily Routine?", was led by Resina and Jamuna, who addressed gender-biased routines in the daily lives of men and women. This was followed by an activity on social inclusion and the "invisible wall" conducted by Nikita and Manisha. Subsequently, Chandani and Prabita facilitated a discussion on the distinctions between equality and equity. Throughout these sessions, the resource persons emphasized that the concepts in Module 4 are foundational and must be integrated while delivering all other Rupantaran activities.

Following the social inclusion module, a session on puberty was facilitated by five participants: Ashmita Thapa, Kabita, Mamata, Ganesh, and Smriti. As with the previous day, each session was followed by feedback involving both peers and resource persons. A significant improvement in facilitation quality was witnessed across the group.

At the conclusion of the day's sessions, the resource persons provided comprehensive feedback based on the established "Dos and Don'ts" of facilitation, child- and adolescent-centric methodologies, and specific Rupantaran curriculum guidelines. To prepare for the next phase, participants were informed that individual mock sessions would begin the following day.

Modules and activities were assigned accordingly, with priority given to those participants requiring additional support and practice to ensure their mastery of the material.

Module	Session	Activity	Assigned participants for Mock Session
6	6.1	Good and Bad Behavior	Ashmita Shrestha
		Say NO	Samikshya
		Safe from Drug Abuse	Pushpa
	6.2	Personal Hygiene	Charchita
		How does disease transmit	Rejina
		Community Cleaning	Sajana
7	7	Intergenerational Malnutrition Cycle	Ashmita Rai
		Eating four types of food everyday	Shrijana
		Gender and Nutrition	Nirmala
		Locally available services on Nutrition	Debika
8	8	What is First Aid	Chandani
		Which is First Aid	Kabita
9	9	Participation	Smriti
		Public Hearing	Sarita Magar (Adult)
		Planning of local issues of adolescents	Mamata (Adult)
		Local level planning	Khindra (Adult)
		Vital registration and voter registration	Samjhana (Adult)
10	10.1	What is Natural Resource	Ganesh
	10.2	Identification of Natural Disaster	Mamata Rai
		Risk among women and girls during natural disaster	Rachana
	13.3	Climate change	Resina

6.7 DAY VI

The sixth day marked a significant transition from paired sessions to individual mock sessions, with twelve activities scheduled for completion. As per the established daily protocol, the morning commenced with a comprehensive review of the previous day's progress. The reporting committee presented its findings, highlighting key learning milestones, and formally transitioned leadership responsibilities to the next group of participants. This consistent structure continued to reinforce the group's organizational discipline and their ability to provide structured, professional feedback to their peers.

The individual mock sessions began with Module 6, focusing on Good Habits, and concluded with Module 8, which covered First Aid. A total of twelve participants facilitated sessions throughout the day. Both the resource person and the training participants observed significant improvements in facilitation quality compared to the feedback received during earlier paired sessions. As with previous days, each individual session was followed by feedback loop, where participants and resource persons provided constructive inputs to help the practicing facilitators refine their skills and delivery techniques.



6.8 DAY VII

The seventh day of the training begins with the report and evaluation of the previous day's activities, followed by the formal handover of responsibilities to the new management team. Following this transition, the resource persons explained that the day's objective was to complete the remaining activities from Module 9 and Module 10, which focus on civic engagement and climate justice, respectively.

Module 9, centered on civic engagement, includes vital topics such as public hearings, the local planning process, and vital registration. Since these activities require the integration of local context, specific services, and municipal rules, the facilitators assigned these three sessions to the adult participants working with the IGBVRN Project in Dhankuta Municipality. The individual mock sessions began with Smriti leading a session on participation, the foundational activity of the module. Subsequently, Sarita Magar, an adult participant, utilized a role-play tool to conduct a session on public hearings, incorporating the specific processes and practices of Dhankuta Municipality. This session was highly engaging for the cohort. Later, activities on the local planning process and vital registration led by Khindra and Samjhana (both the adult participants) helped the youth and adolescent participants understand essential contextual information through interactive discussions that addressed various questions and technical doubts.

The focus then shifted to Module 10: Natural Resources, Disaster Risk Reduction, and Climate Change. The remaining peer facilitators, who had not yet led an individual practical session, took the lead in delivering the final activities of this module. This was a critical phase of the training, as it required participants to translate complex environmental information into actionable community-level guidance in a child-centered and child-friendly manner. As the mock sessions progressed, the resource persons provided intensive technical inputs, focusing on the facilitators' ability to navigate difficult discussions regarding climate change, disasters, and their interlinked gender dynamics. This ensured the information remained both scientifically accurate and accessible to an adolescent audience.

Throughout the afternoon, the facilitators provided personalized coaching on specific nuances, such as managing time during complex group work and ensuring inclusive participation during

high-energy activities. By the conclusion of these final mock sessions, every participant had successfully demonstrated the ability to lead the Rupantaran curriculum. This milestone marked the formal transition from trainees to a team of skilled Rupantaran facilitators ready to represent the IGBVRN Project. The day ended with a sense of collective accomplishment as the group prepared for the final synthesis and the official closing of the eight-day intensive program.

6.9 DAY VIII

The final day of the Training of Trainers served as the culmination of an intensive eight-day journey, centered on the core values of gender justice, the biological and social aspects of adolescence, and a forward-looking commitment to community action. Following the established daily protocol, the morning began with a comprehensive review of the seventh



day's technical sessions regarding civic engagement and climate justice. This was followed by the final handover of administrative roles, completing the participatory management cycle that had empowered every participant to exercise leadership throughout the week.

The technical agenda commenced with a high-level review of all Rupantaran modules and the activities conducted during the training. This session provided a vital opportunity for participants to share their experiences and seek clarification on any remaining areas of uncertainty. A significant portion of the morning was dedicated to this comprehensive synthesis, ensuring all facilitators were aligned in their understanding. Following this review, a post-test was administered to measure the growth in knowledge and skills. The results indicated a significant achievement, **with an average improvement of 126%** compared to the pre-test scores.

In preparation for the conclusion of the program, the participants actively managed the room arrangements for the final proceedings. Following the formal closing ceremony, the cohort engaged in a team-building exercise designed to reinforce the value of collective action. The eight-day training concluded with a profound sense of commitment, teamwork, and a shared mission to transform the lives of adolescents in Dhankuta Municipality. Now fully equipped to cascade the Rupantaran curriculum, these facilitators are prepared to contribute meaningfully to the prevention of gender-based violence and the promotion of social justice within their communities.

6.10 Closing Ceremony

The eight-day Training of Trainers (ToT) officially concluded with a high-level closing ceremony on March 24, 2026, held at the Dhankuta Municipality Hall in Koshi Province. This ceremony



served as both a celebration of the participants' intensive journey and a formal commissioning of the 26 newly trained facilitators into their roles as Rupantaran facilitators.

The event was chaired by the Deputy Mayor of Dhankuta Municipality, Ms. Bhima Devi Khanal, alongside several key officials, including Chief Administrative Officer Mr. Dashrath Rai, GBV Specialist Nushraj Shrestha, and Resource Person Sanjog Thakuri. The ceremony was hosted by Ms. Fulmaya Tamang, Chief of the Women and Children Section and the focal person for the Dhankuta Project Implementation Unit (PIU) under the IGBVRN Project.

The ceremony represented more than a formal conclusion; it served as a collective pledge toward social change. The Deputy Mayor and other distinguished speakers praised the participants' unwavering commitment to applying their newfound skills in the field. The closing remarks focused firmly on the long-term mission of the project: the eradication of child marriage and the prevention of gender-based violence (GBV) within the wards of Dhankuta Municipality. Participants were presented with certificates recognizing their active participation and officially acknowledging their commitment to cascading the Rupantaran curriculum within their assigned schools. The event concluded with a strong sense of professional solidarity, leaving the facilitators prepared to return to their communities and lead the next phase of the IGBVRN Project.

7. OUTCOMES

The eight-day Training of Trainers (ToT) resulted in the following key achievements and shifts in participant capacity:

- **Enhanced Role Clarity and Confidence:** Participants gained a comprehensive understanding of their roles and the strategic objectives of the IGBVRN Project, leading to increased confidence in their ability to lead interventions within their respective wards in Dhankuta Municipality.
- **Technical Mastery of Subject Matter:** The training facilitated significant clarity on core subject matter, including gender equality, social norms, and child rights, alongside the refinement of professional facilitation skills.

- **Methodological Fluency:** Facilitators became deeply familiar with the evidence-based methodology of the Rupantaran manual, mastering the specific procedures required for the effective delivery of life-skills sessions.
- **Adoption of Interactive Pedagogy:** There was a demonstrable shift toward participant-centered learning, with facilitators feeling motivated and equipped to utilize interactive, practical, and engaging methods when delivering sessions in schools and community centers.
- **Commitment to Localized Action:** By developing Individual Action Plans, the 28 trainers formalized their commitment to applying their knowledge and skills to end child marriage and prevent Gender-Based Violence (GBV) at the grassroots level.

8. LEARNINGS

The eight-day Training of Trainers (ToT) in Dhankuta Municipality yielded several critical insights that will inform the implementation of future phases of the IGBVRN Project:

- **Engagement of Boys:** The training though aimed for inclusive participation but there were only one male participants hence in coming future activities the PIU team needs to be more careful while requesting for the participants in the event related to GBV as still policymakers tend to think its only women's issue.
- **Necessity of Mock Sessions:** The practical "Mock Session" component proved to be the most effective tool for observing and evaluating the actual facilitation competency of the participants. It revealed that while theoretical knowledge may be high, the process of facilitation requires hands-on practice. Future training schedules must continue to prioritize and allocate adequate time for these sessions to ensure trainers are fully prepared for community-level rollout.
- **Value of the Residential Model:** The residential nature of the training was essential for fostering a deeper learning environment. This format provided participants with the time and space to collaborate, exchange ideas, and prepare their sessions together after

formal hours. The peer-to-peer learning and group bonding that occurred during the residential stay significantly enhanced the overall quality of the training.

- Integration of the Parents' Package: It was observed that while the youth are becoming empowered, the Rupantaran Parents' Package remains an integral and necessary component for sustainable social norm change. To ensure a holistic approach to preventing Child Marriage and GBV, it is strongly advised that a specific training program for the Parents' Package be planned and budgeted for the upcoming Fiscal Year (FY).

9. Facilitators' Observation

Based on the performance, engagement, and feedback of the participants throughout the eight-day ToT, the following observations have been documented for future action:

- Requirement for Regular Peer Review Meetings: It is highly recommended that a structured schedule for review meetings be established for the new facilitators. These meetings are essential for peer-to-peer learning, allowing facilitators to share challenges and successes in session delivery and community coordination. Furthermore, these gatherings serve as a vital platform for Dhankuta Municipality to provide technical updates, introduce new themes, and ensure all facilitators remain aligned with project standards.
- Necessity of Consistent Field Monitoring: A robust monitoring and supervision framework is required to support the facilitators during the rollout phase. Regular field visits serve a dual purpose: they provide facilitators with the technical support and mentorship they need in real-time while ensuring a high level of professional accountability. For the municipality, these visits offer critical data on local implementation status, which is necessary for evidence-based planning and resource allocation.
- Demand for Enhanced Visibility and IEC Materials: There is a significant and expressed need for increased visibility and the provision of specialized Information, Education, and Communication (IEC) materials. While the Rupantaran modules provide the core curriculum, there is a demand for supplementary handbooks or simplified reference guides. Since full module

modifications can be time-consuming, developing and distributing smaller, up-to-date handbooks in the interim would greatly assist facilitators in delivering accurate information to the community.

- Iterative Curriculum Updates: Facilitators observed that certain sections within the existing modules require updates to reflect current local governance structures and social contexts. Providing supplemental technical briefs alongside the standard manual will ensure that the facilitators are not delivering outdated information while the long-term curriculum revisions are being processed.

10. CONCLUSION

The eight-day Training of Trainers was successfully executed in strict alignment with the requirements of the Project Implementation Unit (PIU) of Dhankuta Municipality and the national IGBVRN Program framework of the Government of Nepal. The program served as a vital bridge between theoretical policy and grassroots action,



ensuring that the participants are not only technically proficient in the Rupantaran curriculum but also socially committed to the mission of gender justice.

Throughout the intensive sessions, all participants demonstrated a consistently positive and proactive attitude toward their upcoming roles in the field. This high level of engagement was further bolstered by the lead facilitators and resource persons, who skillfully adapted the training modalities to reflect the real-world context of the Dhankuta community. By grounding the academic modules in local social dynamics, the training ensured that the facilitators can deliver impactful, culturally sensitive sessions that resonate with adolescents and their families.

The administrative and logistical coordination provided by the PIU of Dhankuta Municipality was exemplary, ensuring a seamless residential learning experience that allowed participants to focus entirely on their professional development. To ensure the sustainability of this intervention beyond the training hall, a dedicated WhatsApp Group has been established. This platform will serve as a dynamic space for ongoing peer-to-peer learning, real-time problem solving, and formal follow-up, ensuring that the momentum generated during these eight days translates into measurable change in the community.

With the successful certification of these 26 facilitators, Dhankuta Municipality is now significantly better positioned to implement the IGBVRN program, reduce the prevalence of child marriage, and foster a safer, more equitable environment for the next generation.

11. Annexure

11.1 Training Schedule



001 Training
Schedule.pdf

11.2 Pre and Post-Test Comparison Sheet



002 Pre and Post Test
Comparison chart.pdf

11.3 Pre and Post-Test Questionnaire for Community/School



03 Pre and Post test
form for community.p

11.4 Community/School Level reporting format sample



Reporting Format of
Rupantaran School CI

11.5 List of Stationery for Community/school level intervention



004 List of required
stationery materials.p

11.6 List of Rupantaran Activities for community/school-level interventions



005 List of
community level Rup:

11.7 Minimum Criteria for Facilitator Selection



006 Rupantaran
Community Facilitator