Study of policies and programmes addressing the right of street children to education

RESEARCH REPORT

A joint publication by Child Welfare Scheme and UNESCO
This research is a part of the ‘promotion of improved learning opportunities for out of school children particularly street children’ project, which was developed by UNESCO and the Consortium for Street Children UK, to contribute to achieving the ‘Education for All’ global goals by 2015.

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May 2005
Despite the commitments made by educationalists and world leaders to Education for All in Dakar 2000, there are still 104 million out-of-school children in the world today. Many of these children end up living on the street. In some countries, the conflict affected and economically stagnant countries in particular, the number of street-based children appears to be increasing. Often these children are seen as a “problem” and neglected without actual assessment, investigation or analysis of simple facts like who they are, why they are there, how many they are, and what they do.

Under the Asia-Pacific Regional programme on Non-formal Education for out-of-school children, UNESCO has supported CWS in the project “promotion of improved learning opportunities for out-of-school children particularly street children”. As one of the outcomes of this project, the present report analyses the policies and programmes addressing the right of street children to education in Nepal, which is particularly relevant to today’s Nepalese social, political and economic context. The socio-economic challenges of Nepal have caused many children and youth to leave their homes and schools. Due to the ongoing conflict, several accounts report of a steadily increasing number of internally displaced people, here among also a great number of children, which all too often end up on the streets. This particularly vulnerable group is in urgent need of educational services, which accentuates the need for consolidated efforts and strong commitments of all the stakeholders concerned.

I trust that, though modest, this report will contribute to improved learning opportunities for out-of-school children, in particular street-based children, and eventually to the achievement of the global goals on Education for All by 2015.

Koto Kanno
UNESCO Representative to Nepal
We are indebted to Kiichi Oyasu, Literacy Programme Specialist, and Olof Sandkull of UNESCO Regional Bangkok Office, Koto Kanno, Country Representative of UNESCO Kathmandu, and Sadia Mahmud-Marshall, Consultant of Consortium for Street Children UK, for contacting and selecting Child Welfare Scheme as a country focal organization to implement the project on ‘promotion of improved learning opportunities for out-of-school children particularly street children’ in Nepal. The research report benefited tremendously from key inputs from Peter Dalglish, the Chief Technical Advisor of ILO/IPEC Nepal, who provided advice, views, sharing documentation, and critical analysis on what has been achieved so far in Nepal regarding effective learning approaches for street children, and from Kristin Iversen, UNESCO Kathmandu, for her continuous support in her valuable comments and amendments to this report.

Special thanks goes to Satya Bahadur Shrestha, Deputy Secretary General of the Nepal National Commission for UNESCO/Ministry of Education and Sports for his advice and networking in important national workshops for all key stakeholders, and to Jeremy Southon for his key contributions in the actual research with the street children and mobilizing them to conduct the surveys. The street children receive special thanks due to their wonderful trust in us and sharing their insight in what is lacking in the educational services provided to them. Many thanks are due to the following individuals and organizations as without their support, advice, information sharing, and participation, this research would never boost the same value:


The research and production of this report benefited greatly from the input of Kobe Peeters and Zein Williams who were responsible for the lay-out and editing. My very special thanks is due to Hitman Gurung, Head Researcher of CWS UK, who worked day and night to get this report to the standard that it is which was a great achievement considering the timeframe he was allowed.
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AIDS  
Acquired Immune Deficiency Syndrome

ASIP  
Annual Strategic Implementation Plan

BPEP  
Basic Primary Education Programme

CBOs  
Community Based Organizations

CBS  
Central Bureau of Statistics

CCOSP  
Child Centred Out of School Children Programme

CHAP  
Child Hope Asia Philippines

CERID  
Centre for Educational Research and Development

CN  
Children Nepal

CLC  
Community Learning Centre

CPE  
Compulsory Primary Education

CSCUK  
Consortium for Street Children UK

CTEVT  
Council for Technical Education and Vocational Training

CWSUK  
Child Welfare Scheme UK

CWSN  
Child Welfare Scheme Nepal

CWIN  
Child Workers in Nepal Concerned Centre

CWCN  
Child Watabaran Centre Nepal

DCWC  
District Child Welfare Council

DFA  
Dakar Framework for Action

GER  
Gross Enrolment Rate

GIR  
Gross Intake Rate

GNP  
Gross National Product

GO  
Government Organization

GPI  
Gender Parity Index

HIV  
Human Immunodeficiency Virus

HMGN  
His Majesty Government of Nepal

HRD  
Human Resource Development

ECD  
Early Childhood Development

EFA  
Education for All

EMIS  
Education Management Information System

IFCD  
Innovative Forum for Community Development

ILO  
International Labour Organization

IPEC  
International Program on the Elimination of Child Labour

IMR  
Infant Mortality Rate

INGO  
International Non-Governmental Organization

LSGA  
Local Self Government Act
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
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<tr>
<td>MoES</td>
<td>Ministry of Education and Sports</td>
</tr>
<tr>
<td>NER</td>
<td>Net Enrolment Rate</td>
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<td>NFE</td>
<td>Non-Formal Education</td>
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<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>NIR</td>
<td>Net Intake Rate</td>
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<td>OSP</td>
<td>Out of School Children Programme</td>
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<td>PCCI</td>
<td>Pokhara Chamber of Commerce and Industry</td>
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<td>SMCs</td>
<td>School Management Committees</td>
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<td>STDs</td>
<td>Sexually Transmitted Diseases</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<td>U5MR</td>
<td>Under Five Mortality Rate</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UPCA</td>
<td>Under Privileged Children’s Association</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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<td>VAW</td>
<td>Violence against Women</td>
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<td>VEP</td>
<td>Village Education Programme</td>
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<td>VDC</td>
<td>Village Development Committee</td>
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<td>UNCRC</td>
<td>United Nations Convention on the Rights of the Child</td>
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<td>TBP</td>
<td>Time Bound Programme</td>
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<td>WCEFA</td>
<td>World Conference on Education For All</td>
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Executive Summary

The twenty-first century presents a hostile face to millions of children in many countries in the world. An increasing number of children are being forced to the streets as a result of poverty, abuse, conflict, trafficking, and HIV/AIDS. Human rights violations against women and children have become a common and disturbing occurrence in the world especially in developing countries. Indeed denial of basic education and legal rights including the right to life, liberty and security are now a defining feature of the world’s socio-economic landscape.

Nepal, a land-locked country, is located in the South Asian region between India and China, and is one of the poorest and least developed countries in the world. The national population census report (2001) discloses that Nepal is home to 23.2 million people of which the majority is female. 50 percent of the total population is below 18 years of age. Women and children are engaged in different productive and non-productive economic sectors throughout the country as primary and secondary breadwinners for their families. Their input in the economic sector has been vital; however their contribution to the economic development of the country is hardly measured by the national economic yardstick. Their status in terms of knowledge, education, economic resources, politics, and personal autonomy in decision-making is undermined in society.

The global campaign for Education for All (EFA) has been a positive step in promoting and raising the level of national education. The government participated and delivered commitments in the EFA world conference in Jomtien, Thailand in 1990. This was reaffirmed by the democratic government in the second global EFA...
conference in Dakar, Senegal in 2000. The Dakar Framework of Action firmly calls for urgent international commitment in the areas of early childhood care; access to education for all children especially girls and children with special needs; learning needs and skills development; gender equality in primary and secondary education; and quality measurable education. The government of Nepal has clearly stated its commitment to ensure the inclusion of all segments of society into the mainstream of EFA. EFA has therefore been a national slogan that has obviously yielded various positive results, for example the provision of free primary education and initiatives to make primary education compulsory. There are also many Non-Governmental Organizations (NGOs) and International Non-Governmental Organizations (INGOs) working in the formal and non-formal education sectors for destitute children and women in Nepal.

However, the performance and progress in the area of education has still been quite poor. Nearly 50 percent of the total population is still illiterate of which the majority are women and school aged children, especially in rural settlements. The government claims that only 19.6 percent of children are out of school, although independent reports claim this is more around 30 to 40 percent. Of those enrolled in formal schools, it is estimated that nearly 50 percent drops out before completing grade five. Conventional and outdated figures state that there are 2.6 million children engaged in different child labour sectors throughout the country. The number of street children is estimated to be 5000 but their numbers are rapidly increasing due to the escalating political conflict. The phenomenon of street children is becoming an alarming problem in the country. Their challenges include: an increasing ratchet of poverty; broken families; illiteracy; human trafficking; physical abuse and torture; HIV/AIDS; socio-cultural structure and discrimination; and the government’s centralized development policies and programmes.

This research project was conceived by UNESCO Regional Bangkok Office and CSC UK in close cooperation with UNESCO Kathmandu, ILO-IPEC Nepal, and CHAP. It analyses the government’s policies, strategies, and programmes in regard to non-formal education for out of school children, particularly street children as their basic fundamental right. Concerned GOs, NGOs, and INGOs working with street children participated in a national NFE case writing workshops and street children interviewed were used to gather data and information. Secondary data and information was collected by reviewing existing reports, documents, and papers produced by GOs, NGOs, and INGOs.

The study aims to address some key issues and highlights the initiatives taken by various organizations to address the educational problem for out of school children, particularly street children, in
connection with EFA. What kinds of policies and strategies is the government putting in place? What are the NGOs and INGOs doing? To what extent are GOs, NGOs, and INGOs dealing with the problem? Indeed, how is the government dealing with the increasing numbers of unsupervised children living alone on the streets? What roles can NGOs and Community Based Organizations (CBOs) play in addressing the problem of street children’s education?

The report states that not enough is done to address the problem of education for out of school children. The provision of formal or non formal education for street children remains an ignored tragedy that is set to have a devastating impact on the development of the country in general and the achievement of EFA in particular. The report indicates that the response to the problem has at best been muted and remains ignored or sidelined by the government and the general public. Key players who are supposed to play a leading role in finding a solution to the problem have become the major source of the problem.

The rural family, which is supposed to be the bedrock of children’s welfare and protection, is becoming a major source for street children. Parents, forced by poverty, are sending their children into the streets to beg, steal or engage in different child labour areas (mostly the worst form of child labour). Children are leaving their homes to escape domestic violence or breaking family structures.

This research report further assesses that government policies and strategies are directed by a centralized development trend, weak implementation, monitoring and evaluation, and lack of strong enforcement of existing laws and regulation. These are responsible for more and more children being out of schools and compelled to live on to the streets instead of ensuring the welfare of children and society in general.

The lack of strong regional and national level coordination and networking amongst the target groups, GOs, NGOs, and INGOs has also been an obstacle in overcoming the problem. The general public pretends not to notice the plight of an increasing number of destitute children on the streets. There is at present no real alarm or outrage from the general public even though these children face starvation, and are at the mercy of unscrupulous individuals and brutal gangs.

The government, NGOs, INGOs including the community in general, need to put viable policies or strategies in place that will ensure that the plight of street children is urgently addressed in terms of their basic education as a fundamental human right. The report firmly claims that out of school children, particularly the growing number of street children, are a vital part of society. The government, NGOs, and INGOs have to bring street children into the EFA National Framework in order to achieve the global goals of ‘Education for All’ by the end of 2015.
Chapter one: Background of the Research

1.1 Introduction

Nepal is a country of great geographical and social diversity, with a landmass of 147,181 km². It lies between the longitude of 80.4 to 88.12 East and latitude of 26.25 to 30.27 North covering 0.03 percent of the total area on the planet and 0.3 percent on the Asian continent. Geographically, the country is divided into three major regions; firstly, the mountain region to the North, with the highest mountains in the world peaking above the sea level; secondly, the mid hill region with altitudes ranging between 610 and 4877 meters, captured by gorgeous mountains, peaks, valleys and lakes; and finally, the Gangetic plains, ranging between 152 and 610 meters to the south with flat green fields. This topographical diversity is matched by climatic and ecological diversity ranging from extremely cold tundra to hot humid tropics. According to the population census report 2001, Nepal has a population of 23.2 million.

Over the period of 1981-2001, the population increased by 2.2 percent annually. Nepal is therefore considered one of the countries with the highest annual population growth rate in the world. The total population of women and men is 50.09 and 49.91 percent respectively. It is inhabited by people of diverse social, cultural, and ethnic backgrounds. The census report notes 102 social groups, and records 92 vernacular languages throughout the country.

Nepal is also known as one of the poorest and least developed countries in the world with nearly half of its population living below the poverty line. Over 80 percent of the population relies on agriculture for their livelihood. With a per capita annual income of about US $ 220 (2001) Nepal is ranked 77th out of 90 developing countries in the world poverty index of 2001.
The majority of the population lives in rural areas that are often very difficult to reach, resulting in a lack of basic infrastructure, such as, basic education facilities, transportation, health, clean water, and communication.

The era of development in Nepal – commonly considered – started in mid-1950s when the country embarked upon its first planned approach (National Five Years Development Plan) to develop the country in various areas. Nepal is now entering its Tenth National Development Plan. The main focus of the plan is the alleviation of poverty and illiteracy. This very focus placed on these aspects reflects the economic condition of the country, which is rather miserable.

The multi-party democracy, restored in 1990, has obviously widened the space for the creation of a new environment for the promotion of rights of different segments of the population in society. His Majesty’s Government of Nepal (HMGN) has already ratified some major international conventions in the field of children’s rights and their welfare; i.e. the UN Convention on the Rights of the Child (CRC), the ILO-IPEC Convention on Minimum Age Convention No. 138, and the Worst Form of Child Labour No. 182 etc.

HMGN has repeatedly stated its commitment to eliminate the worst forms of child labour and ensure the fundamental rights of children and their integrated development through the ratifications of the major international conventions. Within Nepal’s constitution 2047 (1990), the Labour Act was adopted in 2048 (1992). Following this, the Labour Rules were amended in 1993. The Children’s Act was enacted in 1992 by addressing the UNCRC of 1989. The Common Law Code of 1963, and the Foreign Employment Act of 1985, as well as the Human Trafficking Control Act of 1986 restrict the use of child labour and protect the health development of children. After the adoption and enforcement of the Child Labour (Prohibition and Regulation) Act, 2056 (2000), the child labour provision of the Labour Act, 1992 was dismissed. The Ministry of Labour and Transport Management has already drafted a Master Plan of Action for the elimination of the worst forms of child labour from 2005 to 2007 and all forms of child labour by 2010.

In addition, Nepal has been selected by ILO-IPEC as one of the countries within its Time Bound Programme (TBP) for poverty reduction; illiteracy eradication; elimination of child labour; decrease of Infant Mortality.
Rate (IMR) and Under Five Mortality Rate (U5MR) and other child rights related issues. Despite the government’s commitment and efforts, the results achieved in the field of child development have been rather poor. A lack of enforcement of existing laws and regulations regarding child rights and child labour is a clear reason behind this humiliating situation. Children’s health, including child mortality, denial of education and the abuses, exploitation and violence against children are the major challenges and opportunities of the child rights movement and childcare development in Nepal.

This research is envisioned and conceived by UNESCO Regional Bangkok Office, Consortium for Street Children (CSC) UK in cooperation with Child Hope Asia Philippines (CHAP), and ILO-IPEC Nepal Office. On behalf of Nepal, Child Welfare Scheme (CWS) was selected as a country focal organization and Douglas Maclagan, the country director of CWS as a country focal person to implement this project in Nepal. Study of policies and programmes addressing the right of street children to formal and non-formal education was one of the key components of the project.

1.2 Rationale for the Research

The World Conference on Education for All (WCEFA) was held in Jomtien, Thailand, in 1990. The global vision of the conference was that by 2000 access to basic and primary education would be universal and that the basic learning needs of all people, no matter where they live, are met. Besides, as mentioned in Article II of the Declaration, EFA refers to catering for the basic learning needs of all, and to that end it requires more than a recommitment to basic education as it now exist. However, the result and experiences of the last decade revealed that the full achievement of the EFA goals was not an easy task, particularly in developing countries.

The EFA global monitoring report 2003/4 shows that more than one billion children around the world still fail to gain access to formal schooling. Even larger numbers among those who enrol in the schools leave prematurely, dropping-out before gaining the skills of literacy and numeracy properly. A majority of such children are in the rural areas of developing countries throughout the world. A large part of those drop-out children are forced to end up on the streets. Furthermore there are 200 million child workers worldwide of which 180 million are now expected to be toiling in the worst forms of child labour.

It has now been accepted that more consolidated efforts and stronger commitments are needed to meet the goals and objectives of EFA. The World Education Forum held in Dakar, Senegal, in April 2000 formulated collective commitments to achieve six major EFA goals by 2015. Two of them became the Millennium Development Goals (MDGs) later, (i.e. to ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary
schooling and to eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015.) and recommended strategies to achieve these MDGs. The Government of Nepal has been directing its efforts to achieve these goals and has once more affirmed its commitments. However, a lot still needs to be done especially at the grass root level. The increasing numbers of street children and youths are often being refused education, health, development, protection, and participation as their basic human rights. The achievements made by the government have been bleak for out-of-school children, particularly street children. Many organizations working with street children have developed and implemented various programmes and activities including non-formal education (NFE) for street children. There are still many school age children however out of formal schools and they do not have access to effective NFE programmes either. A joint initiative by the government, Community Based Organization (CBO), Non-Governmental Organization (NGO), International Non-Governmental Organization (INGO) and their target groups should be realized in contributing to achieve the EFA global goals by 2015.

1.3 Purpose of the Research

This research intends to document policies and programmes that address street children’s right to education in Nepal. This will give us an insight in the present situation of these out-of-school children and what their challenges and opportunities are. By understanding what is lacking it will become easier to advocate their needs for improved learning opportunities at a national level. By analyzing the NFE programmes that are being implemented today we will be able to recognize what the most effective strategies are and formulate the ‘best practices of NFE’

1.4 Objectives of the Research

This study is concerned with the following objectives:

- To describe the situation of street children in terms of basic education.
- To express the voices of street children in terms of programme activities including basic NFE programmes targeted at them.
- To analyze the government policy on basic education and the national implementing mechanisms for EFA, particularly for out-of-school children.
- To document the best practices on basic education that promote social inclusion of street children.
- To identify challenges and gaps related to EFA, particularly for street children and out-of-school children in general, and to recommend policies, programmes, and strategies to the government and the development community in order to address these issues.
Chapter two: Research Methodology

We found that there is a serious scarcity of materials on non-formal education programmes for out-of-school children, particularly street children. This is the first ever research study of its kind in Nepal.

2.1 Introduction

This research study was conceived by UNESCO Bangkok Office & CSC UK in close collaboration with UNESCO Kathmandu, ILO-IPEC Nepal Office, and CHAP Manila. CSC UK and CHAP with the support from UNESCO Bangkok organized a three days project orientation and planning meeting in Manila, Philippines in May 2004.

From Nepal, headed by Mr. Douglas Maclagan, the representatives from the Ministry of Education and Sports and Ministry of Women, Children, and Social Welfare attended the meeting. After attending the meeting, formal and informal meetings, discussions and interactions were held so as to develop a project proposal. After developing and preparing the project proposal, a week long extensive organizational visit was held in May 2004 in Kathmandu, the capital city of Nepal, where the majority of organizations work with street children. Positive sharing, interactions, and discussions were held with key representative of the organizations. The organizations were also given the project proposal, the plan of action, and the budget breakdown that was submitted to UNESCO Office in Bangkok, Kathmandu, CSC UK, and CHAP Manila.
Similar research has been carried out simultaneously in three more countries. These countries include the Philippines, Indonesia, and Pakistan.

2.2 Case Writing Workshop

Conducting a case study preparation workshop was the major strategy to collect data and information for the current study. The organizations contacted during the May 2004 visit were further screened based on their project and programme activities targeted at street children. They were further contacted to get their feedback, comments and suggestions on the creation of a national level network and the research study components of the project. They were provided with a hard copy and an electronic version of the research study guiding questionnaire (developed by the regional research coordinator) and the study terms of reference in advance. The organizations were then requested to prepare their case study based on the provided information and the guiding questionnaire, and submit it to Child Welfare Scheme Nepal, the country focal organization within the agreed time frame. The first workshop was held on 20th and 21st July 2004 in Pokhara, Nepal. The second one was organized on August 21 and 22 in Kathmandu. Both workshops were not only attended by the key personnel of non-governmental organizations but also by international non-government organizations and government representatives. The first workshop focused more on introduction and orientation of the research and the second one emphasized the preparation and brief presentation of the case study reports by each participating organization. These workshops brought the key representatives of GO’s, NGO’s, INGO’s, education experts, and street children themselves onto a single platform. The minutes of these workshops were produced and sent to the participating organizations including the government and INGO’s. This was not only done for their information, but to make sure the commitments made by the participants during the workshops were acted upon.

The initial idea, agreed upon in the Manila project planning meeting in May 2004, was to bring in 4 to 6 organizations into this scope. However, this was proven difficult on the ground because the same organizations which participated in network meetings were eager participate in the case writing workshops. More than ten NGOs working directly with street children were present in the national network meetings. These were also invited to the
workshops and requested to prepare their case study report for the study.

2.3 Street Children Interviews

Based on the familiarity of the study team with the life style of street children, a standard questionnaire was developed to collect and record information directly from the target group. Due to time limitation the team decided to cover only two cities, Pokhara and Kathmandu and at least 40 street children in each city. The interviewed street children were selected by the study team members together with the outreach workers. A male and female with street living backgrounds were selected as street peer educators and provided with training by the staff members of SathSath, Kathmandu and CWSN’s JYOTI vocational training centre in Pokhara. In order to provide street children and youths with learning opportunities that they will take part in and benefit from, it is essential to consult with them. This will enable organisations, aiming to provide opportunities for them, to fully understand their situation and the various causes for them living on the margins of society. It will help to identify what street children want and need, and the type of learning opportunities they will participate in and be motivated by. Very little work of this nature has previously been done in Nepal.

In our experience street children and youths are a difficult research group for several reasons. Firstly they don’t like to provide information about their lives unless they know, trust, and respect the person they are talking to. This involves long-term relationships of which the street children see an obvious benefit for themselves. Secondly, street life lacks structure, as location, contacts and work activities change day by day. Researchers have to be on the street daily, understand the essence of street life and build up strong relationships with the young people living and working there. Before starting structured questionnaire interviews, the selected peer educators made extensive visits to different locations to see, talk, and listen to street children’s aspirations, hopes, and interests. After winning their confidence, the interviews were conducted. The peer educators were regularly supervised by senior team member during the field based activities. Secondary data and information was collected from published reports, media articles and websites. We found that there is a serious scarcity of materials on non-formal education programmes for out-of-school children, particularly street children. This is the first ever research study of its kind in Nepal. The conclusions and recommendations are drawn and presented based on the overall findings of this research.

2.4 Data and Information Management

Each participating organization was requested to prepare their organization’s case study report based on the provided guiding questionnaire. The submitted case study reports are included in the report without changes to their content. For the
street children interviews, a database programme was developed with the assistance of the IT department of CWS. The collected data and information was entered into this programme which was developed in a way that one could easily view the full description of each respondent. In addition, an excel spreadsheet was used to present the data on tables. Exploratory as well as a descriptive qualitative research design was employed to make the study more considerable. An analytical and empirical perspective has been adopted for the data analysis and presentation.

2.5 Limitations

This research study is based on the case writing workshops and interviews with street children in Pokhara and Kathmandu. The participating organizations were from Pokhara, Kathmandu, Narayanghat, and Dharan. These are places where the problem of street children is rapidly increasing and where the majority of the organizations working with the street children are located. Other places; i.e. far western and far remote areas of the country could not be covered by the research study. This is because of time frame given for the research study. It was not possible to visit, measure, and get detailed information from various organizations working in the places mentioned above. The political instability further shortened the study duration as national and regional strikes were forced on the country during this period.

2.6 Structure of the Research

The structure of this research report is divided into nine chapters. A general background introduction, rationale for the research, purpose of the research, and objectives of the research are presented in chapter one. In chapter two research methodologies, which includes case writing workshop, street children interviews, data management, limitations, and structure of the research are discussed. The street children’s situation in Nepal and barriers to education for street children are illustrated in chapter three. Chapter four briefly reviews the education in Nepal and covers an introduction on education, primary education, non-formal education, and the involvement and roles of NGOs in NFE in Nepal. Chapter five presents the case study reports prepared and submitted by Saathi, Child Welfare Scheme Nepal (CWSN), Child Workers in Nepal Concerned Centre (CWIN), Children Nepal (CN), Innovative Forum for Community Development (IFCD), Underprivileged Children’s Association (UPCA), Child Watabaran Centre Nepal (CWCN), ILO-IPEC and Pokhara Chamber of Commerce and Industries (PCCI), SatnSath, and CONCERN-Nepal. Chapter six presents the government’s policies on basic non-formal education and Education for All. Chapter seven presents the implications of EFA and NFE in Nepal. Chapter eight presents the needs and desires of street children in terms of their basic education and other programmes targeted at them. The research then ends with conclusions and recommendations.
Chapter three: Street Children in Nepal

“In Nepal, the growing problem of street children is rooted in its history, socio-cultural structure and extreme poverty. These factors not only create barriers to education for street children but they state some of the reasons why children increasingly come to the streets. Some of these barriers are briefly explained in the following section.”

3.1 The Situation of Street Children

Out of the total population of Nepal, over 50 percent are children below the age of eighteen. There are 2.6 million children who are engaged in different sectors of child labour in Nepal. Nearly 55,700 children are working as domestic child labourers of which 16,000 are engaged in the hotel and restaurant business. It is estimated that at least 40,000 children are bonded child labourers (ILO-IPEC 2003 & CWIN 2003).

Street children are not usually counted, nor are they subject to any national census, so their exact numbers are unknown. Different organizations working with street children use and cite old data and sometimes even
produce local estimates, the latest updated figures (needs to be done) could show thousands of street children in the country. The received figures however estimates that there are about 5000 children living and working in the streets in Nepal. Kathmandu, the capital city of Nepal, houses the majority of the street children: between 700 and 800, followed by other cities such as Pokhara, Dharan, Biratnagar, Narayanghat, Bhairawa, and Nepalgunj respectively. It is estimated that about 500 children are ending up on the streets of Kathmandu each year now and the number of street children across the country is increasing by 1000 annually, since the start of the political insurgency in 1996. These figures demonstrate the growing problems that Nepalese children and youth face, and that the current climate seriously jeopardizes their potential to become productive adults in society.

The problems commonly experienced and faced by street children include: homelessness, exploitation, mental, physical and sexual abuse, health problems, coercion and exploitation by adult gangs and police, discrimination, crime, illiteracy, lack of identification papers, and being active in the worst forms of child labour. Their experiences overlap with other categories of children, such as those who are trafficked or those involved in exploitative work. This increases the problems of counting their numbers as it is impossible to accurately define the ‘street child’. In Nepal, the growing problem of street children is rooted in its history, socio-cultural structure and extreme poverty. Financial debt, landlessness, illiteracy, underdevelopment, culturally and socially embedded discrimination (amongst others against girl children) are some of the major underlying factors that make child labour and the street children issue flourish. The centralised development initiatives and practices that are biased towards urban needs create barriers for these children to enjoy of their fundamental rights.

Various research, study reports and documents on child labour have highlighted the activities in which Nepalese child labour is involved; (a) portering for the tourist and travel industry and catering for hotels, tea shops, restaurants, bars etc; (b) domestic servants; (c) manual labour (rock breaking, mechanic, sweeper, road and building site worker, carpenter, brick-making); (d) rag picking, prostitution, begging; (e) selling (street hawking, petrol
pump attendant, shop assistant, shoe making/shining, newspaper vending and delivery); (f) cottage industry (pottery, carpet, and cloth weaving, candle-making, poultry farming); (g) manufacture (printing, bricks, bread, garments, matches, cigarettes, soap, shoes, plastics).

In addition, ILO-IPEC’s (2003) research study carried out in Nepal has recognized and highlighted bonded child labour, child porters, rag picking, domestic child labour and the trafficking of girls for commercial sexual exploitation as the worst forms of child labour. Out of the total of children below the age of eighteen, the majority is actively engaged in various productive and non-productive economic activities throughout Nepal (see table no. 3.1). This table shows a comparative figure of the economically active child population between the ages of 10 and 14 and their gender, engaged in both agricultural and non-agricultural activities in Nepal.

Furthermore, they are traditionally engaged in household chores, including looking after younger children, particularly in rural areas of Nepal, which greatly inhibits them, especially the girls, when it comes to starting school. Children are inevitably considered as supplementary breadwinners for the family. Their vital input and contribution both in agricultural and non-agricultural fields is, however, not measured by the national economic yardstick.

3.2 Barriers to Education for Street Children

Barriers to education for out-of-school children, particularly street children, include various factors such as the political conflict, trafficking, HIV/AIDS, poverty, socio-cultural structure, family disruption, abuse, violence, poor parenting, illiteracy, and natural disasters. These factors not only create barriers to education for street children but they state some of the reasons why children increasingly come to the streets. Some of these barriers are briefly explained in the following section.
3.2.1 Political Conflict

Nepal is facing an all round crisis, which encompasses all aspects of life: economic, social, political, and cultural. Most of the time, this crisis has been analyzed in terms of the failure of political governance, fighting between and within the political parties for state resources, political mismanagement and corruption. General neglect of the rural economy especially in remote areas has been mentioned on and of. But, the economic side of the crisis has rarely been analyzed profoundly. Since the mid nineties, Nepal has been at a critical juncture due to various internal conflicts, including the Maoist insurgency. This has been a serious political and social problem that has led to deterioration in law and order, peace and security, and developmental and economic achievements. Consequently, millions of people have been suffering from this menace.

The Maoist insurgency, which started in the few western mountain districts of Rolpa, Rukum, and Jajarkot, spread its activities and influenced almost all 75 districts by the end of 2002. It has created widespread feelings of insurgency, fear, disunity, and lack of peace, harmony, and tolerance. Hence, large numbers of civilians have been displaced or have migrated to district headquarters and urban areas, making them refugees in their own country. Hundreds of youths have gone to India and Gulf countries in search of jobs. Women and children have been victimized psychologically and economically.

Inhabitants in the rural areas are the most affected by the Maoist insurgency. Of them, children and women have been the most vulnerable groups, displaced by the Maoist-Army cross-fire and related violence. Many of them are sent away from rural villages to the cities to protect them from the violence that may arise, and from being recruited by the Maoist insurgents. Life in the city areas is not easy for the children. Many of them are not able to go to school nor are they capable or qualified to seek formal employment. These people face various problems and consequently end up on the streets and in slum areas.

Academic institutions, schools, colleges, and universities have been directly affected by the situation and are closed due to strikes, bandhs, and threats. Therefore, children are deprived of their right to education and those who can afford to, have started leaving the country for schooling, those who can’t have been compelled to stay home. Due to the deteriorating situation of law and order, social security, and distributive justice, the frustration amongst the people has heightened. People in the remote areas have been deprived of basic commodities like food, health, and clothes.

3.2.2 Poverty

Poverty is a major context for the increasing numbers of children on the streets. Poverty may in turn have been caused by other
factors, such as, flood, drought, earthquakes, and lack of state or other support. Poverty is also caused by shortage or loss of land, economic downturns, the closure of industries in transitional economies, high unemployment etc.

Nepal is one of the poorest countries in the world. Out of the total population, over 70 percent of people derive their livelihood from agricultural occupation. There is no minimum wage policy, so it is hard to define poverty in those terms, but there is no doubt that Nepal lags behind the rest of South Asian countries regarding economic development. The correlation between the incidence of child labour and poverty is indisputable. Nearly half of the total population are living under the poverty line. Rural poverty drives home the point that the child labour issue cannot be separated from wider national and social concerns, and no solution to the phenomenon can be achieved without addressing those issues as well. The vicious circle of poverty enforced people to explore whatever possibilities they have, either taking a loan from local moneylenders or sending their children out to work. Children are thus gradually compelled to be engaged in various child labour sectors. Poverty has been one of the key underlying factors that create a strong barrier for vulnerable families to send their children to school. Education for the children is therefore less important than a household’s day to day economy. In other word education is shadowed by the ratchet of poverty.

3.2.3 Illiteracy

Another key barrier for providing education to children has been the high rate of illiteracy. Towards the eradication of illiteracy, the policy makers and educators of Nepal are experiencing the challenges of devising relevant and effective literacy programmes, conform to the needs and realities of rural people. One of the main reasons for the persistence of illiteracy is the lack of opportunity for children in general and girls and women in particular to attend primary school or literacy classes.

The Nepalese Government has been focusing on the eradication of illiteracy. HMG/N is implementing different time-bound literacy campaigns and programmes. Furthermore, HMG/N participated in the 1990 World Conference on Education for All in Jomtien, Thailand, and set out targets of raising the literacy rate to 67 percent by 2000. Likewise, several non-governmental organisations are implementing literacy programmes to strengthen the Government's initiative in this field. However, such literacy programmes yielded disappointment results in the last years. According to the census data (2001), the literacy rate in Nepal is 53.7 percent and it greatly varies between the rural and urban areas. The literacy rate in Nepal is still much lower than in all developed countries in the world. The low rate of adult literacy especially in the rural areas has thus directly and indirectly created a barrier for the children to access basic education. One of the key reasons in
this scenario is that illiterate parents want their children to work in the fields, look after younger siblings, and engage in households chores etc. The number of children contributing in formal and informal economic sectors is higher than those attending to their education.

3.2.4 Trafficking of Girls and Women

Fifty percent of the Nepalese population is female. Women engage in both productive and non-productive economic sectors, work longer than their male counterparts, and contribute to more than seventy percent of the national economy. However, when the status of women is defined in the context of their access to knowledge, economic resources and political power as well as their personal autonomy, their status is generally bleak. The proportion of women involved autonomously in social and public activities is small in Nepal. Women are underprivileged, underrepresented, and exploited in comparison to their male partners in all spheres of society. Socio-cultural, political, economic and educational factors have forced them to live in inferiority to men. The majority of the girls and women face various problems in their daily life in urban areas in general and rural in particular.

One of the key problems being faced by girl children and women is trafficking for labour as well as the sex trade, which has been a horrific problem in Nepal. It is estimated that there are more than three hundred thousand Nepalese sex workers in India alone, trafficked from Nepal. There are no reliable data on how many girls and women are trafficked each year to India, the Gulf Countries and even Western Countries. Estimated figures given by many NGOs vary from 5000 to 6000, and government officials indicate that the number could be up to 8000 victims a year. ILO-IPEC puts the number up to 12,000 while some believe it could even be in the range of 20,000 victims, mainly children, every year.

Girl children and women trafficked for prostitution from Nepal to India and other countries, has therefore been a growing problem for Nepal. When these girls return home they find it very difficult to reintegrate back into society due to a lack of education and local life-skills. They are stigmatized by society and face many challenges when they try to adjust to a new life at home, some find it easier to return to prostitution as it is the one thing they know best.

3.2.5 HIV/AIDS

A challenge Nepal is increasingly facing in the dawn of the twenty first century is HIV/AIDS. The HIV/AIDS epidemic has greatly threatened human life in the world. African countries are most severely affected by this epidemic. However, India has the second highest number of HIV/AIDS affected population in the world. Similarly, China which inhabits the largest population in the world has also been badly affected. Nepal,
the Himalayan country, is located in the middle of these two Asian giants; its border with India is completely open.

Since the eighteenth century, the Nepalese have had a strong trend to go abroad to secure a better future due to lack of opportunities within the country. The majority of people migrate to India. The number of people, especially children and youth leaving the country is increasing each year. The deepening political conflict and poverty are the key push factors in this scenario.

The old figure accounts that there are about 60,000 HIV/AIDS affected people in Nepal. However, the World Health Organization (2000) estimates 100,000 people living with HIV/AIDS. The number is rapidly increasing each year. This is simply because the number of people leaving for India seeking for a better life, as well as girls and women being trafficked is rapidly increasing. Drug addiction especially among the youths and street children has also been a significant cause in spreading HIV/AIDS in Nepal. The number of young people who use alcohol and drugs is increasing in the city areas. Needle sharing among drug users is spreading the HIV virus among street children as well as youths in general. There is need for further research in this particular field to collect the necessary data and information. However it is estimated that nearly 70 percent of intravenous drug users in Kathmandu alone is infected with the HIV virus.

Obviously, children of HIV/AIDS infected parents are a very vulnerable group of people in society. The stigmatization of parents living with HIV/AIDS and their children is hard to overcome. This pressure will certainly create a psycho-social barrier to education. They face real humanitarian problems, particularly when their parents become ill and die which will further reduce their chance to receiving proper education. Nepal needs to address this problem and act upon it immediately.

3.2.6 Migration

The trend of migration within the country and abroad, especially to India, in search for a better future and in search for work to feed the children and maintain a family back home is ingrained in society. The first waves of migration started right after the Sugauli Treaty of 1816, mainly with hill castes and ethnic groups. Migration within the country from rural to lower areas and city areas also started and is still on-going. This migration to other destinations, from the village to urban centres, and other countries is increasing rapidly due to the current political conflict in the country.

There are no completely reliable data or figures because accurate quantitative research is very difficult to conduct. However, from the available qualitative research, it is clear that children are increasingly trapped in this exodus. This statement is also supported by the fact that, within Kathmandu valley, 92 percent of porters, 87 percent of tempo helpers, 95
percent of child domestic servants, 93 percent of shoe shiners, and 97 percent of carpet weavers are reported to be child migrants. This data is especially serious considering the fact that about 2.6 million children in Nepal are economically active, representing the highest rate in the South Asian Region. The same document says that at least 127,000 children aged 5-18 years are involved in child labour, out of them 80 percent are migrants. These numbers show the obvious link between migration and child labour, which is one of the main barriers to education.

3.2.7 Violence against Girl Children and their Psychosocial Situation

Nepal’s cultural landscape is very diverse and is composed of more than 102 dialects. These are mainly divided into two major groups on the basis of language and socio-cultural practices, i.e. Indo-Aryan and Tibeto-Burman. The Indo-Aryan group mostly lives in the hills and Terai (the southern flat part of Nepal). In terms of attitudes towards women, the Indo-Aryan group is mostly very conservative, and for example do not allow women to move freely outside the household. Child marriage, a restriction on widows remarrying and arranged marriages are still practised widely. The Tibeto-Burman groups mostly live in the mountainous regions of Nepal. In contrast to the general practice of the Indo-Aryan groups, women from this group have relatively more freedom. Child marriages are rare and women also engage in outdoor income-generating activities and business.

Across the cultural diversity, the majority of communities in Nepal are patriarchal – a women’s life is strongly influenced by her father and husband – as reflected in the practice of patriarchal residence, patriarchal descent and inheritance systems. Such patriarchal practices are further reinforced by the legal system. Marriage has an overwhelming importance in a woman’s life. The event of marriage determines almost all her future life options and subsequent livelihood. According to the predominant Hindu tradition, marriage is essential for all, whether man or woman. While a man’s life is not considered complete without a wife, a woman has no option but to marry. Early marriages are rooted on both the concept of purity of the female body and the need for helping hands on the farm and in households. The traditional concern over the purity of a woman’s body limits their mobility.

The socio-culturally constructed preference for sons and the dowry system also looks at women discriminately in Nepal. The dowry system creates serious barriers for women. Many young women are mentally and physically tortured by their husbands, in-laws and others because of insufficient dowry from their parents. The idea that women can achieve salvation only through baring sons compels them to marry at an early age and breed as many sons as possible. Consequently there are high rates of child marriage and pregnancy among adolescent women. The heavy burden of pregnancy and childcare at an early age seriously limits female’s chances to receive
education and confines women’s roles within the household as wives and mothers. It also hinders women’s participation in decision-making and politics. In both groups, property is only inherited through the male line and therefore women’s economic status both in the household and in the workplaces is lower than that of men. In spite of this cultural diversity, land resource is universally inherited in all communities from father to son. Women lag far behind men in terms of access to knowledge, economic resources and modern avenues of employment. This clearly indicates that women in both groups of society and culture are deprived in all social spheres and often restricted to household activities.

Physical and mental torture, intimidation, humiliating, dowry and alcohol related abuses, emotional insult and beating and even murder of wives and daughters or daughter-in-law, are occurring forms of domestic violence in Nepal. Economic deprivation i.e. denial to the right to property or opportunity of earning or destruction of property owned by women, family coercion to abide by certain forms of conduct or behaviour all diminish women’s chances to personal development. They often receive less health care, inadequate food, excessive workload, and restriction on social relations, education and entrepreneurship by husbands, uncles, brothers, and other family members. This has the dire consequence of pushing girl children into ratchet of severe vulnerability in Nepal, their mere gender is a severe obstacle to education.

3.2.8 Discrimination

Socio-culturally embedded gender, age and caste discrimination and marginalization create a vital barrier that keeps many (girl) children out of education. In order to understand why there is educational discrimination against a particular child or group of children, one has to recognize that the child develops within the spheres of family, community, society, and school, not in isolation.

It is clear that legal provisions alone will not resolve the problem of discrimination. Social and cultural values are deep-rooted, and it may take generations to remove them even if legal provisions are vigorously implemented. In some districts discrimination persists to such an extent that many children (particularly girls and Dalit children) are excluded from the most basic educational opportunities.

3.2.9 Other Barriers

Geographical inaccessibility to educational institutions, lack of appropriate materials / tools, lack of a child friendly learning environment are some other barriers to educating (street) children in Nepal. Teachers are not acquainted to child friendly teaching techniques, and rule their classroom in an authoritarian manner, often with a stick in hand. In many schools, especially in rural Nepal, they are inactive, show up late, and have insufficient knowledge of the subjects they teach.
Weak government policies and programmes, especially on the ground level of the implementation process, evaluation and monitoring are additional barriers that hinder children to access education. Lack of accountability, coordination, cooperation and networking among the organizations working with street children, and the lack of guidelines, child centred approach, and analysis of the effectiveness of Non-Formal Education, create further obstacles.

Footnotes

1 The existing data needs to be updated as it is now out-dated and the situation of the street children has obviously changed due to the political conflict in the country. It is believed that the number of street children should be more than the data pointed out by the conventional literature.
Chapter four: Education in Nepal

4.1 Introduction

Nepal’s educational system has been like a train which travels on a single track bound for one destination, but ejects most of its passengers, without stopping, at several points along the route. In other words, the system favours a small minority who are believed to be the best academically, at the expense of the vast majority of others.

Education is a fundamental right of people and essential to further enhance the quality of humanity. Almost all countries on the globe accept this fact and provide free primary education for the population within the 5-9 years bracket. Along with free primary education, compulsory education has been a priority in many developing countries including Nepal. Education, being an outstanding instrument and a powerful means, brings about changes in a society. It plays a very decisive role in the overall process of social and economic transformation in a country that is moving through a very harsh struggle for social advancement and economic betterment. The change brought about by education has a lasting impact on the people and it is
transmitted from one generation to
another. Education influences people’s
minds and their ways of thinking that form
their behaviour. Furthermore, education is
an integral part of development. Development
does not start with infrastructure and goods; it starts with
people and their education, organization
and discipline. Without these, all resources
remain latent, untapped and potential.
Nation-building is based on the
development of human resources, or
education in the broad sense of the term.
There is no doubt that the future destiny of
any country in the world is to be shaped in
its classrooms. Schools are therefore the
nucleus of the education system and
classrooms are the heart of schooling.
Nepal’s educational status is recorded as
the country having the lowest literacy rate
in the world. According to the census report
2001, only 53.7 percent of the total
population are literate in Nepal. The number
of literate people also varies
geographically, by gender, and caste.

Needless to mention that the number of
literate people in the urban areas is higher
than in the rural areas, male higher than
female, and privileged caste groups higher
than the so-called lower caste and ethnic
groups. Although children below the age
of 18 years make the majority of the
country’s population, 46.3 percent above
6 years of age and 56 percent above 15
years of age are still illiterate in Nepal.
Similarly, according to annual school based
data of MOES 2000; of the total primary
school aged children 19.6 percent are
never enrolled in school; 45.4 percent of the
children enrolled in primary schools drop out
without completing grade five. This occurs
mostly in grade one which stands at 14.5
percent. The magnitude of the problems of
illiteracy, enrolment and school drop outs
also varies by region, gender and difference
in social groups.

4.2 The Education System

Modern education in Nepal began with the
establishment of the first school in 1853.
However, this school was only for the
members of the ruling families and their
courtiers. Schooling for the general people
began after 1951 when a popular
movement ended an autocratic family
regime and initiated a democratic process.
In the past 50 years there has been a
dramatic expansion of educational facilities
in the country. As a result, adult literacy (15+)
was reported to be 48.2 percent (34.6
female of the total female population and
62.2 percent of the male population) in the
population census report of 2001. Starting
from about 300 schools and two colleges with about ten thousand students in 1951, there now are 26,000 schools (including higher secondary), 415 colleges, five universities and two academies of higher studies. Altogether 5.5 million students are enrolled in those schools and colleges who are served by more than 150,000 teachers.

Despite such examples of success, there are many problems and challenges. Educational management, quality, and access are some of the critical issues of education in Nepal. Disparities in society based on gender, ethnicity, location, economic class, etc. are yet to be eliminated. Lack of resources has always been a problem in education. Due to all these problems achieving the universal goals of Education for All has and will be a challenge for the country. With national as well as international support, the government is committed to address these issues realistically and efficiently.

4.3 The Structure of Education

Education in Nepal is structured in school and higher education. School education includes primary level of grades 1-5, lower secondary and secondary levels of grades 6-8 and 9-10 respectively. Pre-primary level of education is also available in certain areas. Six years of age is the prescribed age for admission in grade one. A national level school leaving certificate examination is conducted at the end of grade ten.

Grades 11 and 12 are considered higher secondary level. The higher secondary education board supervises higher secondary schools which are mostly under private management. Previously these grades were within the university system and were run as a proficiency certificate level. Some universities still offer these programmes. However, the policy now is to integrate this level into the school system. Legally, there are two types of schools in Nepal: community and institutional. Community schools receive regular government grant whereas institutional schools are funded by the school’s own funds or other non-governmental sources. Institutional schools are organized either as a non-profit trust or as a company. In practical terms, schools are public (community) or private (institutional). A third type of school is the schools run by the local people. They do not receive regular government grants and most of them do not have any other sustainable financial sources. Supported and managed by local people, they can be thus identified as real community schools.

Higher education consists of bachelor, master and PhD levels and may be of three to five years duration. The duration of a master level is generally two years. Some universities also offer programmes like MPhi and post-graduate diplomas. Except one, all universities are managed and supported by public funds. However, public universities also provide affiliation to private colleges. Two academies of higher education are single college institutes whereas other universities have constituent and affiliated...
4.4 Education Administration

The Ministry Education and Sports is the apex body responsible for educational activities in the country. The Ministry of Education and Sports, assisted by the State assistant minister, provides political leadership to the ministry. The central office or the ministry is mainly responsible for policy development, planning and monitoring and evaluation of different aspects of education. With the purpose of bringing education administration nearer to the people, the Ministry has established five regional directorates and 75 district education offices. These decentralized offices are responsible for overseeing non-formal and school level educational activities in their respective areas. Regional directorates are mainly responsible for coordinating and monitoring and evaluating educational activities whereas the district education offices are the main implementing agencies. Different functional offices under the ministry function as technical wings of the ministry. They are:

- Department of Education
- Curriculum Development Centre
- Distance Education Centre
- National Centre for Educational Development
- Non-Formal Education Centre
- Office of the Controller of Examinations
- Secondary Education Development Centre
- Teacher Records Office
- Nepal National Library
- Keshar Mahal Library

4.5 Primary Education

Primary education in Nepal is a five year (grade 1–5) programme intended for children 6-10 years old. Universal education has been a priority for the successive governments in Nepal since 1950. The government also took the responsibility of bearing the full salary cost of primary teachers since 1971. After the participation and commitment made by the government in the EFA conference held in Jomtien in 1990, the government has firmly acknowledged and accepted that basic education is a basic need and a fundamental human right of every child regardless of his/her caste, colour, and sex. Nepal also signed the United Nations Convention on the Rights of Child (UNCRC) 1989 that declares education as being a fundamental right of every child. The Constitution of Nepal (1991) assures that the state will take responsibility for this. However, the achievement in this respect is low and frustrating. There are still many children out of school, and many children who drop out before completing the primary level, which is relevant to their future (see table 4.1). The large number of drop outs and the low school enrolment rate especially among girls are the major problems in primary education in Nepal. Both these can be traced to underlying social and economic problems mentioned earlier and are not likely to be solved quickly.
The government has been trying to alleviate these problems by initiating the Basic Primary Education Project (BPEP). Phase I and II and has given this top priority in its education policy. The government has also increased the budget expenditure in the field of education considerably: after the restoration of multi-party democracy, Nepal is spending over ten percent of its annual national budget on education. Apart from its regular budget the state spent about US$ 200 million on improving access, quality and management efficiency in primary education during the first phase of the Basic Primary Education Programme (BPEP 1992-1997). This covered forty out of the total seventy-five districts of Nepal. BPEP focuses on infrastructural development, revising textbooks, training teachers to some extent and attempting to strengthen the supervision of schools. BPEP II (1999-2004) is covering the remaining thirty-five districts and will make more attempts to improve the overall quality of primary education.

### 4.6 Non-Formal Education

Non-formal education (NFE) in Nepal can be traced back to 1951 when activities for educational expansion were conducted as a strategy for national development. However, these efforts became evident only with the introduction of the first five year Plan in 1956. These activities, which were initiated by the Ministry of Education and Culture, remained limited to literacy programmes until the 1960s. A new era for non-formal education began when non-government organizations and international non-governmental organizations started operating along side government organizations in the NFE sector, especially between 1970 and 1980. After the democratic movement in 1990, it flourished.

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<th>Grades</th>
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Source: DOE 2002
more with national and international commitment to Education for All through conference like the one in Jomtien, Thailand. The government of Nepal started to take an active role by establishing a non-formal education council to coordinate the NFE activities in the country, launching various projects like BPEP, and initiating literacy campaigns in selected districts in the country.

The Centre for Educational Research and Development (CERID) played a pioneering role in the NFE sector when it launched a community based education programme, ‘Education for Rural Development’, in Kaski district in 1974. It played a leading role in the conceptualization of functional literacy in 1977 by experimenting on the respective effectiveness of Uni-Message and Multi-message functional adult literacy programmes. Following the experiment, the Ministry of Education and Culture introduced the functional literacy programme in 1978 in order to attract more illiterate adults to the literacy classes.

Recognising the need for girl children’s literacy, the Cheli Beti Programme was introduced as one of the programmes of the Seti Project. The Seti Project was an Education for Rural Development project like the one initiated in, Kaski but it operated on a larger scale, in four districts in Seti Zone in 1981.

One of the significant developments in the NFE sector was the Primary Education Project (PEP) which was initiated by the Ministry of Education and Culture in 1984 with a loan from the World Bank. Although in the beginning, there was no NFE component, in 1987 programmes like Shiksha Sadan (Out-of-school children’s programme), a women and adult literacy programme, a school environment improvement programme and a community reading centre were added.

One other chapter was added to the history of NFE in Nepal when the Literacy Linkage Project linked CERID with the University of Massachusetts, Amherst (UMASS). The USAID-funded University Development Linkage Project provided a support system to literacy providers in Nepal. This project was funded for five years from 1991 to 1996. In the beginning, the project identified needs, interests and resources on various issues of literacy. In order to make recommendations for strengthening the non-formal education sector, a high level education commission was formed by the government in 1990, known as the National Education Commission. Realizing the rapid growth of NFE activities, the Commission constituted the National NFE Council.

Nepal, with only 2 percent literacy rate in 1953, increased to 53.7 percent (the 6+ literacy rate) in the year 2001: 65 percent of the total male population and 43 percent of the female population. One projection shows that the literacy rate among the people above 6 years of age increased to 48 percent by the year 2001. The literacy rate among the 15 years and above bracket was projected at 42 percent.
The government has formulated some concrete policies and strategies concerning infrastructure, curriculum, materials, and training for facilitators to increase the literacy rate through non-formal education programmes. The implemented non-formal education campaigns have however shown rather disappointing results. The majority of the people in the rural areas, especially girl children and women, are still far behind the mainstream education.

4.7 Involvement of NGOs in NFE

Different people define NGOs differently. Peter Willets in his book “The Conscience of the World: The Influence of Non-governmental Organizations in the UN System”, describes NGOs as non-commercial, and should therefore be non-profit making and non-political organizations. They should not `openly engage in violence or advocate violence as a political tactic and they should be able to raise funds from their members or through voluntary contributions. NGOs are founded by people voluntarily, and associated with an aim of working together to achieve a common goal/objective. Formation of NGOs requires innovative thinking, creativity, conceptualization of vision, and the ability to assess an existing gap in the provision of a service. This calls for the skills to analyze what is and what ought to be - the real and the ideal.

Most successful NGOs have the ability of interpreting the past, assess the present and forecast the future, relatively accurately and realistically. They have the ability to influence and mobilize popular support from beneficiaries, government and other possible stake holders. They should be clear on their geographical area of operation and have clearly stated missions and objectives.

There are different local based or community based or grass root level, regional, and national non-governmental organizations (NGOs), which are involved in different projects and programme activities however their involvement in the process of development can be categorized;

1. Policy Formulation: there is an increase in NGO participation in policy making processes as invited participants. Their representatives have had been involved in formulation of specific policies, district development plans and on technical committees and sub-committees at all levels.

2. Advocacy/Agenda Setting: NGOs sometimes exert pressure from on both formulation and implementation of policies, programmes and plans. They use campaigning and lobbying NGOs are supposed to act as counter weight to statepower, protecting human rights, opening up channels of communication and participation, providing training grounds for activists and promoting pluralism.
3. Service Deliverers: NGOs engage at implementation level. Implementation is an important phase as it is often at that stage that failures in the policy processes occur.

4. Monitors: NGOs can provide an independent assessment of how public resources are being allocated at national and local level. After NGOs have advocated for equitable distribution of national resources during the budget process, they monitor whether these resources reach the intended beneficiaries.

5. Innovators: NGOs are sometimes instrumental in the introduction of new approaches and techniques which, when adopted, bring considerable benefits to the poor. Examples include introduction of new technologies, farming methods, resolution of conflicts etc.

6. Partners: NGOs work in partnership with Governments and Donors in the planning process by offering expertise, experience, possible logistics and other resources. NGOs are agents of change but their ability to effect change rests on organizational independence, representative structures and a willingness to spend large amounts of time in awareness-raising and dialogue.

There were very few NGOs before 1990 however the number of NGOs is mushrooming in the post democracy era in Nepal. The rapidly growing number of NGOs has certainly created some mixed feelings in society. Although people have started becoming aware of the importance of literacy and started participating in the process of gaining education, they remain sceptical and suspicious of local NGO’s, mainly because of past and present cases of corruption. Big INGO’s on the other hand are seen driving their big four wheel drives, local people know how much money the average expatriate makes, and how much is wasted on overhead costs. This again results in a negative perception of the development community.

GO’s, NGO’s and INGO’s NFE programmes began playing a vital role in the expansion of education in Nepal. Apart from the government, many international agencies have started taking keen interest in expanding these activities through locally active NGOs. HMG/Nepal introduced a policy to involve NGOs in non-formal education programme implementation. Based on this policy, HMG/N’s Non-Formal Education Council started developing strategies, and implementing them to meet its national and international commitments made in Jomtien, Thailand in 1990 and Dakar, Senegal in 2000. District committees for non-formal education development started to implement literacy programmes which are sponsored by government funds, and implemented with the active involvement of local NGOs. With the initiative of the largest educational project - Basic Primary Education Programme - after the multi party democracy in 1990, the government envisioned to integrate genuine NGOs in the process of making basic education accessible to all people throughout the country.
Chapter five: NGO’s Case Study Reports

5.1 Introduction

The following sections provide the case study reports prepared and provided by the participating organizations of the NFE case write-up workshops held in Pokhara and Kathmandu in July and August 2004. The first workshop focused on orientation and introduction of the research on the best practice NFE programmes. The second one focused on preparing and producing the case study reports of each organization. The organizations were provided the project’s as well as research’s terms of reference and a guiding questionnaire provided the regional research coordinator to ease their case study report preparation. These case studies weren’t changed for content, only minor changes were made to the spelling and grammar.

Two national level case write-up workshops on the best practice non-formal education (NFE) programmes were held in Pokhara and Kathmandu in July and August 2004. These workshops were attended by the key stakeholders including representatives from the target group. The workshops clearly disclose that there is no best practice NFE programmes for out of school children particularly street children in Nepal.
5.2 SAATHI

SAATHI, a non-governmental organization, was established in 1992 with the aim of addressing contemporary challenges that are being faced by Nepali women. In keeping with this belief, and based on research, SAATHI identified Violence against Women (VAW) as an area requiring urgent attention and intervention. SAATHI has become recognized as the pioneering organization working in the area of VAW, especially, domestic violence. The strategy of SAATHI is to work at all levels: from the grassroots to the policy level.

Saathi has been working for street kids for the last three years through SAATHI BISHRAM KENDRA (Saathi Drop in Centre) and SAATHI ASHREYA SHIVIR (Saathi Shelter). Saathi Bishram has been conducting different programmes and activities for the last three years, which are presented in the following sections.

Services Provided at Saathi Bishram Kendra

1. Food and health care.
2. Psychosocial Care.
3. Shelter
4. Counselling
5. Non Formal Education Programmes
   a. Child Literacy and Awareness
   b. Adolescent Education
   c. School Integration
   d. Children’s Library
6. Training
7. Reintegration
8. Educational Trips
9. Games
10. Picnic twice a year
12. Advocacy on child right issues and child labour

Services Provided at Saathi Ashreya Shivir

- Food and health care
- Psychosocial Care
- Shelter
- Formal education
- Educational Trips
- Games
- Music Classes
- Picnic twice a year
- Reintegration with family
- Counselling

Saathi has been working for street kids for the last three years through SAATHI BISHRAM KENDRA AND SAATHI ASHREYA SHIVIR. We found that street kids are mostly from the so called lower castes and the majority are Tamangs, one of the ethnic groups of
Nepal. Mostly they are from lower socio-economic backgrounds, distorted families, conflict-related environments etc. Since the start of this project, at least 85 children have been reunited with their families. Some children who received scholarships from our organization ranked first in their school while most of them scoring high marks.

SAATHI and non-formal education (NFE) Programme for Street Kids

1. Saathi Bishram has been providing NFE since the start of the project.
2. We provide NFE classes for street kids four hours per day, two hours in the morning and two hours in the evening. We use different and effective methods in our NFE programmes to appeal to all the children who come from different backgrounds and different age groups.
3. We select the children who have shown keen interest in studying and want to join the school.
4. Easy accessibility and provision of materials; i.e. books, pencil, posters etc.
5. Our target groups are street kids and homeless children aged 5-14 years old. We put both male and female children in Bishram Kendra. But we immediately refer girl children to the shelter because girls are more vulnerable to sexual abuse.
6. We have one teacher for the NFE programme and she has been trained by World Education.
7. Our organization is providing education through NFE and scholarship courses in Boarding (private) School too. We use posters, flip charts, books, audiovisuals, and other effective materials for NFE.
8. We use individual and group teaching methods according to the needs of the kids and group discussions and debates are used when appropriate.
9. We have a capacity of 40 children in Bishram Kendra. We faced lots of problems in the Drop in Centre. We have experienced some drop outs due to pressure from older street boys. Many left because they were forced into begging, rag picking and different antisocial activities.
10. Since the beginning of this project, at least 85 children have been reintegrated with their family and many have received scholarships. The outcome has been positive. We have seen a big improvement in children’s behaviour, and improvements in family relations & understandings. Some children who received scholarships from our organization came first rank in their school and most of them completed the course with high grades.
11. SAATHI feel very strong that more funding needs to be focused towards providing scholarships for street children.
5.3 Child Watabaran Centre Nepal

Child Watabaran Centre Nepal (CWCN) has been effectively working with street children since 2002; but was not formally registered until 2003. Three private companies in Sweden provide the necessary funds to operate the projects. The Centre only works with street children. The children are mainly from Kathmandu, Pokhara, Chitwan & Narayanghat, but there are some from other places around Nepal.

Objectives of CWCN

- Provide food and shelter to street children.
- Provide education.
- Provide various life skills.
- Regular health check up.
- Give family environment to the children for their all-round development.
- Family re-union.
- Help them to build up their confidence by making them participate in many activities, such as games and sports, dancing, singing etc.
- Help them to develop social behaviours in order to reintegrate into society.
- Make them physically, mentally and socially fit independent citizen of Nepal.

CWCN Projects

CWCN, Nepal is running four major projects, which are:

A. Watabaran Centre For Boys

The centre started with the nine boys and has now increased to 19. The boys get food, shelter, and education at the centre. Besides education, the boys are involved in judo classes and other activities such as music, football etc. 7 of the boys have already completed their grade 5 and are entering grades 6, 7 and 8. One boy has successfully completed a driving course while others have been involved in paper crafts and electronics. Two facilitators, two caretakers & a kitchen helper are working in the centre under the supervision of the Principal.

B. Watabaran Centre For Girls

The centre for girls is a new project which only began 4 months ago. The centre is providing services for seven girls. The education and vocational training system for the girls is identical.
to that of the boys. Three of the girls have already started stitching training. The other trainings offered are beautician training, chef training, or handy crafts training. At present four staff members are working in the centre. Alongside their education and training the girls are also involved in making handy crafts and knitting.

C. Mobile Health Service

The centre is providing first aid to the street children on the street. The team which consists of four members including a health assistant, go to the street three times a week to provide medical treatment. The service provides first aid treatment only. The major cases are referred to hospitals. Thousands of street children have benefited already. To operate this service the centre uses its own three wheelers battery tempo.

D. Hamro Entrepreneurship Loan Programme (HELP)

The centre provides small loans to families of the children to assist them in setting up their own businesses. The family or children themselves return the loan and the amount is then rotated to other children.

CWCN and Non-Formal Education

The centre provides non-formal child friendly education. A Maximum of 10 students are taught in each class and every child gets individual attention when necessary. The centre has its own curriculum, which is developed along the lines of the government primary education curriculum. The centre adopts a 24 months’ course. The entire course is divided into 3 semesters, with semester lasting 8 months. The first semester covers grade 1 and 2. The second semester covers grade three and four and the third covers grade five. There are six classes a day of 45 minutes each with 10 minutes of break after every class. All daily lesson plans are prepared by the teachers to meet the expected goals and are reviewed every two weeks. English, Nepali, Math, Environmental science, and social science are the core subjects. Other classes include computer, meditation, handicrafts and painting as well as frequent field visits, excursions and research projects. The students take grade 5 examinations at the end of the course from one of the formal schools. If they pass, they can continue their education. The ones not interested in further studies can choose vocational training. The education system is the same in both of the centres. The centre believes in quality education.

Sustainability of CWCN’s Project

CWCN believes in self-sustainability and it aims for that. For this very purpose, CWCN runs a three wheelers tempo on a public.
route. Moreover, CWCN has started gardening services as well. The centre has a nursery, which sells plants and the centre takes contracts for outside gardening work. A professional gardener was employed to oversee this. Through the sale of plants, CWCN hopes to help itself achieve self-sustainability.

5.4 Children Nepal

Introduction

Children Nepal (CN) is a non-governmental social organization working for the rights and development of children in difficult circumstances and their families through practical activities. CN believes in a future where each individual is valued, without discrimination as part of our diverse and culturally tolerant society. CN envisions that the difference of class, gender, religion, disabilities, are valued as a part of our diverse community and cultural heritage; where all people have an equal opportunity and capacity to fulfil their basic needs; and where society enjoys the participation of all people at all levels of the democratic process. CN has a holistic approach to social work and sees the family and local community as the main focus and resource base.

Children Nepal facilitates processes that empower children and their families in difficult circumstances to assume an active and decisive role in solving their own problems through the strengthening of life skills; improving confidence; and utilizing their existing capacity, which will result in the most effective long term improvements in their living conditions. Children Nepal is the first child focused social organization established in Pokhara, located in the Western Development Region of Nepal. CN has been providing its service in a rights based approach since its foundation in 1995.
Programme Overview

CN-House

Contact Centre: provides basic primary education and care for children aged 6-16 years who have never been to school or who have dropped out.

Pre-school/Babu-Nani: provides day care and pre-primary education for underprivileged children aged 2-5 years, and special care for children who are malnourished.

Street Children: provides shelter, foster care, health care and education for children from the streets.

School Linked

Dalit girls education: facilitates the integration of girls from this “untouchable” caste into local schools.

Sponsorship/school: many of the poorest children are able to receive schooling integration through sponsorship and local resource mobilization.

Job Linked Programme

Vocational training: provides the children older than 14 years with training opportunities and job placements.

Family Support Programme

Family counselling: resolving conflicts between family members, teaching skills, and helping them to have access to the services around them.

Family organizations: united families to be to raise a stronger voice for their rights.

Income generation: helping families through loans to run small scale businesses to earn a living.

Hospital linked programme

Health care: link children and their families to health care facilities in their communities.

External Programs: outside of CN, several programs have been established to build confidence and empower local children.

Social Mobilization: mobilization amongst the general community, local groups and elected members of the Municipality.

Child Self Help Group: provides children with the opportunity to learn from each other and empower them to take responsibility for their rights and duties.

Community Development: urban and rural Out-of School Programmes Community based child development.

Training: local, national, and international Networking, Solidarity: members and Contacts at Local, National and International levels.

Suryamukhi Production: income generation by locally-made handicrafts for Children Nepal.
Children

• Research on the situation of Street children in Pokhara in 1995 raising awareness within the community to support these children.
• Established Contract Centre - all kinds of children in difficult circumstances, learning social skills, and preparing for schooling and vocational/on the job training.
• Child counselling - helping to resolve the problems through gaining confidence and self-esteem and linking them to public services available.
• School integration - providing social and educational support for schooling.
• Referrals - to member organizations of local and national networks.
• Self-help groups of children - formation and mobilization of children self-help Groups from the age of 12-18 years to be responsible for the rights and duties of children and to learn humanitarian and social behaviour through learning by doing.
• Helping school management committees to mobilize local resources and planning for street children with the collaboration of District Education Office Kaski.
• Helping Local National and International organizations to understand street children in Pokhara and develop programme for them.

Development of Training Materials

• Children Nepal is playing a master trainer role at the National level. CN developed the Training Manual of Psychosocial Counselling for Children in Especially Difficult Circumstances in collaboration with UNICEF and other concerned agencies which is being widely used at present throughout Nepal.
• Children Nepal has a team of trainers and facilitators that run regular training programs at the Children Nepal centre and outside concerning professional and life skill development. Programmes include education, urban out of school children education, conflict management, resource mobilization, psycho-social counselling, safe motherhood, child development, health care and hygiene, education for children in especially difficult circumstances and training for social change.

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5.5 Child Welfare Scheme Nepal

NFE Practices from CWSN

Introduction

CWSN (registered in 1997 with HMG/Nepal, number 733/053/054) has been working to empower and reintegrate children and youth throughout Nepal in the areas of health and education since 1997.

CWSN’s central office is in Pokhara and from there a number of projects are managed by the team. The organisation began in 1997 by building Day Care Health Centres (there are 11 today) in remote villages in and around the Kaski and Lumjung Districts. School Management Committees were set up in the respective villages and now 10 out of the 11 centres have been handed back to the local community to run and manage from the committee.

Another rural project run by CWSN is the Improved Cooking Stove. These stoves reduce smoke in household significantly and therefore reduces the risk of respiratory diseases, complications with birth, eye infections and also, because the stove is closed there is a much lower chance of children falling into the fires and burning. On top of these health improvements, the stoves also reduce wood consumption by over 50% and therefore reduces deforestation, a problem facing many rural villages in Nepal today. CWSN employ and train local villagers to become technicians who build & maintain these stoves.

In the urban area of Pokhara CWSN has its own health clinic which provide free medical care to the poor. Free health care is provided to children below the ages of 17 years, this cap increases to at 19 for street children. The clinic also offers Safer Motherhood programmes which educate mothers about nutrition, child care and sexual health matters such as HIV/AIDS. A mobile clinic also operates from this clinic, reaching out to the slum areas (of which there are over 40!) around Pokhara twice a week.

Our latest project is JYOTI Vocational Training Centre (VTC), affiliated with the Council for Technical Education and Vocational Training (CTEVT), which offers 2 to 3 year trainings. In this centre youngsters get a second chance in life. Learn a trade skill; learn social skills and life skills to give them a chance to reintegrate back into society. But JYOTI is more than just a training centre. The centre organizes different activities for youngsters focused on non-formal education.

Child Welfare Scheme Nepal’s (CWSN) main donor is Child Welfare Scheme UK (CWSUK), which is the funding and monitoring partner, CWSUK raises its money through their offices in London and Hong Kong and the efforts of the Pokhara based staff from CWSUK.

JYOTI - NFE Programmes of CWSN

1. While JYOTI VTC was under construction CWSN conducted a photo-project with
some of the street kids in Pokhara. Ten street kids/youngsters were selected and given a camera and film. They were asked to take pictures that best portrayed their life. They were given no instructions (only on the use of the camera) and they set off. The pictures were exhibited in Pokhara, Kathmandu, London, Hong Kong, Amsterdam and is still going around the world to show, through the eyes of these youngsters themselves, how they spend their time living, sleeping & eating on the streets. It is also a fundraising tool for CWS, of which the money returns to the youth via the JYOTI VTC.

This activity does not simply teach them “how to use a camera, or make nice pictures”, this activity helped to build up their self-esteem, to develop leadership skills, to build their thrust in other people, to solve problems and to have fun! This was a real life skill project conducted in a fun way which is still generating income for these youths. This photo project led them to establish their own “JYOTI Club”. This club is a group of street kids/youngsters who help each other and who decide what to buy from the money. For two years now, blankets have been bought from this money for the kids. Many of the boys from JYOTI club are now trainees at the VTC.

When: 2002

Target group: ten street kids/youngsters (two girls and eight boys from different castes and ethnic groups), selected by the peer social worker and the kids themselves.

Duration 3 months: youths were actively involved (preparations, taking, producing, selecting and exhibiting the pictures), the project continues as the pictures are still going around the world to raise money, and to spread global awareness of street children.

During this project the social worker asked one of the boys how they feel about the project. “People in the community think we are scum, now we can show them that we can also achieve things if we get some help. We are also human beings and deserve respect.

JYOTI vocational Training Centre (VTC)

JYOTI VTC gives challenged youngsters a chance to take their lives in their own hands and give it direction (reintegration, job opportunities). JYOTI VTC gives trade skills training (Beautician, Electrical, Plumbing and Secretarial/computer), life skills training and it also provides residency if needed.

The curricula are made by the trainers themselves and are based on creative teaching, participatory approach and practical classes (active). Materials used in the centre are collected from various places; materials from abroad, NFE materials from UNICEF, World Education and others.

Our education is non formal: However, trainees are given the option to take the CTEVT exams (skills test) which will make it easier for them to gain employment. The
CTEVT have checked our curricula and facilities and have permitted our affiliation with them.

Besides training in trade skills and social skills the VTC offers; basic general education (math, science, Nepali, English, social studies); counselling; family reunification; On the Job Training; sport activities; creative activities; drama; dance; and other cultural programmes.

The VTC very much motivates the youngsters to speak out about their rights, to participate in local and national activities (Aids day, Drugs rally, Education day etc.)

When: started in 2002 (ongoing)

Target group: Socially and economically challenged youth (street, trafficked, child labour, slum): full capacity 120 (100 residential); recently 94 youngsters (8 drop outs, now 43 boys and 43 girls from all casts and ethnic groups. The largest group being dalit (lower caste); All selections are through an intensive selection period: Children are referred to the VTC from different organisations all across Nepal. VTC has its own intake procedure which focuses on finding truly socially and financially challenged youngsters who are motivated. This is conducted through home visits (if possible), interest and motivation tests, interview and basic literacy tests.

A market research conducted by CWS showed very positive figures: 40% of over 500 contacted businesses are willing to give jobs or on the job training to our trainees. They prefer skill quality over schooling background.

Non-Formal Education

In 2003 JYOTI provided a three month basic NFE programme to youngsters on the street.

Objectives:

- Teach the street kids/youngsters basic literacy and numeracy skills they can use during their work/life on the street.
- Educate the kids/youngsters on basic information and skills about health and hygiene.
- Establish and maintain the relation with the kids on the street; give them friendship and a gate-way to other projects like our Asha Clinic.
- Prepare some of the youngsters for JYOTI VTC.
- The teacher and social worker used materials from World Education / UNICEF, materials and real life materials (rubbish, money etc.).

Facilities: the youngsters choose the room in the area where they work and live, they choose the time of the classes, the duration and the rules and regulations (for example they all had to wash their hands before entering the class -their own rule!-).

This NFE project started with 15 kids/youngsters. Slowly they came irregularly; sometimes 10, sometimes 13 etc. After two
and half months the group had fallen apart because of a gang fight in their area. They all had moved away to different places. The social worker and the teacher tried to trace them all down, but it was difficult to continue the classes. They continued helping those they could relocate and 3 even became trainees at our VTC.

When: March 03-June03

Target group: street kids/youngsters (living and working on the street, mainly rag pickers)

*Three boys who attended the NFE classes became trainees at the JYOTI VTC directly after these classes and are now in their second year of training.*

The staff at the VTC felt that JYOTI should continue offering NFE activities to the kids/youngsters on the street. Though, the funds are often for short term activities and the VTC had no more budgets for NFE activities outside the centre.

CWS applied for a grant from Consortium for Street Children and UNESCO for grass root level activities. The aim of this project is to offer a three year program for street children that include different activities and services, working with peer educators, focussed on NFE and Health to improve the lives of the children/youngster on or near the street. CWS was successful with this and has now started the “Street Project”.

**Street Project**

The first step was to build up the relation with the youngsters and provide health services (outreach work). The social workers, peer educators and the health worker visit the youngsters on the street three times a week. During this period they conducted a research with the children to find out their needs, their ideas about NFE, their wishes and their opinions about organizations and projects. This research is a combination of Street Project and the research related to ‘Education for All’ from UNESCO.

The next step will be conducting the NFE classes, focused on a combination of numeracy, literacy, life skills and health education which includes topics like sex, drugs and HIV/AIDS and further daily outreach work to educate the children on the street and build relations. The classes will take place in a Contact Centre, a simple facility in the area where they live and work (in cooperation with ILO/TBP/FNCCI). Other services include: a street youth clinic in Asha Clinic (an hour allocated to them daily), a Children’s Bank, Counselling (group, individual and family) and On the Job Training.

When: start April 2004 till April 2007

Target group: kids/youngsters living/working on the street, near the street- 150 a year: no special selection is needed.
Accessibility

- All the urban projects of CWSN are located in Pokhara.
- The VTC is situated 10 minutes walking distance from a main traffic point in Pokhara.
- The selected trainees of the VTC, who cannot stay at home or don’t have a home can use the VTC residential facilities and those who have the possibilities, can come from their home by bus or walking. The transportation costs are covered by the VTC. The non-residential trainees get the same facilities as the residential except for dinner and hostel facilities.
- The main method used in the street youth project is Outreach work. The services are offered in the area where the kids live and work. The Contact Centre will be set up close to the bus park where most children live and work.

Capacity and Capability of the Facilitators

- The trade teachers in the VTC, are experts in their respective trades. The theory teachers need a minimum requirement of intermediate level. The social workers have the relevant trainings as well as work experiences. An experienced peer educator/social worker with street background is now training up two new young peers to become street educators.
- The peer educators have acquired social skills through their training (internally through JYOTI and externally from other organizations) and their own past experiences. The male peer educator is an ex street youth and the female peer educator is a trafficked returnee. All the social and teaching staff have received training on: creative teaching, participatory approach in teaching and basic counselling given by Nepali experts and foreign specialists. Basic counselling, health and hygiene training are provided by kitchen- and support staff. The counsellor is trained by CVICT; a centre providing training in psychosocial counselling for victims of torture. The health workers are trained in the professional Nepali training institutes.
- A point of attention in hiring new staff is equal opportunities; up till now CWSN hasn’t been able to have an equal balance of male and female staff and caste/ethnic background.

Constraints/problems faced (enrolment and drop-out rates-level-wise)

- The VTC had only two drop outs in the first year. This year sadly there were six drop outs (two from old batches and four new batches). The team analysed the different cases and all had their own specific reasons (wrong referral, finding work, not being able to adjust to the new
situation, in need of drug rehabilitation). Although the VTC is still under the drop out rate of many other centres and projects and also under the rate we predicted at the start of the project (30%) the staff are nevertheless concerned at the increase in numbers.

- Another big challenge that the VTC has faced is the psychological problems of the trainees such as extreme depression, which hasn’t lead to drop outs yet but surely needs attention and the VTC is working hard to set up a good social, psychological and health network.

- Giving NFE classes on the street has been challenging as street kids move around town a lot and are therefore difficult to reach out to in a regular and structured manner.

Methods and Tools

- CWSN believes in a practical approach. In the VTC the program is 80 percent practical and 20 percent supporting theory. In all the NFE programmes CWSN has used the “elective method” using materials from World Education, materials used in formal education, CTEVT, materials from abroad and self-developed active and motivating materials put together by the teachers to best serve the purpose.

- The staffs tries to make their lessons and sessions active, related to the practical issues of life and employment.

- CWSN finds it extremely important that children/youths are involved in different levels of the programmes. They are involved in making the rules and regulations; they have representatives in a disciplinary committee to discuss problems and actions to be taken. The youths are involved in the selection interviews of the staff, the hours of the classes, breaks and interaction meetings. The children and youths on the street are consulted about the services, their needs and desires (what, how and when).

Outcomes/Results

- The children/youths on the street have faith in CWSN as different services and activities have been provided for several years now. The staff are honest (no false promises) and keep providing services in different practical forms.

- The results shown up till now are youngsters with confidence, faith and motivation to make something out of their lives. In the VTC the first real results will be seen in the coming year when the trainees leave the centre, get a job and start their independent lives.

- It is very difficult to measure the results of NFE on the streets: will their lives be safer? CWSN hopes to see these results in the future (fewer
problems with community and police and more children/youths who choose to go back to their homes/communities and choose to go to school, vocational training or on the job training). The approach of the organization and the services it offers has a great impact on the future of these kids but unfortunately the political and economical situation of the country influences the lives of innocent children. CWSN wants to speak out for these kids and youth through the recently established National Network: “National alliance of organizations working for street children-Nepal”. The NFE services for the street children/youths should emerge from the problems they face in their lives. Therefore CWSN chooses to have a flexible curriculum which focuses on daily life issues (HIV/AIDS, protection, dealing with police, dealing with community, their bosses etc and hopes to focus on protection from Maoist recruitment in the near future). The VTC even gave an information session about land mines as this is an emerging problem in Nepal. CWSN strongly believes that for NFE to be successful it must be need-based, practical and flexible to the changing times, needs and situations.

5.6 Child Workers in Nepal Concerned Centre

Background

- There are about 5000 children working and living on the streets in the urban centres of Nepal.
- The main cities in Nepal where street children are found are Kathmandu, Pokhara, Dharan, Narayanghat, Butwal, Nepalgunj, Surkhet, Dang, Birganj, and Biratnagar.
- Reasons for children fleeing to the streets include loss of parents (i.e. orphaned), abandonment, rise in domestic violence, lack of opportunities including education and recreation in the villages, exploitation at work places, the push and pull factors of migration in general and the ongoing conflict.
- Every year around 500 children land on the streets of Kathmandu from different districts of Nepal. Children come mainly from neighbouring districts of
Kathmandu, like Nuwakot, Sindhupalchowk, Kavre, Dhading, Makawanpur, and Dolkha.

- Child Workers in Nepal Concerned Centre (CWIN) estimates that there are about 800 – 900 street children in the Kathmandu valley. The reality may be higher as the ongoing conflict situation in the country is contributing to a rise in the number of children ending up on the streets in Kathmandu.

- Once on the streets, children take up all kinds of work like begging, rag picking, tempo conducting, portering, stealing, street vending, shoe shining, etc.

- According to ILO-IPEC’s assessment, there are about 4,000 children working as rag pickers, which is considered one of the worst forms of child labour. Among the rag pickers, 88 percent are boys and 12 percent girls. On average, rag pickers work 6 hours a day and earn NRs. 87 per day.

- When carrying out their work they concentrate in areas such as junkyards, temples, market centres, cinema halls, airports, bus terminals, hardware shops, tourist centres, etc.

- While on the street they face problems of hunger, lack of shelter, clothing, etc. Similarly, they face problems from police, “dada” (bullies), gangs etc. With all these problems and tensions, they lead their complex life.

- Street children are among the ‘high risk’ and ‘insecure’ groups and are vulnerable to various forms of exploitation and abuse.

- Street children in Nepal are very vulnerable to the exposure to alcohol, drugs and tobacco. Street Children regard alcohol and drug use as one of the escape mechanisms to release or to get away from all their worries, tensions and problems.

- The new challenges in working with street children are the rampant use of drugs, including intra-venous drugs used by some of the children. The threat of contracting HIV due to common sharing of needles and unsafe sexual behaviour. Street youths are gradually being exposed to the world of crime as well.

- In 2002, organizations working with street children formed a network titled “Street Net-Nepal" to address the emerging problems of street children in a consolidated manner.

- There are few organizations working directly with street children’s socialization and social re-integration.

Misery behind the Stories of Street Children

1. Arm Conflict
2. Socio-Economic reasons
3. Urban migration/ Attraction of city
4. Family problems
5. Orphaned, abandoned and disability
6. Child Delinquency
7. Child Labour Exploitation
8. Growing Slums/Squatters
9. Garbage and Rag Picking
10. Begging Habits
Problems Being Faced by Street Children

1. Survival
2. Abuse and exploitation
3. Social hypocrisy
4. Exploitation and risk
5. Security/Police harassment
6. Psychological problem
7. Influence of crime
8. Accidents
9. Emotional insecurity
10. Street Pollution

Working with Street Children: CWIN’s Experiences

Established in 1987, Child Workers in Nepal Concerned Centre (CWIN), as an advocate organization on the rights of the child. It has been continuously working for the rights, welfare and dignity of street children and children at risk for the last 17 year. The first support centre for street children was established in 1989 following CWIN’s field visits and studies which revealed the tragic problems of street children. The opening of CWIN Common room for the support and socialisation centre for street children was CWIN’s first step in the relief, welfare and support action or children at risk. Since then, CWIN has expanded its socialisation, welfare and rehabilitation programmes for street children.

CWIN recognises the Child as an inherent component of society deserving the best that it has to offer. CWIN believes that every child has an inherent right to justice, peace and freedom, and deserves access to all fundamental human rights including education, health care, love, respect, security and protection. Development for children is not merely a technical matter; it should be a basis for national development. Therefore, all action concerning the child should take into account his or her best interests.

While not denying the necessity of part-time work for children under given socio-economic conditions, in general, CWIN recognises child labour as a form of socio-economic exploitation of children covering the denial of basic education, long working hours, under or no payment, forced labour, and health hazardous working conditions. In the Nepali reality, the exploitation of children exists mostly in the form of child labour, trafficking of children, child marriages, street children, and bonded child labour. The abolition of such child servitude is the ultimate goal of CWIN; thus, CWIN believes in action through advocacy.

Prevention/Advocacy

- Research
- Information
- Advocacy
- Campaign
- Lobbying

Protection

- CWIN Helpline, Kathmandu/ Biratnagar
- Heath Clinic and Sick Room
Rehabilitation and Social Reintegration

- CWIN Socialisation Centre in Kathmandu and Pokhara
- CWIN Centre for Children at Risk (a Children’s Transit Centre)
- CWIN Balika Home (Home for Girl Children at Risk)
- CWIN Education Support Programme (CWIN ESP)
- CWIN Street Children Empowerment Program (Hamro Sajha Thalo)
- CWIN Self-reliance Centre (Skill Education & Training Programme - CWIN SKILL)
- Street Children’s Forum/The Child Rights Forum
- Street Children’s Theatre

An Evaluation of CWIN Programmes for Street Children

Achievements

1. Over the last fifteen years (1989-2004), altogether 5876 children at risk have been brought into the different relief, welfare and rehabilitation activities of CWIN. Among them 3679 were rehabilitated through family reunions, child care home referrals, school sponsorships, skills training and job placements, etc. causing a considerable and visible decline of children on the streets of Kathmandu.

2. CWIN has been able to reach 62 districts of Nepal with the message of child’s rights during family reunions and community connection. This has provided a solid background and base for CWIN to enter the different communities to develop and strengthen child’s rights movement in Nepal.

3. There has been a visible positive change in the socio-psychology and behaviour of street children coming in contact with CWIN centres and going through different socialisation processes. This is visible in the different qualities they have developed such as self respect, leadership, self esteem, dignity, emotional stability, ability to think of future, skill, good relations with people, responsibility, awareness, inclination for health and hygiene, less violence, dislike for street life and interest for more secure lifestyle.

4. Over the last fifteen years, CWIN has been able to generate concern and goodwill of local people, the community and society. There has been considerable changes in the outlook, attitude and response of different government bodies such as police, INGOs and NGOs in the issue of children.

5. Inspired by the model programmes of CWIN for the socialisation, welfare and rehabilitation of street children,
many newly formed and well established NGOs have put street children in their main agenda and have initiated drop-in-centres and other support activities.

Constraints & Challenges

1. Lack of infrastructure for street children
2. Lack of professional counselling
3. Negative Attitude of street children in Society
4. Challenges in family reunion and community rehabilitation
5. Lack of clear policy and co-ordination by HMG/Nepal

The Way Ahead

Street children are an avoidable phenomenon in a country like Nepal where unplanned urbanisation is a growing trend. In this country, there is a huge gap between villages and cities, the rich and poor. Most of the cities have been painted by so called new development models where as villages are deprived from even basic facilities like food, health care, drinking water, education and employment. This has also caused a growing number of street children in the major cities in Nepal due to various social, economical and emotional reasons. However, if such trends increase without any preventive and control measure, this will be a serious threat to the society in future.

Therefore, before it becomes chronic, all responsible and concern authorities and individuals should seriously think for the protection of these children at risk. If these children, who are deprived of love, care, education, health care and other fundamental children’s rights and are compelled to live a struggling life in the streets, are treated with compassion and understanding, there are a lot of possibilities of reforming and developing them into able citizens.

Conclusions

Street children are among the high risk and insecure groups and vulnerable to various forms of exploitation and abuses. They are deprived children, denied not only their rights as children but also their childhood. Without guidance, education and security, they are heading for an obscure future. They are miserable and need support. Most importantly, they need to be steered back to the mainstream of social life through proper education opportunities, reformation, care and rehabilitation. Working for street children is a challenge - there are no hard and fast rules that would apply to all situations. Each country has to come up with a series of down-to-earth practical approaches and indigenous solutions most likely to address the typical problems of street children in that locality. Do not undermine them. They have enough potential and talent. If they are given a better living environment they will have a real hopeful future.
Introduction

Innovative Forum for the Community Development (IFCD) started to organize NFE programmes in 1984. The major focuses of the organization are Teaching / learning methods, research, and training - technical support to NFE Centre etc.

Closely working with government, INGOs especially UNICEF – in all aspects, course development, monitoring and others. Child focused training modality, research on basic and primary education including out of school children.

Eight years ago, we conducted a pilot education programme for street children on the streets. However, now we need to conduct a separate package for urban working children. There are lots of challenges working with street children. These challenges include mobility, learning achievement etc. In 2000 UNICEF started a new movement in OSP and took 27 organizations to visit Bangladesh to observe the quality of primary education. Since that visit we have commenced the Child Centred Teaching Learning Approach in 4 districts which will be expanded to 13. The research results from this programme are very positive. It has demonstrated that teaching is not the only aspect that is important, we must also focus on psychosocial counselling and establishing links to skills training etc.
Child Centred Teaching Methodology in OSP

NFE has been in Nepal since 1983. Prior to 1983 Action Aid operated programmes that were focused on girls which later expanded to all out of school children.

There have been different approaches applied in the field of NFE and the latest development is the child centred teaching and learning method. This method focuses on the practical, creative, children’s all round development. The serial process is as follows:

1. Interaction between the facilitator and the students
2. Facilitator Message
3. Story Telling
4. News sharing
5. Literacy
6. Math
7. Creative writing
8. Three Corner Practice which includes three corner group study on language, Math and creative work, small group practice, individual reading, reading in library etc.
9. Game, singing, dancing, drama etc.
10. Project / research work
11. Review

In the beginning this method was started in four districts and very soon it is going to be expanded to 13 districts with the support from UNICEF.

Development of urban OSP because others were not suitable

The Government’s objective according to OSP is: mainstream of children into school. But in reality this is not working; kids are too old to enter school (the age of their classmates is much lower). The level of OSP is meant to be up to class 3 but the reality shows a level of class two and lower. The objective of OSP should be reviewed.

Out of 6 researches it became clear that:

- Programmes are not reaching the target group
- High drop out rate
- Lack of coordination

Conclusions

The UNICEF programme / method is attractive, it is more focused on life skills and quality of education. The idea for the programme comes from Bangladesh.

IFCD showed a video of a NFE class, which clearly shows new techniques. The teacher is clear about objectives and activities. Children are actively involved in the activities and they work in small groups on their tasks. The children all face each other which improve interaction/communication and group work.

Table no. 5.1: Difference between CCOSP and OSP
<table>
<thead>
<tr>
<th>Areas</th>
<th>CC-OSP</th>
<th>OSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners</td>
<td>- Learners’ age between 10 and 14</td>
<td>- 8 to 14 years</td>
</tr>
<tr>
<td>Methodology</td>
<td>- Child centred methodologies is used for teaching and learning.</td>
<td>- Old teaching method</td>
</tr>
<tr>
<td></td>
<td>- The class follows a two hour timetable with various activities. a. Step one- Interaction (10 m.)</td>
<td>- Picture discussion</td>
</tr>
<tr>
<td></td>
<td>- Teacher’s message.</td>
<td>- Teaching</td>
</tr>
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<td></td>
<td>b. Step two – Introduction (25 m.)</td>
<td>- Songs/dance</td>
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<tr>
<td></td>
<td>In this step the facilitators briefly recaps the learning of the day before and introduces new concepts in math, language and other subjects. She/he also gives instructions about what to do in the creative writing, math &amp; language group. Interaction with students by discussing the news or other fictional or non fictional stories.</td>
<td>- Evaluation</td>
</tr>
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<td></td>
<td>c. Step three - Three-corner practice (60 m.)</td>
<td>- Home work</td>
</tr>
<tr>
<td></td>
<td>- Math: students practice math exercise.</td>
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<td></td>
<td>- Creative writing: students draw pictures and write about them.</td>
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<td></td>
<td>- Language: students practice skills like reading and writing. (In this 60 minutes period facilitator keeps records of students in 5 different subjects, assists the slower learners in small groups, conducts individual reading with two or three students)</td>
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<td>d. Step four – Enrichment (20 M.)</td>
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<td></td>
<td>- The participants do project work, dance, songs, game, and drama as decided before in weekly plan.</td>
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<td>e. Step five:</td>
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<td></td>
<td>Revision and evaluation (5 m.)- The facilitator reviews the day’s learning briefly and evaluates the children’s understanding of the subjects taught that day.</td>
<td></td>
</tr>
</tbody>
</table>
Library

- 20 different types of library books are available

Materials

- Text books.
- Facilitator guide book
- Flip chart
- Black board
- Chalk/duster
- Attendance register
- Visitors books
- Supervision/monitoring book
- Lesson plan
- Record keeping register
- 3 different copies for cones (subject)
- Crayons/white paper for project work
- Stapler
- Tin trunk
- Pocket board
- Cards
- Posters

Monitoring

- Once a week
- One supervisor for 5 classes

Period

- 10 months

Sitting arrangement

- U shape for whole class
- Three corner system
- Peer sitting

Activities

- Participants based
- News sharing
- Story telling
- Message discussion
- Creative writing
- Project work
- Group practice in 3 corners.

- No library

- Text books
- Facilitator guide book (Somewhere)
- Black board
- Chalk/duster
- Attendance register
- Visitors book
- One copy at one time

- 1 supervisor for 15 to 18 classes
- NO monitoring (one or two times during program period)
- 9 month (but effectively only six months)
- Random sitting

- Teachers
- Recitation
- Lecture
5.8 Under Privileged Children’s Association

UPCA and Historical Background of Non-Formal Education

Under Privileged Children’s Association (UPCA) has been working with street children since 1994. UPCA believe Non-Formal Education to be an entry point for sustainable activities to empower and improve the lives of street and working children. We see non-formal education (NFE) as an emerging stage of formal education and socialization for street children within the society. In the process of NFE conduction the street children are involved in a child participation process and are empowered to demand and claim their rights to the duty bearer, Local Government, District Community Welfare Board (DCWC) and partner agencies.

The NFE is implemented through a book called ‘Naulo Bihani’ for the street children. We found it to be irrelevant to the lives of street children as the book was written for rural children and therefore not relevant to the present situation of street children. The book ‘Nav Jiwan’, a first package for a ten months period, and ‘Jiwan Jyoti’ the second package for a ten months period was published, supported by UNICEF. While developing this book the street children were involved in pre-testing and UPCA was consulted on this process. These books are appropriate for the drop-in centres, night shelter or transit centres.

After the implementation of Naulo Bihani and Nav Jyoti, we found that these books were not appropriate for street children. Therefore we are initiating Informal Education for the street children who are on the street and not in contact centres or drop in centres.

Non-Formal Education

The non-formal education (NFE) package is implemented to empower street children, and working children (working at own home or working in others houses). UPCA has implemented an out of school programme with street children in Contact Centres and child labourers in factories, to empower children and to promote formal education. The street children are admitted to general government schools and some of them have joined vocational training and income generation skills training. Of the working children, about 40 percent of those living in slums are also going to schools.
NFE and its Linkages with other Activities and Child Clubs

The participants of NFE are members of child clubs. The children who have participated in NFE have started to raise their voices for ‘Free Education in Primary Sections of Government Schools’ in Sunsari District. The street children and working children of slum areas have started to demand and claim their rights to the Local Government.

NFE and Psychosocial Counselling Intervention

After UPCA Nepal implemented NFE in slum and squatter areas, we found some of the children were traumatised, depressed, and even suicidal. This was mainly due to domestic violence, family problems, and mental and physical abuse. Therefore we linked Psychosocial Counselling with our NFE package. UPCA has now developed a Psychosocial Counselling Training Manual, Training Material and Psychosocial Counselling General Training for the street children, child labourers, sexually abused and disabled children.

NFE and the Community

The facilitators were encouraged to visit the people within the community and especially the parents to encourage the participation of NFE.

New Innovation as Informal Education

This informal education is a new innovative idea for street children who stay on the street and have decided to stay on the street. This program has to be designed.

Learning

NFE has to focus on child participation, which could create a child friendly environment in the centres. The facilitator should be creative to motivate children. The issues of the participants must be addressed and the voices of children should be heard.

Table 5.2: A case study of a street child (Foundation of street child’s success)

A genuine, intelligent and hard working boy, Umesh Bishokarma, 14 years, gives importance to family rehabilitation for street children’s improvement. His ambition is to become a doctor, ‘to improve medical care to helpless people free of cost’. He is the eldest of Harka Bishokarma’s 3 children and lives in Sunam Tole, Dharan. When he was two and half years old, his father went to Sikkim and his mother got married with another man. He lived with his relatives but due to bad treatment by his relatives he was compelled to go to the street. On the street, he did a lot of hard work like picking plastics and searching garbage to sell to junkyards to earn his food and other expenses. He used to sleep on the street. His life was of pain and hardship while he was living on the streets. On the street, most people used
to call him a thief & savage and elder boys threatened him by snatching his money and beating him. Today, the ill treatment he receives continues to linger on his mind. Umesh Bishokarma is now studying in class five at Shree Public High school, Dharan – 12 with the help of UPCA Nepal. He scored 4th position in class 4. To be where he is today he has faced many hardships and difficulties. He says, he still feels sad when he thinks of his past. He heard about UPCA Nepal from his friends Rajesh, Dipped, and Gyane. They told him to come to the UPCA centre where facilities of food, shelter, education are provided.

He has completed his 4th standard but due to family problems, he could not continue his education. But while living at UPCA contact centre, he was able to continue his education and within one year he found many changes in his own life. At the UPCA contact centre, being a secretary of Daju Bhai Samuha – a child club, he started doing work for children. He says that because of the child club he has learnt many new things and earned a chance to participate in various programmes. At school he used to hesitate to ask questions but now he does not hesitate to do any work. Being a secretary of Daju Bhai Samuha (Child Club) he attended various trainings such as wall news paper magazine training, leadership development training, street drama and other life skill trainings. At present, due to the help of the UPCA contact centre, he is rehabilitated and has been reunited with his sister and relatives in Dharan.

He is also continuing his formal education in school. He said UPCA should continue to provide rehabilitation facilities and support towards street children for their studies in formal or information centres.

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5.10 ILO-IPEC/Federation of Nepalese Chamber of Commerce and Industry, Pokhara

Introduction

The Employers Council of the Federation of Nepalese Chamber of Commerce and Industry (FNCCI-EC) and the International Programme on the Elimination of Child Labour of International Labour Organization (ILO-IPEC) had jointly started a pilot action programme against child labour in Pokhara in 1999. The pilot programme had directly benefited 500 working children through educational and other interventions. 432 children (191 boys and 241 girls) received 10 months non-formal education and were enrolled into formal schools with the provision of scholarships. Similarly, 50 (30 boys and 20 girls) older children received vocational training in the tourism field. The pilot project further supported 216 families of working children for the development of the micro-enterprises.

With the success and good impact of the programme, both ILO-IPEC and FNCCI agreed to continue the programme in partnership in Kaski and also agreed to replicate the successful model into 4 other districts of the country. Since November 2003, the action programme has been mainstreamed with the ILO-IPEC and FNCCI Time Bound Programme on Child Labour and targeted to support 4,500 working children and 1,500 families in 5 different project districts in the 1st two years of the programme. Kaski has the biggest project, which aimed to support 2,100 working children and 500 families in its 1st two year programme period. The programme has been implemented in close coordination with Pokhara Chamber of Commerce and Industry (PCCI), Lekhnath Chamber of Commerce and Industry (LCCI), Pokhara Sub Metropolis and Lekhnath Municipality.

Target Groups

The programme mainly targets the domestic child workers, child porters, child rag pickers and children at risk of entering into labour. Similarly, the project also directly supports the families of these children with income generation activities with the aim to support their children through increasing their family incomes.

Major Programme Activities

The educational intervention (formal and non-formal), vocational/apprenticeship training, health intervention, drop in centres, reunification of the rescued children into their family, family support to promote micro-enterprises, adult education and micro-health insurance are the major components of the programme.

Non-Formal Education

To implement the educational (formal and non-formal) programme to identified working children, supports have been received from UNICEF and World Education. Since starting the new Time Bound Program, 930 working children received educational
NFE centres/classes are normally set up at a nearby location or a community where there is a sufficient number of working children/out of school children. The priority is given to arrange local school buildings or other public places to set up the class. If it is not possible in some cases private houses/rooms are rented. Each NFE class gets one facilitator to run day to day classes. Besides facilitating the children to learn, he/she provides counselling to the children as well as parents/employers and records all the progress made by each child in a defined format and reports to the office. To make sure the classes are running properly, supervisors used to visit each centre once a week. A single supervisor is responsible for taking care of 5 NFE centres. He/she gives the feedback and logistic supports to the facilitators and reports the process to the office as per schedule.

The minimum qualification for the facilitator is equivalent to SLC, and he/she should be from the same community where the class is to be set up. The priority is given to the girls with special preference from disadvantage groups. Before the commencement of the course, facilitator receive 12 days basic training. After a month facilitator gets 5 days counselling training and later on in the 5th month of class implementation he/she gets a 7 day refresher course. In addition to all the training mentioned above, supervisors get 5 days supervisors training as well.

The Time Bound Programme in Kaski follows the NFE modular developed by UNICEF for urban out of school children. The modular contains 10 months 1st level and another 10 months 2nd level courses. The class runs 2 to 2.5 hours per day for 6 days a week in child based approaches. Besides the teaching learning process, counselling, primary health care and recreational activities are also observed in each NFE centres. The school accepts all working children into the 1st level NFE course as well as children who have dropped out of school after 1/2 class (age group 10-14). For 2nd level NFE acceptance, the children must have either completed 1st level or dropped out of school after 2/3 classes. There is no discrimination of caste, gender or work backgrounds at the centres. Normally, in each class/centre 20-25 children are enrolled. It is assumed that the completion of 2nd level NFE is equivalent to 5 class of normal government school in Nepal. The project provides all the reading/writing and supportive materials.
To make the class effective and participatory from the community level, a class support committee is formed which includes local social activist, teacher, and representatives from local women groups and clubs.

Conclusions

In summary, the Time Bound Programme in Kaski jointly implemented by ILO/IPEC and FNCCI, has been doing UNICEF modular NFE programmes for out of school working children. To date, 60 NFE centres for 10 month courses are already operating and have directly benefited 1311 (879+432 in previous pilot programme) children. The majority number of the 1st level NFE graduates have mainstreamed into formal school and some of them have received vocational training, health intervention and family supports as well. Some of them are continuing into 2nd level NFE. At the centre, besides basic education, children receive recreational activities, counselling, health intervention and socialization with other children. The NFE centre works as a contact centre for the children and also opens the potential to be linked with other components of the project such as a formal school programme, vocational/apprenticeship training, family supports etc.

Dropout rate, is approximately 20 percent. The major challenge we observed during the implementation of NFE classes was irregular attendances. To make the centre more effective and to provide life skills education with extra curricular activities, we have to supplement additional information and/or educational materials at the centres. For the year 2004/05 TBP Kaski is implementing 40 NFE classes (20 in 1st level and 20 in 2nd level) in child based approach, targeting 900 working children with the supports from UNICEF and World Education.
5.11 SathSath

Education Case Study of SathSath

“We can work at night rag-picking to earn money. In the afternoon we need to learn and be trained for good work. Then we can stand on our own feet and won't be khate.”

Voice of 17 year old street youth from Kathmandu

SathSath adopts a rights-based approach which recognizes the child as the key actor in his/her development. Central to this approach are participation and empowerment which provide the tools for children to realise their rights. SathSath works through alternative education which is aimed at developing street children’s capacities and capabilities to improve their situation and provide a strong base for future learning. It is a process in which children acquire appropriate knowledge, skills and positive attitudes through a series of learning experiences. The ultimate goal is that street children are able to deal positively with the demands and challenges of life.

Learning experiences are a wide variety of activities implemented at a non-residential resource centre and through outreach on the street. These include: group discussions, group counselling, health education, games, sports, child clubs, street drama, leadership training, experiential education, and dealing with real-life situations with guidance and support. This learning is facilitated by street educators and outreach workers, usually from a street background themselves.

Alternative education is process-based working at the child’s pace, promoting positive self-image, increased self-esteem, and motivating the child. Children can then be provided with informed choices for further support (formal or non-formal education, training, apprenticeship, family reintegration etc.) The key – a better option for the child’s future is only viable when the child is ready to grasp it. Both street life and childhood are temporal situations. As they grow older street children become acutely aware of the short-term benefits of their lifestyle, however the personal sacrifices in terms of loss of freedom and taking on of responsibilities make change a difficult process. Education must first provide street-based children and youth with the attitudes, skills and knowledge to be able to change their lives.

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5.12 Concern for Children and Environment-Nepal (CONCERN-Nepal)

Background

Concern for Children and Environment Nepal (CONCERN-Nepal) is a child focused NGO established in 1993. Its principal purpose is to be an advocate for underprivileged children and their social and natural living environment in Nepal. It helps and protects underprivileged children and working children living in very difficult circumstances. CONCERN was officially registered at Chief District Office of His Majesty’s Government in 1994 and in the same year it was affiliated with Social Welfare Council, under the Women and Social Welfare Ministry. The organization has seven management committee members headed by Executive Chairperson.

For the last ten years period of time it gained wide experiences working with UNICEF, Action Aid-Nepal, Save the Children UK, etc from the year 1995 to 1998. In the year 2000 it worked with Kathmandu Municipality/UNICEF on 5 Urban Out of School Program (UOSP/ Non Formal Education) for working children in Kathmandu. CONCERN entered into agreement with Save the Children-Norway from 1998 and working as a partnership since then. CONCERN started its work with ILO/IPEC in 1996 for support and rehabilitation of child porters in Kathmandu and 2nd phase from 1998 to till the end of November 2000. CONCERN entered made an agreement with ILO/IPEC to support and help stone quarry children in Salandu Bagar, Chalal VDC of Kabhre district one of the heavily affected by present political insurgencies. CONCERN also has gained experience working with ShaplaNeer a Japanese INGO, ISCL/GTZ and World Education. The work with ShaplaNeer focus on a survey work in Patan sub metropolitan city, GTZ supports in bringing the report of restaurant child workers survey report and the work with World Education focus on NFE for girl children of villages and some urban child workers in Kathmandu. CONCERN and PLAN Nepal started partnership since 2003 targeting the hazardous sectors of child labours in Kathmandu Valley.

CONCERN has its overall vision, mission, and objectives, which are guiding principles to run the organization.

Visions

CONCERN believes that all forms of exploitation over children can be completely abolished and that the empowerment of underprivileged children and working children in particular is a dire necessity.

Through community awareness and different child-related development activities, these affected children can become self-reliant and independent.

Over all development of these children can be achieved through the preservation and protection of their social and natural environment.
Overall CONCERN Objectives

- To advocate child rights within the community.
- To alleviate child exploitation by reducing and removing the number of child labourers.
- To promote and preserve a healthy social and natural environment.
- To empower children living in high-risk conditions.
- To assist in the economic development of underprivileged children and their families.
- To provide current child related information to relevant organizations and individuals.

Current Running Programmes

- **Children’s Socialization**: Education is the major part of children’s Socialization Program. Since its inception CONCERN is running Non Formal Education classes varies from a single class to 35 classes containing 20 to 30 students in each class, each year for different categories of children including on the street and street based working children. Other components are, parenting education, counselling, personal hygiene, excursion tour etc. Children learn and participate in various activities such as NFE class management, kitchen gardening, environment knowledge, cleaning habits etc. CONCERN is organizing class management committee for community participation. 1225 boys and 747 girls total 1972 children benefited from socialization facility.

- **Mainstreaming Education and School Enrolment Programme**: Education is one of the cross cutting and major component of CONCERN programmes. After completion of the nine months NFE class, those who are good in studies and children are currently supporting for school continuation in Kathmandu valley as well as ten other districts of Nepal.

- **PTA and school strengthening Program**: CONCERN is organizing and capacity building of the parents, teachers association in those schools where there are more number of CONCERN supported children studies. Last year four PTA had been formed two in Ghairung, Gorkha at Bhagawati, Himalaya MV and Bhagwati Primary School two in Chhaimale, Kathmandu Srikrishna Primary School and Ghyampa Devi Lower Secondary School.

- **Survey on Street and working in Patan Municipality**: CONCERN Nepal conducted nine months long detailed child participatory research on street and working children in Patan area in 2003/2004. The survey is useful in implementing action programs for street and working children in Patan.
Advocacy work on the educational rights of children: After the Dakar conference Government is targeting Education for All by 2015 but without considering 2.6 million working children and 4000 street children and 4 million dalit children the aim cannot be fulfilled. Therefore CONCERN is advocating Education for All in different levels from individual, family to national and policy level. CONCERN is also a part of Global Campaign for Education and an active member of GCE Nepal Group. Time to time CONCERN is organizing different activities to enhance the school enrolment and decrease the drop out rates so that it will help to stop growing number of street children problem in Nepal.

Support and rehabilitation of child porters: Porters are street based working children. The whole working day they have to spend their time on the street and most of them also sleep on open wire house and on the street. With the aim of removing child porters from exploitative and hazardous condition CONCERN is running support and rehabilitation centre since 1996. They learn and participate in various activities such as non-formal education Classes, Flexible Education Classes, Vocational Skills, classes on personal health and hygiene, recreation etc. They receive medical services too. The agreement with ILO/IPEC was terminated in 2000 however CONCERN is running this centre under its own capacity. 2200 child porters received different facilities like, personal hygiene, mobile health camps, washing and cleaning etc.

Advocacy work on the UN Convention on the Rights of the Child: CONCERN is playing strong role on advocating the UN Convention on the Rights of Child nationally and internationally through its network linkages.

Emergency shelter for children at risk: CONCERN is running an Emergency Shelter home for the displaced children. It supports children who are in crisis situation, potential to victimize and victimized. 490 needy children has benefited from the emergency shelter facility.

Support and rehabilitation of Stone quarry children: Since last October 2002, CONCERN started a module action programme for the stone quarry working children with the support of ISPI project of ILO/IPEC in Kabhre district. The project has targeted more than 1,200 working families through children’s participation and community support.

Action Research: CONCERN has conducted action research on Stone Quarry Child Labour, Teashops and Restaurants Child Labour, Brick Kiln Child Labour and now conducting national survey on Mechanical Child Labours in Nepal. These action research is useful in identifying the real situation of the
working children.

- Socialization and rehabilitation of children Living and working in Hazardous condition in Kathmandu Valley: The target children of the program are: Restaurant child labours, child porters, child labours in Brick kiln, Stone quarry child labour and Mechanical child labours. Child participation and mainstreaming education for the working children are the major components. The project is targeting to reach about 10,000 working children by 2008.

- Child Development Bank: Working children are income earners, if we go through the statistics more than 10%GDP are contributed by children in Nepal. CONCERN started CDB facility to save their income and children themselves are volunteering for management. 5 branches in different areas in Kathmandu Kalimati, Gwarko, Tengal, Lagenkhel and Swoyambhu have been established.

- Child Participatory Forum Activities: Children know their problem very well and they have solutions too, therefore we need to promote child participation in the programs. With the aim of promoting children’s participation, giving opportunities to the children to express their feelings, CONCERN has been started working with child clubs. Right now 41 working children’s clubs are actively working finding the causes and consequences why they are child labours.

Involvement/Interest in Capacity and Network Building of NGOs

CONCERN is keenly interested in capacity and network building of NGOs specially focusing on children’s rights. CONCERN’s involvement in some network activities within and outside country are mentioned below:


Outside country: a) Asia Japan Partnership Network for Poverty Reduction (AJPN), b) Child Rights Information Network-UK, c) Child Workers in Asia – Support Group, Bangkok d) South Asian Coalition on Child Servitude, e) South Asian Network on Sexual Abuse of Children beyond commercial dimension, Bangladesh etc.

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Chapter six: Government Policies on Non-Formal Education and Education for All

The EFA vision of Nepal is to ensure that all children in Nepal have access to quality basic and primary education, in a caring and joyful environment, preferably in their mother tongue without prejudices in the form of cultural, gender or ethnic discrimination. It has now been strongly realized that more consolidated efforts and commitments are needed to achieve these goals.

6.1 Introduction

The educational events Education for All conferences Jomtien, Thailand and Dakar, Senegal – were attended by educators from more than 100 countries to assess the state of education globally. They agreed to work for a future in which all children, everywhere, have access to quality basic education. In 1990, 71 heads of state and 88 other senior officials attended the world summit for children at the United Nations. At this convention the commitment to deliver basic schooling and literacy to 100 million children and nearly one billion illiterate adults globally, was reconfirmed. Specific measures were recommended, in particular the expansion of early childhood development activities, universal basic education and vocational training.
The second global education forum was held in Dakar, Senegal in April 2000, and adopted six major global goals for education. These covered the attainment of Universal Primary Education (UPE) and gender equality, improving literacy and educational quality, and increasing life-skills and early childhood education programmes, within 15 years. However, the gender issue was judged to be particularly urgent, requiring the achievement of parity in enrolments for girls and boys at primary and secondary levels by 2005, and of full equality throughout education by 2015.

6.2 Education for All Dakar Goals

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

2. Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to free and compulsory primary education of good quality.

3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

4. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.


6. Improving the quality of education in all its aspects so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Two of the Education for All Dakar goals; to achieve Universal Primary Education and to promote gender equality, became the UN’s Millennium Development Goals (MDGs) later in the same year. The goals of EFA are generally concerned with equality. If children are excluded from access to education, they are denied a basic human right and prevented from developing their talents and interests. It is the acknowledged responsibility of all governments to ensure that everyone is given the chance to benefit from education. It is in the fundamental interests of society to see that this happens as economic progress and social development depend upon this.
6.3 The Government’s Vision and Goals

The experiences of the last decade indicated that the full achievement of the EFA goals was not an easy task, particularly in developing countries like Nepal. It has now been strongly realized that more consolidated efforts and commitments are needed to achieve these goals. The World Education Forum (April 2000, Dakar) accordingly reviewed the earlier goals set by the Jomtien World Conference and adopted the Dakar Framework for Action (DFA): Education for All: Meeting our Collective Commitments. DFA made collective commitments to achieve six major EFA goals by 2015, and recommended strategies to achieve them. Nepal has been directing its efforts to achieve these goals and has reaffirmed its commitments. What is needed is an "expanded vision" that transports the basic educational status to an ever-enlarging realm.

Accordingly the EFA vision of Nepal is to ensure that all children in Nepal have access to quality basic and primary education, in a caring and joyful environment. They should furthermore have access to primary education, preferably in their mother tongue without prejudices in the form of cultural, gender or ethnic discrimination. The schools and educational institutions must have a gender balance in terms of student enrolment and teacher recruitment. It is also envisaged that almost all adults not only become literate but also engage in continuous learning through Community Learning Centres (CLCs).

HMGN considers deprivation of the child’s right to education as an impediment to them enjoying other rights. Hence, as per the Jomtien Global Campaign of EFA, the HMGN has given top priority to basic and primary education. The Ministry of Education and Sports (MOES) has already finalized an EFA National Plan of Action as well as the EFA 2004 – 2009 Core Document. These cover the six goals identified in Dakar which are to be achieved by 2015. Based on these six goals, the government has identified the seven thematic areas that need to be addressed to meet the goals of ‘education for all” in Nepal. These areas are:

- Early childhood development
- Free and compulsory primary education
- Appropriate learning and life skill education
- Ensuring social equity and gender parity
- Ensuring the rights of indigenous peoples and linguistic minorities
- Adult literacy and continuing education
- Improving the quality of basic and primary education.

The policy of free primary education for all children has obviously been one of the results of the EFA global movement in Nepal. This will need the introduction of legal obligations for families to send their children who are in the age group of 5–10 years to school until they complete the first five years of primary schooling. As stated in the EFA National Plan of Action Nepal, the HMGN is planning to do this in phases and
in collaboration with local government bodies and community-based organizations. Based on the willingness of the community and the status of enrolment, the government will take various persuasive and supportive measures including provisions to ensure mandatory attendance of children in school.

### 6.4 Approaches to achieve the EFA Goals

The EFA goals are to be achieved gradually by the year 2015. By then community-based as well as school-based ECD centres will be providing services to most of the pre-primary aged children. There will also be provision of training for the mothers and caretakers to provide home-based ECD services. With these service facilities in place, all pre-primary children will be provided at least one year of special care that addresses both pre-school preparation needs as well as the overall needs of the children of that age group. The current provisions (under BPEP II) to bring school age girls and the children of disadvantaged and deprived communities into the mainstream schooling system will be further improved and reinforced. This will include continuation, and reinforcement of various programmes, such as the girls regularization scholarship programme, scholarship programmes for disadvantaged children, and provision of a larger proportion of female teachers in primary schools to achieve gender balance. Residential schools will be developed for children in rural remote areas. Primary school education will be conducted in the mother tongue, and schools will be established to facilitate education of children of ethnic and linguistic minorities. Furthermore, the implementation of Compulsory Primary Education (CPE) will gradually be extended to cover all parts of the country. This way, the goals of achieving universal access to primary school education by 2015 are to be achieved. Reform measures will be undertaken to improve the school environment, curriculum contents and teacher’s professional capacities and practices. An evaluation system including an examination system to enhance the quality of basic and primary education will be developed. Currently, Nepal is in the process of major curriculum reforms which are undertaken every ten years. By this time there will be a sustainable mechanism to ensure that all children are enrolled in school at the appropriate age level and that they complete the primary education cycle. Appropriate policy measures and programmes are already underway to make school education relevant for future employment. Current school practices will be transformed to achieve this. Similarly vocational education provisions will be expanded within the current school infrastructure. The lessons learnt from the previous efforts of expansion of vocational education will be extensively used to make current programmes more effective and efficient. For each citizen, there is a continuous need to learn and to be able to address the changed social, economic and political contexts. A system of lifelong and continuous education will thus be developed with the introduction of
Table 6.1: Targets by core EFA indicators in percentage

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<tbody>
<tr>
<td>1. Gross enrolment rate (GER) for ECD</td>
<td>13</td>
<td>20</td>
<td>32</td>
<td>60</td>
<td>80</td>
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<tr>
<td>2. Percentage of new entrants at grade 1 with ECD</td>
<td>10.5</td>
<td>30</td>
<td>40</td>
<td>65</td>
<td>80</td>
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<tr>
<td>3. Gross intake rate (GIR) at grade 1</td>
<td>141</td>
<td>125</td>
<td>123</td>
<td>111</td>
<td>102</td>
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<td>4. Net intake rate (NIR) at grade 1</td>
<td>53.7a</td>
<td>67</td>
<td>73</td>
<td>89</td>
<td>98</td>
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<td>5. GER at primary grade 1-5</td>
<td>119.8</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>105</td>
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<td>6. Net enrolment rate (NER) (primary grade 1-5)</td>
<td>80.4</td>
<td>88</td>
<td>90</td>
<td>95</td>
<td>100</td>
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<td>7. Primary exp./GNP</td>
<td>1.8b</td>
<td>1.9</td>
<td>2</td>
<td>2.3</td>
<td>2.5</td>
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<td>8. Primary exp./total ed. Exp.</td>
<td>56.7b</td>
<td>60</td>
<td>62</td>
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<td>9. Percentage of teachers with req. qualification &amp; training</td>
<td>15.4</td>
<td>50</td>
<td>100</td>
<td>100</td>
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<td>10. Percentage of teachers with required certification</td>
<td>-</td>
<td>60</td>
<td>100</td>
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<td>100</td>
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<tr>
<td>11. Pupil teacher ratio</td>
<td>37</td>
<td>34</td>
<td>34</td>
<td>31</td>
<td>30</td>
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<td>12. Repetition rate grade 1</td>
<td>42</td>
<td>30</td>
<td>24</td>
<td>14</td>
<td>10</td>
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<tr>
<td>Grade 2</td>
<td>11</td>
<td>9</td>
<td>8</td>
<td>8</td>
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<td>13. Survival rate up to G5</td>
<td>63</td>
<td>71</td>
<td>75</td>
<td>86</td>
<td>90</td>
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<tr>
<td>14. Efficiency</td>
<td>55</td>
<td>63</td>
<td>67</td>
<td>76</td>
<td>80</td>
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<td>15. Percentage of learning achievement at grade 5</td>
<td>40</td>
<td>52</td>
<td>57</td>
<td>70</td>
<td>80</td>
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<tr>
<td>16. Percentage of literacy age group 15-24</td>
<td>70c</td>
<td>76</td>
<td>79</td>
<td>86</td>
<td>95</td>
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<tr>
<td>17. Percentage of literacy Age group 6+</td>
<td>54</td>
<td>65</td>
<td>75</td>
<td>85</td>
<td>90</td>
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<tr>
<td>Age group 15+</td>
<td>48</td>
<td>58</td>
<td>63</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>18. Literacy gender parity index (GPI) (15+years)</td>
<td>0.6c</td>
<td>0.7</td>
<td>0.8</td>
<td>0.9</td>
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Source: EFA National Plan of Action Nepal 2003
Community Learning Centres (CLCs). By 2015 a viable system as well as a network of CLCs will be developed to address this need.

6.5 Targets

The EFA goals are targeted to be achieved gradually by 2015. The targets are set to be fulfilled in five phases: 1) by 2000; 2) by 2005; 3) by 2007; and 4) by 2012; and 5) by 2015. The table (6.1) presents the current status in terms of EFA indicators and the targets by 2015.

6.6 Strategy to achieve the Targets

The EFA goals are part of a comprehensive national vision regarding implementation of basic and primary education in Nepal. The EFA campaign is the key strategy to give a concrete form to the vision. In order to fully achieve the EFA goals by 2015, the overall strategy is to co-ordinate all the ongoing programmes undertaken by the government, local bodies, communities, NGOs and others. These programmes will be reinforced, the system capacity enhanced, and new programmes will be launched where necessary. There will be networking between educational institutions such as schools, Community Learning Centres, Community Based Organizations, and other Non Governmental Organizations to continually generate knowledge and disseminate information. There will be a social web to ensure that all the children, youths and adults have at least basic knowledge, skills and information for sustainable living. The overall development strategy consists of three stages: immediate, medium term and long term.

6.6.1 Immediate Strategy (2001-2005)

BPEP is the major national programme and has been developed according to the BPEP Master Plan. It started in 1992 as a project and is currently in its second phase (1999-2004), as the major government programme for the basic and primary education sub-sector. It will be continued beyond the present programme period as a programme of HMGN. A concept paper is being prepared for taking BPEP beyond phase II.

BPEP has been guided by regular reviews and preparation of the Annual Strategic Implementation Plan (ASIP) with detailed programme and budget breakdowns. Regular review meetings are held to monitor and facilitate the progression of the programme. Besides the government budget, this programme is supported by a donors’ group in a basket funding scheme.

6.6.2 Medium Term Strategies (2005-12)

The Medium Term Strategies will constitute the extension of BPEP beyond phase II. The major strategies during this stage will include quality-focused consolidation of the achievements made and further achieve the goals to a satisfactory level. The programmes during this period will include:

- An integrated approach to ECD — community-based ECD and school-based ECD.
- Free and compulsory primary education of reasonable quality.
- Open learning opportunities to
enhance life-long learning.

- Income generation programme for parents.
- Completion of infrastructure for the initiation of basic and primary education up to grade eight.
- Increasing the minimum qualification of teachers (12+ years of education with 10 month training).

6.6.3 Long Term Strategies (2012-15)

There will be a BPEP sub-sector programme to undertake EFA activities and to sustain the process of educational development continuously.

By 2015, all the children of the current primary school age group (6-10) will participate in and complete primary education achieving a satisfactory and acceptable level of learning. The preparatory exercises for establishing an infrastructure to extend primary education up to grade 8 will be completed by the end of 2012 and its implementation will be started in the subsequent years. The major actions during the Long Term plan will include:

- The extension of basic and primary education up to grade 8.
- A decentralised curriculum and textbooks with an adequate life skill-related content.
- Definitive improvement in the school curriculum practices.
- Full enhancement of the teacher qualification and training.
- The introduction of information technology-based education at basic and primary level.
- A comprehensive approach to the development of school education including pre-primary, primary and secondary education while drawing the support of the stakeholders and focussing on the contextual needs of children’s learning.

6.7 EFA Core Document Strategies

- A decentralized implementation approach will be adopted in which village development committees (VDC), municipalities, NGOs, CBOs, and CLCs will be mobilized as complementary or alternative channels for NFE.
- A shift will take place from today’s quota based NFE programme to an integrated and need based NFE programme. Demand driven funding for NFE will be allocated on the basis of the Village Education Plan (VEP). This will be developed with maximum participation of the community. Nevertheless where village education programmes are not available, funding will be allocated primarily through the VDC as per the community’s needs.

- In order to improve the situation, literacy programmes, non-formal education and primary education will be made complementary to each other. The non-formal education programmes will be focused on the mid and far western development regions and the middle Terai. The
programmes will mainly focus on women, girls and children with disabilities and those from marginalized groups and poverty stricken areas.

- Literacy programmes should go beyond reading, writing and maths. It should be linked with continued education to improve the life skills of youth, adults and women, thereby qualifying them for income generating activities. Hence, the literacy programme will consist of three elements: basic literacy, life skills, and continued education.

- The non-formal education programmes will be linked to programmes like ECD, scholarships, and income generation. Accordingly, an integrated and need-based literacy policy will be in place to support the implementation of these activities.

- Decentralization of literacy management will be carried out in order to enhance community support and active participation in literacy programmes. Each VDC / VEP will have clear targets for literacy under its village education plan as per the needs of the area. The central, district and sub-district level institutions will provide technical background with learning materials, training and adequate funding. Funds will be increased to seek partnership with CBOs and NGOs for additional resources and expertise.

Nevertheless, this authority has not yet been utilized and it is therefore a part of the empowerment process at a local level in the long run. The programme will focus on the following activities guided by the above principles and strategies:

- Community learning centres (CLCs) will be expanded and, where possible, a greater coordination between CLCs and resource centres with a focus on continued education will be fostered.

- Political, professional and social groups along with their sister organizations need to be mobilized to implement literacy programmes. Concentrated efforts will be made towards coordination between all entities (both governmental and non-governmental) working on reducing literacy.

- CLCs, as an effective means of providing continued education, will be established in each of the 205 constituencies of the country in order to provide opportunities for newly literates and young people in the community.

- Income generation programmes targeting Dalits, women, ethnic minorities and other marginalized groups with low literacy rates will be introduced along with NFE programmes in 23 districts.

- Need based literacy programmes integrated with ECD, incentive programmes and income generation will be implemented to cater for women, Dalits and indigenous peoples in 23 districts.

- Pilot programmes on literacy through the mother tongue will be carried out.

- A baseline study will be carried out prior
to the implementation of the NFE programme. This baseline study and the establishment of a database at a local level is a precondition for effective monitoring and management in connection with the Education Management Information System (EMIS).

- To draw out a specific plan for HRD with a point of departure / reference to the HRD plan, and implement it.

6.8 Government Literacy Programmes

6.8.1 Women Literacy Programme

Adult literacy activities will be undertaken through non-formal education and literacy campaigns of the government. EFA 2004 - 2009 will mainly address the issues of women literacy focusing on low literacy area’s and adopt the principle of payment by results.

This programme will provide basic literacy to 60,000 women, of which 80 percent (48,000) will receive functional literacy through the second phase. 15 percent of women with functional literacy will be given income generating self-employment skills. A total of 7,200 women will benefit from the income generating programmes. These programmes will operate on the principle of payment by results focusing on 18 low literacy districts out of 23. Payment through results means that NRs. 875 will be allocated per person that became literate through the programme.

6.8.2 Out-of-School Programme

In order to develop an effective mechanism to bring out-of-school children into the fold of the formal schooling system, a scheme for compensation of the opportunity cost has been developed. The implementation of this programme will establish and promote partnerships between village development committees (VDCs) and school management committees (SMCs). As the poverty of households is a great obstacle towards universal primary education, the department of education will implement this programme linking it with other poverty alleviation programmes implemented in the country. Similarly, provisions for alternative schooling and school extensions such as morning schools and night schools will be developed. Programme activities for out of school children will target dropouts to achieve the goal of universal primary education.

50,000 out of school children, especially school dropouts of grade 1 to 3 will be targeted in the first year of the EFA implementation in order to achieve the total target of reaching 250,000 out-of-children during the full programme period.

6.8.3 Community Learning Centre

205 community learning centres, one in each constituency, will be established during the programme period with an aim to sustaining literacy among newly-literate and extending opportunity for life long learning. In the first year 40 community
learning centres will be set up and each of these will receive a block grant of 50,000 NRs. per year. The most powerful means of eradicating illiteracy is the expansion and efficiency of primary education. It is clear that if the goal of universal primary education is achieved in the upcoming years, only then would we be able to achieve universal youth literacy by 2015.
There are thousands of street children and most of them have neither parents, nor the opportunity to go to formal schools. The government has realized that the state alone can not achieve the EFA goals through its formal schooling educational system. It has therefore firmly recognized that NFE programmes could be alternative ways to contribute to achieving the EFA goals.

7.1 Introduction

The fundamental essence of the global campaign - education for all 2015 - is that every human being in the world has an equal right to quality basic education. It is therefore the commitment and obligation of every country in the world to guarantee its citizen’s right to education as their basic human right. The governments around the globe are making every effort to ensure access to quality basic education to each child either through formal schooling or other alternative educational programmes, in order to attain the goals set by the world education forum, in Dakar, Senegal in 2000. No child should be denied access to quality basic education because of poverty and inability to afford the costs of schooling or
other reasons. Children, even living in poverty or with multiple disadvantages, are entitled to have access to quality basic education.

7.2 EFA and Nepal’s Reality

The global campaigns Education for All have definitely brought positive changes in the field of education in Nepal. It has also yielded significant changes in the policy and implementation levels of the government, NGOs, and INGOs. HMGN has already prepared an EFA Annual Strategic Implementation Plan (2004-2005), the EFA Core Document (2004-2009), an EFA National Plan of Action (2001–2015), and the EFA Compilation of Thematic Reports (2003), in collaboration with UNESCO, and other INGOs. HMGN had also set the target of achieving a 67 percent literacy rate by 2000, after participating in the World Education Forum held at Jomtien, Thailand in 1990. However, we have clear educational statistics revealed by the 2001 national census report, which states a 53.7 percent literacy for the population older than 6. Education for All is proven to be a challenge for a developing country like Nepal. The majority of people in the country dwell in rural areas and face various problems in their day to day life. Project and programme activities initiated by the central government are hardly reaching those areas.

Regardless of all the efforts the government of Nepal made in the different phases of educational development since the National Education Commission drafted its first report in the 1950s, Nepal’s literacy rate is still very discouraging in comparison to the rest of the world. Still it is believed that between 30 to 40 percent of the children are out-of-school, including street and working children. As stated before, (see chapter three) the problem of street children has been a growing issue in Nepal. Their numbers are rapidly increasing due to various underlying factors. Education for out of school children particularly street children is a challenge that should be addressed and included in the national EFA campaign. The challenge experienced in Nepal is therefore to increase the gross enrolment of school aged children including street-and working children.

The quality of education is far from satisfactory, a fact that has accelerated the
growth of private schools. This has again increased the gap between the ‘haves’ and ‘haven’t’ and created a discriminating social structure. Nepal’s educational system has therefore been like a train which travels on a single track bound for one destination, but ejects most of its passengers, without stopping, at several points along the route. In other words, the system favours a small minority who are believed to be the best academically, at the expense of the vast majority of others. By doing so, it promotes a spirit of selfish competition, rather than cooperation. It breeds elitism and class consciousness, since material wealth and a comfortable life seem to be the only goal at the end of the academic ordeal. The government has now been changing its strategy desiring a collaborative approach involving the civil society. Consequently, one of the multi donor projects of the government, Basic Primary Education Programme, has widely envisioned integrating genuine Non-Government Organizations in the process of making education accessible to all.

7.3 Education for All and Non-Formal Education in Nepal

There is no doubt on the importance of non-formal education (NFE) programmes in raising awareness at a community level regarding the promotion of literacy and the overall empowerment process. The government, NGOs, and INGO’s have been involved in the initiation, development, and implementation of NFE programmes for adult people (women and men) as well as for out-of-school children in Nepal. NGOs and INGO’s have been playing a vital role in promoting NFE programmes during the last decades in Nepal. These programmes have been contributing to achieving the EFA global goals. The government has also firmly recognized the roles and responsibilities of NGOs and INGO’s in NFE. However, there is a concrete need to include basic NFE education for street children in the government policies and programmes. The government has identified and reported different thematic areas in connection to EFA by 2015. Education for street children should be addressed specifically within these areas and included in the mainstream of education.

It should also address that it may not be a realistic target to cover all out-of-school children, particularly street children, through NFE programmes alone. There is still need for a clear definition of literacy, especially for street children. Formally speaking, the NFE programmes and campaigns in Nepal are mainly limited to literacy goals and mostly targeted at adult people.

Needless to say that today’s children are the future foundation of any country in the world. Their parents and schools usually shape their future. Thus, investing in their education is an investment in the future foundation of the country. However, the figure of the illiterates, drop-outs, out-of-school children, and street children has been a key challenge, and there is still need of developing and conducting effective
and innovative NFE programmes especially for street children. Between 30 to 40 percent of children still don’t have access to formal primary education. There are thousands of street children and most of them have neither parents, nor the opportunity to go to formal schools. The government has realized that the state alone can not achieve the EFA goals through its formal schooling educational system. It has therefore firmly recognized that NFE programmes could be alternative ways to contribute to achieving the EFA goals and that contribution should be made by the civil society.

7.4 Issues and Challenges

The government of Nepal is obviously committed to achieving the EFA National Goal by 2015. The government has further firmly realized and recognized the involvement of civil society in development and promotion of Formal and Non-Formal Education. NGOs and INGOs have therefore been actively working in contributing to achieve the EFA goals in Nepal. However, there are still some major issues and challenges ahead, not only for the government but also for the NGOs and INGOs that could create barriers in achieving the EFA goals by 2015 in Nepal. Some of the issues and challenges - as stated in the EFA Core Document of the government - in achieving the EFA in Nepal are presented in the next section.

7.4.1 Insurgency and its Impacts

The on-going insurgency has affected the education sector in various ways. The operation of many schools has been disturbed by the conflict, and many students and teachers have been killed, kidnapped, and victimized. Identifying the needs of the victims and providing them with appropriate support so that children’s education is not hampered is a priority. More importantly, ensuring that schools are functioning well, that they are free of politics and violence, and that children are getting quality education are among the current challenges.

7.4.2 Centralized Educational Management

Management of education continues to be highly centralized. Decentralization has been identified as the overall strategy for educational planning, management and implementation for EFA 2015. However, there are inconsistencies between the Local Self Government Act (LSGA) and the seventh amendment of the education act regarding decentralization and development of guidelines to facilitate programme implementation.

7.4.3 Distribution of Education Facilities

Although it is estimated that on average the distance from Nepali households to primary schools is only 30 minutes, the geographical variation of the country makes access to basic education a problem. The framework of basic education must take the
geographical diversity of the country into account aiming at ensuring universal access to all, irrespective of their location.

7.4.4 Gender Equity and Equality

The EFA goal of eliminating gender disparity in primary and secondary education by 2005 and ensuring full equality by 2015, calls for intensive mobilization of all available means and resources. A safe and girl-friendly environment is indispensable to achieve this goal. This entails well trained teachers to inspiring girls’ participation, the provision of female teachers in all schools, and gender sensitive curriculum and learning materials. Strategies to ensure this learning environment must be in-built in the education framework.

7.4.5 Responding to the needs of diversified Clientele Groups

Nepal’s culture is a blend of diverse cultural groups with unique languages, cultural values and traditions. This blend has been contributing to the rich cultural heritage of the nation. The education system of Nepal must respond to this diversified clientele making it’s curriculum relevant to the learning needs of all ethnic groups, indigenous people, Dalit children, and other marginalized groups.

7.4.6 Quality of Education

There is inadequate clarity to what ‘quality’ means and there are no existing norms and standards that define this. The efforts on improving quality have so far been input driven and the outcomes of education have not received adequate attention. Hence, the challenge is to develop conceptual clarity on quality education by defining norms and standards as its basic pre-requisites. Furthermore stronger monitoring and evaluating mechanisms should be in place at all levels of service delivery.

7.4.7 The Issue of Sustainability

The reforms for EFA 2004 – 2009 and future programmes are ultimately intended to create an education system that can be supported by HMGN without foreign assistance. This will only be possible once attendance in school has been regularised, a team of qualified teachers has been employed, a suitable physical infrastructure is in place, and robust and responsive management systems at the local level have been established.

7.4.8 The Need for Improving Management & Professional Capacity at all Levels

Managerial capacity of the decentralized institutions at all levels has a direct bearing on the success of the education programmes. The present education framework must embed mechanisms for capacity building at all levels. Reforming the existing educational management structure and changing the culture at the work place in order to make it efficient, performance driven and more accountable is a challenge that any
programme in the education sector must address.

7.4.9 Coordination among all Concerned Agencies and Sectors

Coordination of efforts made by different partners and agencies in the basic and primary education sectors is urgently needed to avoid unnecessary duplication and unfair competition. Instead, the emphasis must be on having programmes that are designed to be complementary within the education framework.
When working to improve the lives of street children, it is essential to work together with them and understand the reasons why they are on the street or why they are at risk. Their active participation and positive influence must be assured from the very beginning of development projects and programmes. However, there have been certain practices from organizations working for street children that neglect these rights. They are looked at as objects of development rather than participants.

8.1 Introduction

The phenomenon of street children is universally recognized today. With the increasing awareness among governmental, non-governmental and international organizations, 'street children' are seen as an especially vulnerable group, worthy of special support, attention, and intervention. The term 'street children' may suggest 'homeless children/youth' or 'runaways'. In a broader sense the term refers to children and youth that live and/or work 'on' or 'near' the street. While these often do qualify as street children, the descriptions do not constitute an adequate working definition. Children (under 18 years) who spend most of their time on the streets are universally recognized as street children. Two categories of street children are most commonly known and used; i.e. 'children on the street' or street working children, who spend all their time or most of their time working on the street to provide for their families or themselves. These children often
have a home to return to and usually don’t sleep on the street. ‘Children of the street’ or street living children refers to children who cut ties and relations with their families and work and live constantly on the streets.

The public view of street children is vital. However in many countries the public’s perception and attitude towards street children is overwhelmingly negative. Street children are subjected to mental and physical abuse by police, their peers and fellow citizens. The governments treat them as a plague that is to be eradicated, rather than as children that need to be nurtured and protected. There is an alarming tendency by some law enforcement personnel and civilians, business proprietors and their private security firms, to view street children as almost sub-human. They are frequently detained arbitrarily by police simply because they are homeless, or criminally charged with vague offenses such as loitering, vagrancy, or petty theft.

These children are often tortured or beaten by police or held for long periods in poor conditions without any form of trial or legal process. Girls are sometimes sexually abused, coerced into sexual acts, or raped. Few advocates speak up for these children, and few street children have family members or concerned individuals willing and able to intervene on their behalf.

In article 2, The UNCRC (1989) clearly addresses the state’s obligation to protect children from any form of discrimination and to take positive action to promote their rights. Article 3 states that all decisions taken by states and other organizations regarding the care and protection of children should be in the child’s best interests. Article 6 explains that the state has an obligation to ensure the child’s survival and development and article 12 says the child has a right to participate in decisions in accordance with his / her age and maturity. Every child has a right to grow up in a nurturing environment where they can realize their full potential and dignity as human beings. Hence, street children should play a key role as active actors in their own development. They must be guaranteed non-discrimination, reflecting their best interests, and commitment to their survival and development. Their active participation and positive influence must be assured from the very beginning of development projects and programmes. However, there have been certain practices from organizations working for street children that neglect these rights. They are looked at as objects of development rather than participants.
Projects and programmes are often prepared and initiated in isolation, and imposed from the top down. The recipient’s voices, views, and future aspirations are not included as key input in the process of their development. When working to improve the lives of street children, it is essential to work together with them and understand the reasons why they are on the street or why they are at risk.

8.2 Case Study on Street Children

The research team conducted a study on street children by using a structured questionnaire interview in Pokhara and Kathmandu. It would have been far better if the study covered all the key areas in Nepal, which would have provided us with the latest data and information on street children. However, due to time constraints it was not possible to cover additional cities. Kathmandu alone provides residence to a considerable number of street children in Nepal. Pokhara, Dharan, Narayanghat, Nepalgunj and other areas also face an increasing number. The aims and objectives of the study were to assess street children’s views and listen to their voices: what do they want; what are their future aspirations; and most important for this study: what is their perception and attitude towards programme activities targeted at them, including non-formal education, and towards the organizations working for them.

The team interviewed a total of 96 street children of which 42 were from Pokhara and 54 from Kathmandu. The interviewed children were from both of the street and on the street. In Kathmandu, most of the interviewed street children have access to outreach programme activities implemented by SathSath, Child Watabaran Centre Nepal, Chandrodaya, Child Workers in Nepal Concerned Centre, and Saathi, member organizations of the recently established national network ‘national alliance of organizations for street children’ Nepal. Of the children interviewed in Kathmandu, 50 children were of the streets and 4 were on the street. Similarly, in Pokhara, the interviewed had direct and indirect access to Child Welfare Scheme Nepal’s outreach programmes.

<table>
<thead>
<tr>
<th>Sn</th>
<th>Place</th>
<th>No of children</th>
<th>On the street</th>
<th>Of the street</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kathmandu</td>
<td>54</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Pokhara</td>
<td>42</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>96</td>
<td>19</td>
<td>77</td>
</tr>
</tbody>
</table>

Source: Field study 2004
Some of them also have access to the programme activities implemented by other organizations such as ILO-IPEC/PCCI Pokhara, Children Nepal and CWIN Pokhara. Out of the total interviewed street children in Pokhara, 27 were of the street and 15 were on the street (see table 8.1).

8.3 Case Study Results

8.3.1 Sex, Age, and Caste Structure

Though more than half of the population of Nepal is female, the majority of street children are boys. Of the total interviewed, 84 percent were boys and 16 percent were girls. Street children’s age also varied. The youngest was 5 years while the oldest was 20. The majority – more than 70 percent - were of the 12 to 16 years age group. Brahman and Chhetri people are considered as high castes in the caste hierarchy system, they make up the majority in the total population of the country, and are a privileged group of people. However, the interviewed street children not only represent the so-called lower castes or ethnic groups, but also the so-called higher castes. Street children represent all castes, ethnic communities and backgrounds; i.e. Brahman, Chhetri, Bishokarma, Damain, Nepali, Magar, Tamang, Gurung, Rai, and Newar (see table 8.2).

8.3.2 Geographical Locality

The phenomenon of street children is common throughout the country including cities as well as rural areas. The number of children migrating towards the city from rural villages has increased due to the escalating political conflict. They seek a better future but often end up on the streets in desperate conditions. Some areas in the cities are occupied by slums and because of its vicinity, many of their children move to the street. However, most of the interviewed children reported that they come from neighbouring districts around Pokhara and Kathmandu (see table 8.3).

<table>
<thead>
<tr>
<th>Age group</th>
<th>No. of children</th>
<th>Castes</th>
<th>No. of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>Brahmin</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Chhetri</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>Magar</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>Bishokarma</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>Pariyar</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>Nepali</td>
<td>11</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>Tamang</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>14</td>
<td>Gurung</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>Newar</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>16</td>
<td>Majhi</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>Muslim</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>10</td>
<td>Rai</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td></td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>81</td>
<td>15</td>
</tr>
</tbody>
</table>
Some of them did not want to reveal their previous addresses. The study clearly shows that the majority of the children have migrated from their ancestral rural villages around the country.

8.3.3 Family Background

Most street children come from broken families. They report that they have parents that have not taken their responsibilities of taking care of their children seriously. It indicates that children are abused or not provided adequate love, care, and support. Single parents or the presence of a stepmother or stepfather are common phenomena. Children told us again and again that it is fear of being beaten by their parents, especially stepparents, or the lack of love and care that keeps them away from home.

Most of the street children are either abandoned by their families or run away from home because of abusive and exploitative family relations.

<table>
<thead>
<tr>
<th>Sn</th>
<th>Family description</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Step mother</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>Step father</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Father/mother (both)</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Father only</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Mother only</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
</tr>
</tbody>
</table>

Source: Field study 2004

On average, the street children covered by the study have spent more than 4 years on the streets.

<table>
<thead>
<tr>
<th>Sn</th>
<th>Duration</th>
<th>No. of children</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0-1 year</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>1-2 year</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>2-3 year</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>3-4 year</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>4-above year</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>No response</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field study 2004
8.3.4 Causes that make Children to come to the Street

There are many causes that make children come to the streets, this is a vital issue that needs serious consideration. Without clearly understanding the push and pull factors for children to move from their locality to the street, it is impossible to positively impact their lives there. When asked why they left their homes, they expressed many different reasons. This tells us that the issue is a complex and complicated one. The underlying causes are sometimes related to issues such as poverty and illiteracy which affect the majority of Nepalese. Conflict, migration, and individual circumstances also emerge.

Other reasons stated were: rural poverty, socio-cultural and religious discrimination, lack of schooling opportunities, working and earning money in the city, tricked and motivated by peers, and abusive alcoholic parents.

8.3.5 Contact with the Family

It is important whether street children are in contact with their family or not. Do they want be in contact with their family or not, and what will be the implications of this? In the context of this study, the majority of the interviewed were of the street and few were on the street. Children on the street are usually in regular contact with their families. Only 16 percent of Children of the street stated to have regular contact with their families (table 8.7). Street children that are in

<table>
<thead>
<tr>
<th>Sn</th>
<th>Reasons for leaving home</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maltreatment by (step) parents</td>
<td>22</td>
<td>23.95</td>
</tr>
<tr>
<td>2</td>
<td>Family’s poverty</td>
<td>21</td>
<td>21.87</td>
</tr>
<tr>
<td>3</td>
<td>Family disruption</td>
<td>16</td>
<td>16.66</td>
</tr>
<tr>
<td>4</td>
<td>Peer’s motivation</td>
<td>11</td>
<td>11.45</td>
</tr>
<tr>
<td>5</td>
<td>Personal motivation (runaway)</td>
<td>9</td>
<td>9.37</td>
</tr>
<tr>
<td>6</td>
<td>Eloped by elder</td>
<td>3</td>
<td>3.12</td>
</tr>
<tr>
<td>7</td>
<td>No opportunity at home</td>
<td>3</td>
<td>3.12</td>
</tr>
<tr>
<td>8</td>
<td>Death of parents</td>
<td>3</td>
<td>3.12</td>
</tr>
<tr>
<td>9</td>
<td>Left by the parents</td>
<td>3</td>
<td>3.12</td>
</tr>
<tr>
<td>10</td>
<td>No response</td>
<td>5</td>
<td>5.2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>96</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field study 2004
contact with their family usually go for the celebration of festivals; i.e. Dashain, Tihar, and other local festivals. Beside local and national festival celebrations, some street children keep in touch with their family so that they can get their share of the household property in the future. Obtaining legal papers from the family to prepare their citizenship cards and other papers are another motive to stay in touch. The citizenship card establishes the identity of each citizen, which is required for employment as well as in other sectors such as applying for a driving license, opening a bank account and so on.

8.3.6 Living Conditions on the Street

The problems of street children are different from those of other child laborers. Most child workers engaged in different sectors usually have homes and a family to go back to after work, or they stay at the workplace. Street children are alone or they stay together with friends.

The number of meals varies from one to three daily, often getting leftover meals from restaurants, hotels and other (public) eating-places in the areas that they hang around. Street children’s movement is very mobile. You can hardly trace the one you met yesterday, the next day. However, the interviewed street children are mostly residing in the city centres, close to the junkyards, slum areas, bus parks, public places, or in the vicinity of temples, where people usually donate food and money to the poor. They are exposed to various risks in these places. Some of these children are living in the places of their work too. These children are badly affected by criminals, drug addicts, vigilantes, and the police.

8.3.7 Street Children work and income.

Obviously, street children are compelled to do something and be engaged in any possible work, commonly the worst forms of child labour, to survive in the streets. Less than 10 percent of the interviewed did not state their daily job but the majority is engaged in something to meet their basic needs on the streets.

<table>
<thead>
<tr>
<th>Interviewed street children</th>
<th>contact with family?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Children on the street</td>
<td>14</td>
</tr>
<tr>
<td>children of the street</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
</tr>
</tbody>
</table>

Source: Field study 2004
The following table 8.8 reveals the different jobs the interviewed street children were engaged in. The interviewed street children are engaged in more than one job. For example, the majority were working as rag pickers but combine this with begging, loading/unloading, hotel/restaurant, etc. Therefore the total number shown in table 8.8 is more than 92 which is the original number of street children interviewed. Children of the street have no choice but to earn money for a living because they are completely dependent on themselves for their survival.

Children on the streets were also included in table 8.8. They work partly or full time because their families asked them to work to supplement their day to day household economics. They are forced to work in the worst forms of child labour because they don’t have other opportunities. Since these children come from really poor family backgrounds, their personal earnings mean there is less financial burden for their families. The dependency of some families upon their children’s earnings is significant.

Rag picking, one of the worst forms of child labour, has been the majority’s job of both children on the streets and of the streets in Pokhara and Kathmandu. Rag picking is easy, flexible, and lucrative and children doing this work are basically self-employed, and are not accountable to anyone. The freedom they enjoy and the money they earn with relative ease attracts many children to do this work. Rag picking is therefore the principle job for street children of, as well as on the streets.

<table>
<thead>
<tr>
<th>Sn</th>
<th>Description of works</th>
<th>response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rag picking</td>
<td>63</td>
</tr>
<tr>
<td>2</td>
<td>Carrying loads/unloads</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Conductor of auto, taxi, &amp; bus</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Vehicle cleaner</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Guide</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Collect money in temples</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Shoe-boy on the street</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Rickshaw driver</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Small business by the road side</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Constraction labourers</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>Porter for tourist</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Domestic servant</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>Hotel/restaurant workers</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>Sex workers</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>Begging</td>
<td>23</td>
</tr>
<tr>
<td>16</td>
<td>Pick pocketing</td>
<td>13</td>
</tr>
<tr>
<td>17</td>
<td>Selling of foods in cinema halls</td>
<td>7</td>
</tr>
<tr>
<td>18</td>
<td>Others</td>
<td>15</td>
</tr>
</tbody>
</table>

Source: Field study 2004
8.3.8 Street Children Income and Expenses

The income and expenses made by the street children also differ. The following table 8.9 reveals the level of earnings by the interviewed street children in Pokhara and Kathmandu. 25 percent of the total interviewed were earning NRs. 10-50 a day while 19.5 percent were making NRs. 50-100 a day. Likewise, 23 percent were of the group making NRs. 100-150 a day and 23 percent were earning more than NRs. 150 per day. (The Nepalese Rupee stands at 69 to one US dollar at the time of publication, ie April 2005) 10 percent of the total interviewed didn’t respond (see table 8.9).

Most of the money made by the children on the street provides their families with an income while the earnings of the children of the streets are mostly spent on their food, basic necessities, and entertainment. Clothing, drugs and alcohol, medicine, watching movies etc. are some of other areas in which children of the street mostly spend their earnings. A significant number of street children purchase alcohol and drugs. Children of the streets, especially in Kathmandu, spend money on alcohol, smoking, glue sniffing, marijuana, and heroine. Some even admitted they share syringes and expose themselves to HIV/AIDS. Furthermore, street children like to spend on entertainment among themselves, riding bicycles, and playing cards and marbles. Paying back loans is another way they spend their money.

<table>
<thead>
<tr>
<th>Daily income (NRs.)</th>
<th>Number of children</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 50</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>50 - 100</td>
<td>19</td>
<td>19.5</td>
</tr>
<tr>
<td>100 - 150</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>150 - above</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>No response</td>
<td>9</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field study 2004

Most of the children of the streets also experienced that carrying money on them was a way to get into trouble. Men, vigilantes, drug addicts, peers, and sometimes even police harass them. They get beaten and threatened for this money. With a high chance of this money being stolen they prefer to spend it all on the same day instead of saving it for the future. Children on the streets usually tend to give part of their earnings to their parents.

Safe saving places where they can save their daily earning has been proven a vital issue for the children of the streets. When asked, majority of them said they wanted to save their money if they had access to a safe place (see table 8.10).
8.3.9 Problems on the Street

Children obviously face various types of problems in the streets. Survival, protection, health, legal issues, etc. are some of the major problems they encounter daily. Likewise, abuse and exploitation, social hypocrisy, police harassment, influence of crime, accidents, emotional insecurity, and urban pollution are further problems. The reality is that street children do not only fight a single problem but they encounter more than one problem at the same time. 50 percent of the interviewed stated that they used to face legal problems especially when they are caught in cases of robbery. They also experience problems obtaining legal documents; i.e. citizenship cards, driving license etc. Economic problems have also been a serious problem street children face as more than 50 percent expressed that they lack of money problem on a daily basis.

Sometimes, they do not make a single penny. The following table suggests that almost all of the interviewed street children face all problems cited in the table. Health, security, and social issues are some of the problems highly scored by the street children respectively.

<p>| Table 8.10: Do you want to save your earnings? |</p>
<table>
<thead>
<tr>
<th>Sn</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
</tr>
</tbody>
</table>
Source: Field study 2004

<p>| Table 8.11: What are the problems you usually face on the street? |</p>
<table>
<thead>
<tr>
<th>Sn</th>
<th>Problems</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Monetary</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Legal</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
Source: Field study 2004

Health is a big problem street children face. 52 percent of the interviewed street children face this problem. The working, living, and eating patterns of these children create a variety of health problems, most of which are related to unhygienic, overcrowded
surroundings and exposure to extreme weather. Sexually Transmitted Diseases (STDs), skin ailments, bacterial and parasitic infections and malnourishment are common among them. They neglect their health due to financial constraints and avoid using the facilities of the government hospitals because they know through experience that they will not be cared for. Lack of health information and education further aggravates these children’s problems. Among the most serious threats to the health of street children is their high degree of exposure to drugs and sexual abuse. There are street children that use cigarettes, alcohol and other drugs. Drugs that are easily available are glue, solvents, marijuana, and sometimes heroine. These children also have a higher risk of acquiring STDs and HIV, because of their early exposure to both heterosexual and homosexual sex.

Emotional and social problems are experienced by more than 40 percent of the interviewed. Street life is unstructured and unstable, nothing is guaranteed, not even the next meal. This erratic existence sometimes produces distortions of the mind in the younger children who lose track of time and place. They live in groups, which provide them with a sense of security, companionship, and affection; it gives them a sense of belonging. They have a strong sense of family amongst each other and regard friendships as very important. Street children are often looked upon as delinquents and untrustworthy. Not many people are willing to employ them in either their homes or workplaces. This rejection by society takes its toll on the children who, as a result, feel no obligation to society. They have no faith in the system of education, law enforcement officials or the government to solve their problems. However, in spite of all this, these children manifest an irrepressible determination and valor. They display a high level of resourcefulness and independence.

8.3.10 Street Children and Education

Education has been a distant dream for the millions of desperate children dwelling the streets throughout the world. Of the total interviewed street children in Pokhara and Kathmandu, 60 percent had previously been to a formal government school. However, the majority of them left the school without completing their basic primary school education due to various factors. This clearly indicates that most of the street children are school drop outs, the reasons for which may be specific to each child.

Table 8.12 reveals the educational status of the interviewed children. The number of street children in grade one was relatively high and their numbers decreased rapidly in later grades. More than 22 percent of the interviewed never went to school, while 5 percent of the interviewed were of the no response group. This might also suggest that one of the contributing factors to why children end up on the street is the discontinuation of school education in Nepal.
40 percent are still out of school and the number of school drop outs is estimated at nearly 20 percent. The number of street children is estimated higher than 5000. Unless and until those school drop outs, including street dwellers, are brought into the national basic education programmes, the Education for All campaign will not be successful in Nepal.

In the cases of the interviewed street children in Pokhara and Kathmandu, around 60 percent of them clearly expressed that they want to enroll in NFE centres. The reason why they want to go to NFE centres is to become not only literate but also get extra knowledge and ideas directly related to their day to day realities. Over 30 percent of them know some organizations running NFE programmes for street children in Pokhara as well as Kathmandu. They have already been to these NFE centres but dropped out without completing the full course.

8.3.11 Street Children and NFE

The global campaigns Education for All also include the street children population throughout the world including Nepal. The number of children below the age of eighteen account for the majority of the total population in Nepal. Of those children,
The drop out has therefore been a challenge not only in the government formal school education system but also in the NFE centres for street children being run by NGOs in Nepal. NGOs may yield their own reasons why the children drop out, but the interviewed children provide their own specific reasons (see table 8.14). Difficulties understanding, as the national language – Nepali – is the main language used in most of the NFE centres, and the available reading materials are also in the national language. Likewise, teaching methods, teacher’s performance, timing in the centres, teaching materials and tools, accessibility, discrimination, and requirements for enrolment in the centre are some of the key underlying causes that lead children to drop out. Most of the children have delivered more than one reason to drop out of the NFE centres before ending the courses. Of the total respondents, 37 did not express their views in this regards because they have not visited NFE centres. Most of the NFE programmes for street children are limited within the framework of reading, writing, and mathematics in Nepal. Literacy programmes however should not be limited to these three subjects. Enabling the target groups to read and write their names and solve simple mathematical problem is not achieving the literacy goals. Based on the views clearly expressed by the street children, NFE programmes for street children should include health, HIV/AIDS, security, alcohol, life skills, legal issues, security, monetary, and psychosocial issues, as they are the major problems street children face in their day to day life. NGOs should therefore focus on the promotion of integrated and improved learning opportunities for street children, aiming at enabling them to stand on their own two feet.

Table 8.14: Why did you leave the NFE centre before?

<table>
<thead>
<tr>
<th>Sn</th>
<th>Causes making children drop out of NFE classes</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language problem</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Way (method) of teaching</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Performance of teacher/facilitator</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Timing</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Teaching materials, tools, &amp; techniques</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>Accessibility (distance)</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>Discrimination</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>Requirements for enrolment in the centre</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>Other</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>No response</td>
<td>37</td>
</tr>
</tbody>
</table>

Source: Field study 2004
8.3.12 On the Job Training

The team asked the street children whether they would like to have on the job training (OJT). Nearly 90 percent of the respondents want to have access to OJT in different trade courses, which was a very interesting outcome. Especially girls are interested in sewing and cutting courses while most of the boys want to be drivers and mechanics (see table 8.15). Of those total respondents, 26 percent would like to have OJT for driving, while 25 percent of them have a desire for OJT in mechanic trade course. Automobile, metal work, carpentry, sewing and cutting, and beautician are other trade courses for which the interviewed street children would like to have OJT.

8.3.13 Street Children and Reintegration in the Family

Reintegration of street children back into their family is a vital issue and a challenge for most of the organizations working for street children in Nepal. Most of the organizations aim at rehabilitation and reintegration of street children in society. However, without a concrete vision, strategy, plan, and programme, this is not easy to achieve. Of the interviewed street children, nearly 35 percent don’t want to go back to their family. This is because they usually aren’t their natural parents and stepparents are one of the main causes for not going home. Over 15 percent of the group didn’t respond. 50 percent expressed they want to go back their family once they become respectable citizens, earn money, and get good jobs (see table 8.16).

<table>
<thead>
<tr>
<th>Sn</th>
<th>Trade course</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Driving</td>
<td>25</td>
<td>26.04</td>
</tr>
<tr>
<td>2</td>
<td>Mechanic</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Automobile</td>
<td>4</td>
<td>4.16</td>
</tr>
<tr>
<td>4</td>
<td>Metal work</td>
<td>3</td>
<td>3.12</td>
</tr>
<tr>
<td>5</td>
<td>Carpentry</td>
<td>4</td>
<td>4.16</td>
</tr>
<tr>
<td>6</td>
<td>Electrical</td>
<td>6</td>
<td>6.25</td>
</tr>
<tr>
<td>7</td>
<td>Plumbing</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td>8</td>
<td>Hair cutting</td>
<td>1</td>
<td>1.04</td>
</tr>
<tr>
<td>9</td>
<td>Beautician</td>
<td>2</td>
<td>2.08</td>
</tr>
<tr>
<td>10</td>
<td>Sewing and cutting</td>
<td>8</td>
<td>8.33</td>
</tr>
<tr>
<td>11</td>
<td>Other</td>
<td>8</td>
<td>8.33</td>
</tr>
<tr>
<td>12</td>
<td>No response</td>
<td>10</td>
<td>10.41</td>
</tr>
</tbody>
</table>

Source: Field study 2004

<table>
<thead>
<tr>
<th>Sn</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>No response</td>
<td>15</td>
</tr>
</tbody>
</table>

Total 96 100

Source: Field study 2004
9.1 Conclusions

The political change of 1990 that restored multi-party democracy has brought different changes to the development of Nepal. One of the changes has been clearly experienced in the development of education. Education for All has become a national slogan and campaign that has brought a new optimism. The World Conference on Education for All (WCEFA) and the restoration of multi-party democracy coincided in 1990 and have therefore been major events in the field of education in Nepal. Nepal also signed the United Nations Convention on the Rights of the Child (UNCRC) in 1989 that declares education a fundamental human right of every child in the world.

The participation and commitment made by His Majesty Government of Nepal in the global conferences on Education for All and other educational and child right related conferences have been vital inputs in making primary education free as well as conceiving other changes in the educational policies, goals, and strategies, in Nepal. The democratic constitution of Nepal as well as the tenth five year national development plan ensure basic education as a basic human right to all its citizens. The seventh amendment of the education act has been another milestone initiated by the government in line with the Education for All campaign. Additionally, the national expenditure on the development and promotion of overall education has
increased to 14 percent of the total budget. This is significantly higher in comparison to the decades before the restoration of democracy. The Ministry of Education and Sports in cooperation with UNESCO Nepal has already finalized the EFA National Plan of Action (2003) and EFA Thematic Report (2003) which covers six goals identified in the EFA Conference in Dakar, to be achieved by 2015.

The National Plan of Action for EFA has therefore set out the target to achieve a 100 percent net enrolment rate and 105 percent gross enrolment rate in the primary level school education by the end of 2015. A number of strategies have been formulated by the government to achieve the EFA goals by the end of 2015. The overall strategies are: 1) national definition for free and compulsory education; 2) decentralization; 3) partnership; 4) government as a facilitator; 5) sustainability; 6) quality basic education; 7) phased implementation; 8) increased allocation to basic education; 9) inclusion; 10) gender equality, etc.

The cooperation, coordination and partnership with NGOs, INGOs, public and private organizations has been another milestone strategy initiated by the government aiming to contribute to achieving the Education for All goals. In this environment, the involvement of GOs, NGOs and INGOs in the development, promotion, and implementation of Non-Formal Education programmes for the large number of illiterate people, including (street) children, has been a significant input. NFE programmes are significant in raising awareness at a community level regarding the promotion of literacy and the overall empowerment of out of school children, including street children.

However, there are still many challenges and problems ahead for the government of Nepal. It has been unable to move ahead as fast as people expect even after the instalment of multi party democracy. Successive governments have not been able to deliver goods and services to benefit all sections of society. Over the last 14 years of democracy there have been 13 successive governments, of which not one was able to complete its five year legislation. Education still remains the primary aspiration of the people. The right to an education is not universally upheld in
Nepal, even though it is enshrined in articles 28 and 29 of the UNCRC. Discrimination is prevalent against children from low castes, ethnic minorities, children with disabilities and girls. However, encouraging movements have begun in recent years that express commitment towards providing Education for All of Nepal’s children. Although the national Education for All campaign and Nepal’s ratification of the UNCRC represent two important steps towards reaching Nepal’s education goals, ensuring access to Education for All segments of the population and maintaining quality educational standards in Nepal remains a huge challenge.

The national population census report of 2001 reveals that the total population of the country is recorded at 23.1 millions. The number of children below 16 years of age is 9.2 million, which is 40 percent of the total population. The census report also reveals that the literacy rate of the country is 53.7 percent of which male literacy is 65 percent and female is 43 percent only. Nearly 50 percent of the total population are still illiterate in Nepal of which the rural and the female population account for the majority. Nearly 40 percent of the school age children are deprived of the right to basic primary education. More than 2.6 million of children are bread winners for their family in different sectors of child labour throughout the country. It is estimated that 55,700 children are working as domestic child labourers. Out of this number 16,000 children are in the hotel and restaurant sector. It is also estimated that at least 40,000 children are bonded child labourers. Girls aged 10-14 years work twice as much as boys of the same age. Bonded child labourers, child porters, rag picking child labourers, domestic child labourers, and trafficking of girls for commercial sexual exploitation are among the worst forms of child labour in Nepal.

The phenomenon of street children is rapidly becoming one of epic proportions. Before 1990, the street children problem was recognized, or highlighted by many organizations. Previously, it was estimated that there was 5000 street children in the country, but the actual numbers may be higher. Kathmandu, Pokhara, Narayanghat, Dharan, Biratnagar, and Nepalgunj are some of the major cities facing the challenge and problem of street children. The number of street children will continue to increasing with the rapid rise in population, rural-urban migration, urbanization, increases in poverty, and deterioration in family relations. The problems faced by children in the street are overwhelming. In addition to living and working in an environment that is generally harmful to their well-being, street children face many problems; i.e. hunger, lack of adequate shelter, clothes, and other basic needs, as well as lack of (or limited) basic educational opportunities, health care, legal, and other social services. In addition, street children are vulnerable to drug addiction, general exploitation, criminal acts, physical, mental and sexual abuse, and alarmingly high levels of violence on the street.
Women and children are considered the most vulnerable population group in Nepal. The majority of children suffer from different kinds of violence. Caste and gender discrimination fuelled by the existing socio-cultural structure, economic hierarchy, a centralized development policy biased towards urban areas, and marginalized rural lives have contributed to the growing disruptions and crimes against women and children. Domestic violence, family disruption, child sexual abuse, trafficking of (girl) children for commercial sexual exploitation, bonded labour or forced labour, exploitation of working children, early child marriage, and socio-cultural malpractices against child development are quite common in Nepal. Women and children are therefore the worst victims in society.

The deepening political conflict has obviously been another problematic phenomenon. Internal discord within the ranks of the ruling government and the other political parties, compounded by an increasing Maoist insurgency is causing a political and social crisis in Nepal. Maoist insurgents have unleashed violence on the general population of rural Nepal through oppression and intimidation and have caused vast problems for political parties pursuing power. On the other hand the army has been accused of blatantly ignoring human rights and making extrajudicial killings and detentions, as well as rape and torture a means to an end. Reports by Amnesty International amongst others support these accusations. The previous negotiations between the Maoist party and the ruling parties, however, reached no compromises. As a result, violence and terror continue to escalate in rural areas increasing the already dire plight of rural Nepalese. This has caused many problems especially in the rural areas. One of the key impacts have been seen the closing down of many schools. Calls for (education) strikes, and curfews are some of the results of the political conflict faced by the people today. Children are the most vulnerable group of people who are compelled to discontinue their primary level school education.

The World Health Organisation (WHO) states that more than 100,000 people were living with HIV/AIDS in Nepal in 2000. Over 90 percent of HIV infection is through heterosexual transmission. After South Africa, India has the second largest number of people living with HIV/AIDS in the world. Nepal has an open border with India and strong links for labour migration, tourism, and trade. The extensive migration for employment, an emerging drug problem amongst urban youth, and the very rapid growth of the internal sex trade and girl trafficking all point to a accelerated growth in HIV infections. To the extent that an effective HIV/AIDS prevention programme exists in Nepal, children are neglected because of taboos against discussing sex. Street children are another segments of the population who are greatly exposed to HIV/AIDS due to their vulnerability and mobility on the street. Alcohol, drug adiction, sharing of syringes, and unsafe sexual activity are
common for children on the streets. HIV/AIDS is therefore considered an acute threat to street children’s safety.

9.2 Recommendations

1. His Majesty’s Government of Nepal has actively participated and made commitments in the world conference for Education for All in Jomtien, and Dakar. Furthermore, Nepal has also been a signatory country to the UNCRC. The government is therefore compelled to fulfil Dakar EFA goals for the people of Nepal. The government is further compelled to comply to all articles mentioned in the UNCRC declaration. As Nepal is one of the poorest countries in the world, the need for resources will be one of the main constraints in achieving the EFA goals. However, the government should not renounce its responsibility by resorting to the problem of resource limitation. An equally important point is that even with the implementation of the largest educational projects, there is still large number of children out of formal schools. In other words, increasing investment alone will not ensure the achievement of Universal Primary Education. We feel that structural deficiency is one critical constraint. Without transforming the existing structure, and increasing the government’s efficiency and accountability, no matter how many resources, it will be quite difficult in attaining the universal primary education goals.

2. The government is spending about 14 percent of its total fiscal budget on education. The existing reports show that the investment in primary education, non-formal education programmes, and vocational training for out of school children, street children, girls and mothers are more productive than investment in other areas of education. These high priority areas are however receiving a low proportion of government expenditure and attention. Consequently, the primary enrolment ratio in Nepal is well below the world’s average, and the female literacy rate is one of the lowest in the world. There is an urgent need to rethink, revisit, and re-plan the government’s strategies in this regard and to act upon them accordingly to assure that a sufficient part of the yearly budget is allocated to the above mentioned, prioritised areas of education.

3. HMGN has also repeatedly stated its commitment to eliminate the worst forms of child labour, and to guarantee the fundamental rights of children and their integrated development through the ratifications of the major international conventions. Within Nepal’s constitution of 2047 (1990), the Labour Act was adopted in 2048
(1992). Following this, the Labour Rules were amended in 1993. The Children’s Act was enacted in 1992 by addressing the UNCRC of 1989. The Common Law Code of 1963, and the Foreign Employment Act of 1985, as well as the Human Trafficking Control Act of 1986 restrict the use of child labour and protect the health and development of children. After the adoption and enforcement of the Child Labour (Prohibition and Regulation) Act, 2056 (2000), the child labour provision of the Labour Act, 1992 was dismissed. The Ministry of Labour and Transport Management has already drafted a Master Plan of Action for the elimination of the worst forms of child labour from 2005 to 2007 and all forms of child labour by 2010. However, when it comes to the implementation and enforcement of laws and regulations the government is usually perceived as very weak. There is therefore an urgent need for strong enforcement of the existing laws in order to deal with overall child right issues including child labour and quality education as their basic human rights.

4. The internal efficiency of primary education has been very low (less than 50 percent) in comparison to other developed countries. Various research studies, reports and the master plan of BPEP II have reported a low level of internal efficiency of primary schools. For example, BPEP II has put the internal efficiency level of primary education for the year 1994 at 42 percent which increased to 46 percent in 1995 and 55 percent in 1999. It indicates that the internal efficiency of primary education is going up, though at a slow pace. Drop-out and repetition rates are another set of indicators of internal efficiency. There may be several reasons for the low internal efficiency in primary education. Most of the people of Nepal are very poor and live in rural areas. Their major occupation is agriculture. Owing to their poor financial condition and lack of awareness, many parents do not send their children to school. Even school-going children are forced to drop out or repeat grades because of their deplorable family economy and household conditions. Ensuring quality primary education and raising internal efficiency should be given high priority by the government as well as other stakeholders involved.

5. The recent amendment of the Education Act, preparation of EFA National Plan of Action, EFA Core Document, and EFA Thematic Report in connection to the Dakar goals are some of the major initiatives taken by the government to ensure the inclusion of all segments of society in the national
framework of EFA by 2015 in Nepal. However, there is still a strong need to address the issue of street children in the EFA National Plan of Action. Unless and until the needs of street children are addressed and included in the national EFA framework, the national campaign of EFA by the end of 2015 will not be successful. GOs, NGOs, and INGOs should therefore clearly address the alarming issues and problems of street children and bring them into the national mainstream of education so as to contribute to achieving the goals of EFA by 2015.

6. The Education for All global campaign has yielded different positive results in the field of education in Nepal. Implementation of Basic Primary Education Project, which has already been altered into the EFA National Framework with basis of EFA National Plan of Action and EFA Core Document), promotion of non-formal education, involvement of NGOs and INGOs in the development of NFE, and free primary education are some of the outcomes of the global/national EFA campaigns. Furthermore, decentralization, partnership, inclusion and non-discrimination (gender and caste) are additional overall educational policies introduced by the government. However, there is still a need for a strong and responsive introduction and implementation of the free and compulsory primary education to reduce the number of out of schoolchildren particularly street children, drop outs, and class repetition.

7. There is a global trend that street children are often perceived in a negative context. Society usually forgets that street children are also human beings and a part of society. Children are on the streets not simply because by the act of god but because by the act of human beings. There are thousands of street children compelled to live and work in the street. The conventional figure estimates about 5000 street children in Nepal. However this number is outdated and continues to increase due to the escalating political conflict in the country. An urgent call for a shift from an orthodox approach to an innovative, flexible, rights-based, and non-institutional approach is therefore needed at the government and NGOs level to work with/for the street children.

8. Nepal, as a signatory country to the UNCRC 1989, is obliged and subject to address children’s rights and their welfare at ground level. The pace of the government in implementing the UNCRC has however been slow. Some major initiatives should be taken immediately in regard to the Convention of the Rights of the Child.
For example; non-discrimination (Article 2); it is the nation’s obligation to protect children from any form of discrimination and to take positive action to promote their rights. They should be allowed to go to school freely and enjoy education without any discrimination by sex, age, caste and colour. The best interests of the child (Article 3); all decisions taken by state and other organizations regarding the care, protection, and education of children should be in the child’s best interests. Likewise, survival & development (Article 6); the nation has an obligation to ensure the child’s survival and overall integrated development (including education). Finally, children’s participation & influence (Article 12); the child has a right to participate in decisions in accordance with his/her age and maturity. This must include all decisions about childcare placements and discharge, which should be made through a suitable legal process and consultation and be periodically reviewed.

9. The national population census report reveals that the total number of the female population is higher than their male counterparts. They contribute more to the productive as well as non-productive economic sectors than men. They also work longer than their male partners. However, their contribution in both the productive and non-productive areas is usually not measured by the national economic yardsticks. Their status in terms of knowledge, education, and economic resources as well as political power and personal autonomy is always dominated by the male population. Out of the total literate population, females comprise only 43 percent, which is far behind other countries in the world. The government, NGOs and INGOs should therefore give top priority to girl’s education immediately, and take measures to bring girls (the majority of out of school children and drop outs) into the mainstream of education in order to contribute in achieving the EFA goals by 2015.

10. NGOs have been contributing significantly to raising the level of literacy through different NFE programmes in Nepal. However, the role of NGOs is confined to the conduct and management of NFE programmes at ground level only. To make NFE programmes more practical, NGOs should also be involved in policy making, and be represented in national committees in the country. This has hardly happened in the process of developing NFE in Nepal. The question needs to be asked whether the government needs to involve NGOs working in the field of NFE in the strategy development phases from local to central levels. Or should
they only be involved in the conduct and management of NFE programmes as planned by the state? This is a question of democratisation in the field of Non-Formal Education.

11. There is a common trend that NFE programmes are usually conducted to make illiterate people literate, thus limiting NFE to the framework of reading, writing, and arithmetic. However, NFE education programmes should go beyond these to meet the overall aspirations of the learners in NFE centres. NFE programmes should include other practical issues related to the learners’ day to day lives including life skills, health issues, HIV/AIDS, counselling, trafficking, and advocacy on different issues.

12. The case writing workshop held in July and August 2004 focused on sharing different practices in non-formal education for street children in Nepal. The participating organizations presented their practices, and proposed models through group interaction, discussion, and exercises. The original concept was to present the best NFE practices for out-of-school children, particularly street children. However the participants of the workshop realized that there are no best practices to which all participants could agree. There are different good practices, for example, (street) child-centred teaching and learning approaches, addressing health issues, psychosocial and psychological counselling as the major tool to help street children, and entertainment activities; i.e. drama performance, games, excursion and study tours. There is still the need to develop the best NFE practices for street children, which should include features such as cost-effectiveness, balanced enrolment, fewer drop-outs, replicable, sustainable, trained and experienced facilitators, accessibility, non-discriminatory, and gender sensitivity. The case writing workshops also agreed upon bringing different good practices together to develop effective NFE programmes for the majority of children who are out of the formal and non-formal education system in Nepal.

13. Innovative and effective NFE programmes for street children could be a vital means in contributing to achieving the EFA goals. NGOs and INGOs have played a major role on the promotion of NFE in Nepal. The government has also firmly acknowledged NFE programme as an alternative education programme to increase the level of literacy. NFE has therefore emerged as an innovation in contributing to solve the pressing problem of illiteracy. Effective and innovative
NFE programmes (by GOs, NGOs, and INGOs) should however reflect the following general characteristics:

- Non-formal education (NFE) programmes should be results oriented. They should emphasize specific problems rather than abstract subject matter.
- NFE programmes should be more flexible, child centred, and participatory rather than authoritarian, to meet the various needs and interests of the different learners in the centres.
- NFE programmes should be practical (should reflect day to day life related issues) rather than theoretical and should have autonomy at programme level.
- NFE programmes should contribute to a life-long learning process.
- NFE programmes should combine not only reading, writing and mathematics, but the overall empowerment and appropriate functional knowledge and skills, i.e. HIV/AIDS, life skills, health issues, socio-psycho counselling, and other daily life issues related to the children.
- NFE programmes should demand dedication and democratic behaviour on the part of the instructors and students involved in the programme, based on participatory discussions, interaction, and dialogue with the target group.
- Without strong dedication, commitment, and encouraging behaviour from the implementer’s side, NFE programmes can hardly be effective.
- NFE programmes should focus not only on educational activities in the classrooms but also income generating activities for poor and destitute street children. This promotes self help and self reliance in society.
- Curriculum, materials, and tools applied and used in the NFE centres should meet the interests and needs of the learners.
- NFE approaches, methods, plans of action for the conduct of classes, and the location should also be according to the needs and interests of the learners.
- Participants (street children) should be seen as active learners and not as passive ones, as they usually have gained a wide range of life experiences on the streets. This entails the highest degree of participation by the learners (street children), reflecting their
key interests, which could also be useful for other learners in the centre and even for the facilitators themselves.

14. Nepal is also a signatory country to the ILO-IPEC Conventions on Minimum Age No. 138 and the Worst Forms of Child Labour No. 182 (1999). These conventions provide a new framework to analyse child labour in various fields, which are considered to be the most exploitative. Each signatory country is therefore subject to work for children’s rights and children’s welfare. The Ministry of Labour and Transport Management has already drafted a Master Plan of Action for the elimination of the worst forms of child labour from 2005 to 2007 and all forms of child labour by 2010. The government as well as other stakeholders should therefore strongly implement the conventions as well as the Master Plan of Action on the ground level to guarantee the full fundamental rights of children.

15. Street children are compelled to do anything possible to meet their basic survival needs on the street. They are mostly engaged in the worst forms of child labour. Street children may not want to go to a formal school or join non-formal education programmes because their daily work greatly hinders them from doing so. For those hunger-stricken children, meeting their basic survival needs would be the first priority. Therefore, organizations aiming at providing NFE programmes for street children should realize that daily work may seriously disrupt their education in a number of ways:

- Street children often can’t go to school or an NFE centre due to their workload. They can not take time off.
- Work may take street children away from the areas where schools or NFE centres are located.
- Work may provide an opportunity to gain income and independence keeping street children away from schools.
- Street children, who learn to become assertive and confident at work, may be branded as disruptive by teachers or facilitators in schools or NFE centres.
- Street children may be humiliated by teachers and pupils for being dirty or scruffy, and are too embarrassed to remain in school.
- Work may render street children too weary and tired to go to school, concentrate in class or do their homework.
- Daily work in unhygienic areas; i.e. junkyards can cause health problems which make it impossible for street children to attend schools.
Street children who miss classes because of work responsibilities may fall behind their peers and become discouraged, especially when they have to repeat a grade.

Street children who are abused or exploited at work don’t have the confidence to attend school, or may become so distressed that they cannot go to school on a regular basis.

16. Vocational training courses have been identified, recognized, and given due support by the government of Nepal. An establishment of the Council for Technical Education and Vocational Training (CTEVT) is one of the initiatives taken by the government in this direction. There are training centres being operated under the direct aegis of CTEVT in different parts of the country. In addition, there are also NGOs and private organizations running vocational training courses. However, the conventional training centres have still to create an easy and accessible environment so as to provide equal opportunities to all children and youth population especially those on the street. Admission criteria set out by the centres usually exclude the majority of street children and young people from enrolling in the centres. Furthermore, most of the training courses, programme schedules, teaching techniques, materials, processes, and procedures are prepared in isolation from the needs of target groups. It is strongly recommended that the vocational training centres should impart quality (day to day) life skill knowledge and ideas in a pragmatic and practical way to ensure that the training leads action into reflection. Vocational training without having the praxis of action-reflection-action will not address the learning needs of marginalized young people.

17. The UNCRC states that children should enjoy the right to an education. Article 29 of the convention specifies five goals of education, including; the development of the child’s personality, talents and mental and physical abilities to their fullest potential; the development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, and the country from which he or she may originate, and for civilizations different from his or her own; and the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin. Street children have the right to
freedom from discrimination in education. This right flows from the non-discrimination provisions of the UNCRC. But the prohibition on discrimination in education is not realized in Nepal. It has been observed that the right to freedom from discrimination in education is subject to neither progressive realization nor the availability of resources. It applies fully and immediately to all aspects of education and encompasses all internationally prohibited grounds of discrimination. Instead of facilitating the healthy development of children and providing them with equal opportunities for education, schools are too often sites of intolerance and discrimination. In many parts of Nepal children from minorities and other socially disadvantaged groups are denied education or segregated in inferior educational programmes. This limits their opportunities for growth and restricts their access to higher education and employment. There is therefore a need for a concrete and clear plan, strategies and programmes to ensure complete education provisions for all children in Nepal.

18. Organizations working with/for street children are running NFE programmes by using existing teaching curriculum. The two national level case write-up workshops on NFE programmes held in Pokhara and Kathmandu in July and August 2004 have expressed the need to rewrite and revise the existing curriculum. These workshops were attended by concerned GOS, NGOs, and INGOs representatives. The workshops provided extensive debate about the existing NFE strategies, approaches, and practices for street children in Nepal.

19. There is little cooperation, and coordination among organizations working with different groups of children in Nepal. Many organizations are working with street children, but the problem is getting bigger rather than smaller. A strong network and extended coordination between the GOS, NGOs, and INGOs working with street children should be considered as an entry point to meet the needs of street children. At regular networking meetings not only GOS, NGOs, and CBOs, but also street children should be able to share experiences, ideas, resources, and information. A national level network and close coordination further enables organizations to bridge the gap between GOS, NGOs, and INGOs, and specifically with street children by bringing them all together onto a single platform to create One Voice and Strong Unity. Consequently street children will be included in the framework of National EFA Plan of Action that seeks to make the national goals 'Education for All' by the end of 2015 successful.
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Annex 1: Country profile, Nepal

at a glance:

Total Area 147,181 sq. km.

Location
Latitude 26° 22' N to 30° 27' N
Longitude 80° 4' E to 88° 12' E

Border Tibet - China's autonomous region in north and India in south, east, and west.

Ecological divisions
Mountain region 07.9 percent
Hill region 45.5 percent
Terai region 46.6 percent

Form of government: Multi-party democracy since 1990.
Head of state: HM King Gyanendra Bir Bikram Shah Dev.
Legislative body: Parliament
Capital: Kathmandu

Administrative divisions
Development regions 5
Zones 14
Districts 75
Municipalities 58
Village development committees 3914
Population 23,151,423 (2001)
Male 11,563,921
Female 11,587,502
Households 4,253,220
Population density/per sq. km. 157

According to the age group
00-14 years 89,48,587
15-60 years 1,23,10,968
60 and above 14,77,379

Urban/rural population 14.2%/85.88%
Annual population growth rate 2.2 percent
Literacy rate 53.7 percent
Official language Nepali (102 vernacular languages are spoken)
Gross national product
Population below absolute poverty 40 percent of the total
Per capita income US$ 233 (2001)


41 percent of the total population are children below 16 years old.

27,000 children die of diarrhoea every year.

There is only one children’s hospital.

There is one child specialist to 104,066 children.

Out of 2.5 million disabled people, 5 percent are children.

Only 71 percent of the population have access to potable water.

There are 28,000 primary schools.

2.6 million children are engaged in different sector of child labour.

Girls aged 10-14 work twice as much as
boys in the same age group.

At least 40,000 children are bonded labours.

5000 children are working and living on the streets.

55,700 children are working as domestic workers.

Annually 12,000 women and children are trafficked to India.

34 percent of marriages involve children below 15 years old.

About 100 children are in adult jails

64.1 Infant Mortality Rate per 1000 live birth.


Annex 1.3: UN Convention on the Rights of the Child

The UN started to discuss chid rights in 1923 and the issue came into force in a UN International Convention in 1989. It was formally endorsed by the UN on November 20, 1989, which is known as the Convention on the Rights of the Child (CRC). This convention has been ratified by 191 countries in the world; Nepal ratified the Convention on September 14, 1990. Each signatory country to the convention is therefore subject to work for children’s rights and their welfare. Some of the articles are presented here;

Article One: States for the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article Two: States parties respect and ensure the rights set forth in the present Convention to each child within the jurisdiction without discrimination of any kind, irrespective of the child’s or his parent’s or legal guardian’s race, colour, sex, language, religion, political or other national ethnic or social origin, property, disability, birth or other status.

Article Three: States parties undertake to ensure the child such protection and care as is necessary for his or her well being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her,
and, to this end, shall take all appropriate legislative and administrative measures.

**Article Six:** States parties shall ensure to the maximum extent possible the survival and development of the child.

**Article Seven:** States the child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

**Article Eight:** States parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognised by law without unlawful interference.

**Articles Nine:** States parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child’s place of residence.

**Article Eleven:** States parties shall take measures to combat the illicit transfer and non-return of children abroad.

**Article Twelve:** (1) States parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. (2) for this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

**Article Thirteen:** States the child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child’s choice.

**Article Fifteen:** States parties recognise the rights of the child to freedom of association and to freedom of peaceful assembly.

**Article Nineteen:** States parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
**Article Twenty Seven:** States parties recognise the right of every child to a standard of living adequate for the child’s physical, mental, spiritual, moral and social development.

**Article Twenty Eight:** States parties recognise the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular; (make primary education compulsory and available free to all).

**Article Thirty One:** States parties recognise the right of the child to rest and leisure to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

**Article Thirty Two:** States parties recognise the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development.

**Article Thirty Three:** States parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end and having regard to the relevant provisions of other international instruments, states parties shall in particular: (a) provide for a minimum age or minimum ages for admission to employment. (b) Provide for appropriate regulation of the hours and conditions of employment

**Article Thirty Four:** States parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent;

The inducement or coercion of a child to engage in any unlawful sexual activity; The exploitative use of children in prostitution or other unlawful sexual practices; The exploitative use of children in pornographic performances and materials.

**Article Thirty Five:** States parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

**Article Thirty Six:** States parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child’s welfare.

**Article Thirty Seven:** States parties shall ensure that; no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age.
Annex 1.4: ILO-IPEC Convention Nos. 182 & 190

ILO-IPEC Convention on the worst forms of child labour no. 182 (1999) provides a new framework to analyse child labour engaged in various fields which are considered to be the most exploitative and intolerable under all circumstances. As per the Article 3, the worst forms of child labour includes:

- Slavery or practices similar to slavery including debt bondage, sale of children, serfdom, and forced or compulsory recruitment of children for use in armed conflicts
- The use, procuring, or offering of a child for prostitution or for pornography
- The use of children for illicit activities – particularly within the drug trade
- Work that is likely to endanger the health, safety, or morals of children

The accompanying recommendation no. 190 further gives special attention to cases of the worst forms of child labour where children are exposed to:

- Physical, psychological or sexual abuses
- Work underground, under water, at dangerous heights, confined spaces
- Work with dangerous machinery, equipment and tools
- Manual handling or transport of heavy loads
- An unhealthy environment exposing workers to hazardous substances, agents or processes, or temperatures, noise levels or vibration damaging to health
- Work under difficult circumstances, including long hours, or during the night
- Unreasonable confinement on the employer’s premises

All children under age 18 years working in such environments are covered by the above Convention, whether or not labourer is paid.

The Children’s Act, 1992 states that a child under the age of 14 shall not be employed in any work as a labourer and engaged as a labourer against his/her will. It prohibits the employment of a child in environments harmful to his/her health or hazardous to his/her life. It also prohibits a guardian from engaging their children in work which requires more labour than his/her physical capacity, or which may go against his/her religious or cultural beliefs. Some of the key sections and sub-section of the act are drawn here for further information.

Section Two (Sub-section one): A child means someone who has not completed the age of 16 years.

Section Seventeen (Restriction to an Employment of the Child):

1. A child who has not attained the age of 14 years shall not be employed in any work as a labourer.
2. A child who has attained the age of 14 years or above shall not be employed in work as a labourer during the period from 6 pm to 6 am.
3. A child who may be employed in work as a labourer shall not be made to be engaged in work against his/her will.
4. Every child working shall be provided equal remuneration for the equal work without discrimination of any kind, irrespective of the child’s sex, religion, race or colour, caste and community.

Section Eighteen (Protection from Engaging in Hazardous Work): No child shall be engaged in work that is likely to be harmful to the child’s health or to be hazardous to the child’s life.

Section Forty Seven (Working Hours & Leisure):

1. While engaging a child as a labourer pursuant to section 46, she/he shall not be engaged more than six hours a day and or more than 36 hours a week.
2. Generally, after continuous work of three hours, a leisure of half an hour and a holiday of one day for each week shall be given to the child engaged in the work pursuant to sub-section (1). The leisure of half an hour for each day and a holiday for each week provided thus shall also be regarded as the working hours for the purpose of this section.

This act prohibits the employment of children and provides various safeguards to minors defining children. Such safeguards include restrictions on the operation of dangerous machines hazardous to an individual's health, prohibition of carrying excessive loads and performing night duty, a limitation on working hours, leisure time in a day and week and minimum wage for children etc. The following are some of the major sections and sub-sections drawn from the act;

**Section Two (Sub-section one):**

A child means someone who has not completed sixteen years of age.

**Section Three** (Prohibition to Engage the Child in Work):

1. Nobody shall engage a child in work who has not completed fourteen years of age as a labourer.
2. Nobody shall engage a child in a riskful occupation or work set forth in the schedule.

**Section Four:** Nobody shall engage a child in work as a labourer by pleasing, gratifying or misrepresenting him/her or under greediness or fear or threat or coercion or any other way against his/her will.

**Section Nine** (Hour and Period of Work):

1. No child shall be engaged in work during a period from 6 pm to 6 am
2. No child shall be engaged in work exceeding six hours a day and thirty-six hours a week by giving or not giving extra remuneration.
3. A child must be given half an hour's rest time everyday after he/she has worked for three hour consecutively and one day's leave in each period.
4. The half an hour's rest time for every day and one day's leave for each week given pursuant to subsection (3) shall be deemed to be a worked period.
5. A child who has already worked in an Establishment on a day shall not be engaged in work in another Establishment on the same day.

**Section Ten** (Remuneration and Facilities):

1. An Establishment shall be required to give a child who has worked as a labourer equal remuneration and facilities without discrimination on the background of sex, colour, religion or tribes.
2. Remuneration, allowance, leave and other facilities, a child working in an Establishment as to give remuneration and facilities less than the one prescribed.
3. No manager shall employ a child in work in an establishment as to give remuneration and facilities less than the one prescribed pursuant to subsection (2) of section ten.
Section Eleven (Provision Relating to Health & Safety of Child): Measures should be taken by managers / owners for health and safety of a child working in an establishment shall be as prescribed.

Section Nineteen (Punishment and Appeal):

1. Whosoever commits an act in contravention of sub-section (1) of section three shall be punished with imprisonment up to three months or with a fine up to rupees ten thousand or with both.

2. Whosoever commits an act in contravention of sub-section two of section three and four shall be punished with imprisonment up to two months or a fine up to rupees five thousand or with both.

3. A manager who commits an act in contravention of section 6, 7, 8, 9, 10, or 11 shall be punished with imprisonment up to two months or a fine up to five thousand or with both.

4. A manager who commits an act in contravention of section 5, 13 or 14 shall be punished with imprisonment up to one month or up to rupees three thousand or with both.

5. Whosoever commits an act, except as provided for in sub-sections (1), (2), (3) and (4) in contravention of this act or rules made thereafter shall be punished with imprisonment up to fifteen days or a fine up to one thousand rupees or with both.

6. Whosoever having once been punished pursuant to sub-sections (1), (2), (3), (4) or (5) again commits the same act shall be punished every time with twice the punishment mentioned in the same sections.
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