

Children's Voices Matter

A Compilation of Child Led Reports



कन्सोर्टियम-नेपाल
Consortium Nepal



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Children's Voices Matter

A Compilation of Child Led Reports

- **Girls-led CEDAW Report (2018)**
- **Child-led Report on Universal Periodic Review (UPR) – Nepal (2020)**
- **Children-led Report on the Convention on the Rights of the Child (CRC) 1989 (2023)**
- **Children-led Voluntary National Review (VNR) on the Sustainable Development Goals (SDGs) (2024)**

Acknowledgement

We extend our sincere gratitude to the children whose voices are at the heart of this compilation of child-led reports. Their experiences, perspectives, and leadership stand as a powerful testament to what Consortium Nepal fundamentally believes in: **meaningful child participation and working together with children.**

The Consortium of Organizations Working for Child Participation in Nepal (Consortium Nepal) is a civil society network that has been working in the field of child participation since 1999, with the overarching goal of promoting children's participation from the family level to the state level in Nepal. As the first organization in Nepal to lead the **child-led reporting process**, Consortium Nepal firmly believes in the active and meaningful engagement of children in decision-making processes. This compilation is a clear reflection of that commitment and the collective work we continue to pursue.

This publication brings together four child-led reports developed at different points in time. The first is a **Girls-led CEDAW Report**, prepared and submitted to the United Nations Committee on the Elimination of Discrimination against Women (CEDAW), highlighting the lived experiences and priorities of girls. The report recognises that girls face specific forms of discrimination that differ from those experienced by adult women. While CEDAW is often applied to adult women, it is also highly relevant for girls, as many forms of discrimination begin in childhood and influence girls' access to education, health, protection, and participation. Focusing on girls helps make these early and often overlooked forms of discrimination visible through the CEDAW framework. The second is a **Child-led Report on Nepal's Universal Periodic Review (UPR)**, submitted to the Office of the United Nations High Commissioner for Human Rights (OHCHR), ensuring the inclusion of children's voices in the global human rights review mechanism. The third is a **Children-led Report on the Convention on the Rights of the Child (CRC) 1989**, submitted to the United Nations Committee on the Rights of the Child in 2023, reflecting children's own assessment of the realization of their rights. The fourth is a **Children-led Voluntary National Review (VNR) on the Sustainable Development Goals (SDGs)**, submitted to the National Planning Commission in 2024, which amplified children's perspectives within national development planning and review processes.

We sincerely acknowledge all the children and National Child Advocates Council (NCAC) involved in drafting these reports, as well as the facilitators, coordinators, and team members who supported them by creating safe, inclusive, and enabling spaces throughout the process. We are also grateful to **Good Shepherd International Foundation (GSIF Nepal)** and **Misean Cara** for their support in digitalization and printing, which made the publication of this compilation possible. Our sincere appreciation also goes to all partner organizations, institutions, and supporters whose financial, technical, and moral support contributed to both the individual reports and this compilation.

Finally, we hope this publication serves as a strong advocacy tool and a constant reminder to policymakers, institutions, and stakeholders that children are rights holders and vital agents of change. Child participation must always be meaningful, participatory, and inclusive, contributing to the development of inclusive, accountable, and sustainable policies and systems.

Pradeep Kumar Lamichhane

President

Consortium Nepal

Acknowledgement

As the National Coordinator of the National Child Advocate Council (NCAC), it is both an honor and a proud moment for me to share this message in a publication that brings together child-led reports submitted to various UN mechanisms. These reports are more than documents, they are living testimonies of children's voices, experiences, and solutions. They reflect the power of meaningful child participation and prove that children are not just beneficiaries of policies, but active contributors to accountability and change at national and global levels.

I would like to sincerely thank Consortium Nepal for creating this important platform and for continuously believing in the leadership and capacity of children. By documenting and amplifying these child-led UN reports, Consortium Nepal is strengthening a culture where children's perspectives are valued in formal processes such as the UPR, CRC reporting, and other international mechanisms. This effort not only recognizes our contributions but also institutionalizes child participation in spaces where decisions about our future are made.

To the upcoming child advocates reading this publication: your voice matters, your experiences are valid, and your ideas are powerful. Advocacy is not about age; it is about courage, consistency, and collaboration. May this collection inspire you to question, to lead, and to engage fearlessly in shaping policies that affect your lives. The journey of child-led accountability has already begun, now it is yours to take forward with even greater impact.

Ashutosh Karki

National Coordinator

National Child Advocate Council

**Girl-Led Report on the
Convention on the Elimination of all forms of
Discrimination against Women (CEDAW)
Nepal**



**Submitted To
The UN Committee on the Convention on the Elimination of
Discrimination against Women**

**Submitted By
Girls of Nepal**

**Date of Submission
1 October 2018**

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CHAPTER-2: WE 'NEPALI GIRLS'

2.1 What do we dream and aspire?

This question is very important for people of our age. In the cities, our parents have had opportunities to be educated and had career prospects. But not all of our parents thought about their future, and our mothers even less as they mostly limited to household chores. In rural and remote areas, access to education and planning for the future were not a priority in our parents' generations. However, a lot has changed. The status of girls and the rights we have been enjoying give us confidence to aspire for our future and choose our career.

In the consultations, we wanted to collect what our friends think in reference to their career they choose and what they aspire for. There are a few clusters in which girls of contemporary Nepali society aspire for:

- 🕯 Technical sector: Engineers (civil, hydropower, computer, robotics), Geologist, Lawyers;
- 🕯 Fine arts: Artist, Fashion Designer, Beautician;
- 🕯 Entertainment: Actress, Singer, Dance Teacher, Modelling;
- 🕯 Health sector: Doctors, Nurses;
- 🕯 Social sector: Social Worker, working for child-focused organizations;
- 🕯 Security sector: Army and Police;
- 🕯 Financial and Administration sectors: Bank Manager, Finance Officer, Accountant;
- 🕯 Sports: Athlete;
- 🕯 Tourism and hospitality: Air Hostess, Tourist Guide, Hotel Manager, Chef;
- 🕯 Liberal arts: Art Teacher, Journalist, Social Researcher, Poet, Writer;
- 🕯 Politics: President/Prime Minister;
- 🕯 Civil services: Government Officials;
- 🕯 Self-employment and Entrepreneurship;

These aspirations portray what present-day girls in Nepal want to be. However, still for many of our friends who live in situations of vulnerability (from remote or rural areas, more rigid and closed societies viz. *Avadhi* and Muslim communities, economically disadvantaged families, Dalit communities, survivors of trafficking and sexual abuse, child labour, children with disabilities) their fate is decided by their family and society, and many of our friends can't afford dreaming as we do.

2.2 What do we feel proud of?

Being Nepali, we have much to be proud of. Our friends mentioned various points about Nepal that they are proud of being a Nepali girl:

- 🕯 Nepal has promulgated the Constitution of Nepal (2015) which guarantees many fundamental rights and freedoms, including children's/women's rights, Dalit rights, rights of persons with disabilities, right to education and health, freedom of religion;
- 🕯 We are rich in culture and traditions and respect each other;
- 🕯 We have many renowned persons (men and women) who succeeded in life in spite of their disabilities who are role models for us;
- 🕯 We have received information on our rights and we get to discuss it freely with our friends;
- 🕯 Many (though not all) girls have access to education;
- 🕯 The President of Nepal is a female and it is very encouraging for us;
- 🕯 We have the right to live with dignity. A lot of positive changes are taking place in Nepal in all areas, including girls' rights;
- 🕯 We have the opportunity to be heard, participate in Child Clubs (there are over 23,000 in the country) and community-level committees;
- 🕯 When a daughter is born in a family, it is said that the prosperity will follow.

2.3 What do we feel ashamed of?

Nepal is a patriarchal society, so girls and women have fewer opportunities than boys and men. Gender-based discrimination is one of the major issues and being born as a Nepali girl is associated with difficulties. Girls face hardship since their early childhood, and witness discriminatory behaviours. This increases if we belong to backward communities such as Dalit communities, economically disadvantaged communities, remote and rural areas, etc. Although, Nepali society is progressing for gender equality, we still have a lot of issues associated with our sex.

When our friends in consultations were asked about what they feel ashamed of being born as a girl, they shared:

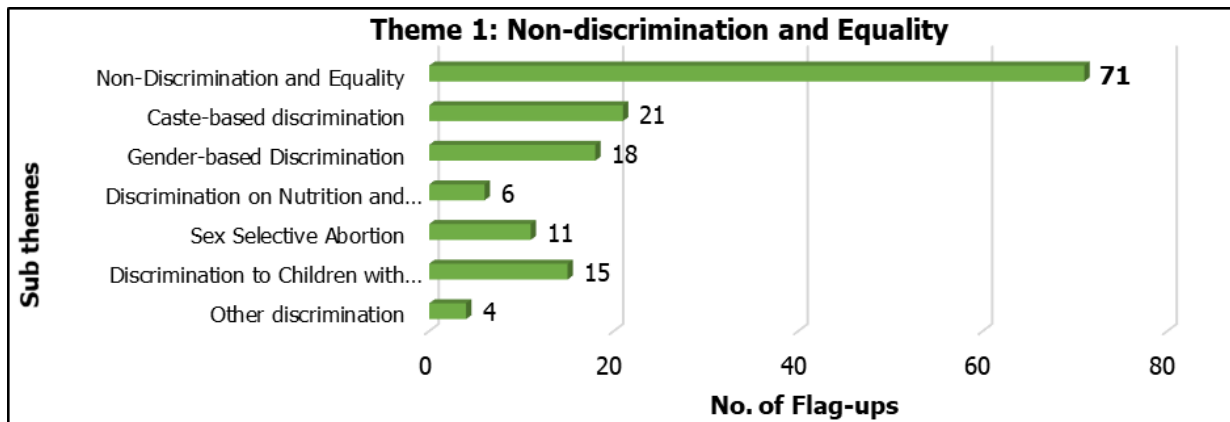
- † Girls have not had chance to enjoy their rights as equally as boys in families and communities;
- † Our rights have been guaranteed by the constitution, national and international legislations, but are not fully implemented in reality;
- † Girls in remote locations and rural areas have less opportunity to get enrolled and continue post-secondary education;
- † Pursuing technical education for girls is still challenging as it is considered as boys' area of education;
- † In families, girls are less encouraged than boys even though girls achieve more than boys in academics and extracurricular activities;
- † In remote locations, schools are very distant and they have to walk for hours to reach the schools;
- † Not all girls are able to enjoy their rights to freedom, education and health;
- † Though, participation is ensured for both boys and girls, we do not get equal chances to be heard like boys;
- † Child marriage is still rampant and girls are more impacted due to adverse effects of child marriage. Prevailing dowry custom is still aggravating child marriage;
- † We keep on hearing incidents of sexual abuse and trafficking of girls, they really hurt us;
- † Girls who are working as child labourers are more likely to become victims of sexual abuse, trafficking and exploitation;
- † Gender-based violence is widespread in households, in communities and in schools;
- † Allegations of witchcrafts affecting physical and mental health of our friends;
- † *Chhaupadi*² custom is pervasive in western Nepal depriving them to enter home and other rights, whereas some types of restrictions related to menstruation period is prevalent across the country;
- † Communities do not stop backbiting the girls who go outside home and participate in programmes;
- † Neighbours pressurize our parents to not give more liberty and rights to girls even though our parents are supportive;
- † 'Girls are not capable of anything', is the societal perception;
- † Girls are considered as working machines and have to learn and do household chores since early childhood as a part of our training to become a perfect bride in future;
- † Girls are not allowed to do funeral rites for their parents; it is considered the duty of son, which is the very reason every household needs at least one son, but there is no such compulsion to have at least one girl in families;
- † Both girls and boys are involved in substance abuse, which is shameful for us;



² *Chhaupadi* is the practice of isolation during menstruation. For more information, see Figure 3, Annex V.

CHAPTER-3: OUR RIGHTS, PRESENT SITUATION, CAUSES AND RECOMMENDATIONS³

3.1 Non-Discrimination and Equality



3.1.1 What is the situation we have observed?

- ⌘ Although outward/visible discrimination in some areas have reduced, the perspectives of the community have not changed;
- ⌘ The girls belonging to so-called 'lower caste' tend to express lower level of confidence due to societal perception towards them;
- ⌘ Still in some families, girls are given ordinary food and have no choice to choose what they want to eat or not, whereas special foods, on demand, are provided to our brothers;
- ⌘ Trend of sex-selective abortion of girls is increasing in Nepal;
- ⌘ HIV infected children are stigmatized if their status is revealed;
- ⌘ Teachers and friends tease and discriminate girls, call them 'stupid' if they perform weak in study;
- ⌘ Girls belonging to low-income families are deprived of opportunities for their development;
- ⌘ Our friends in institutional care share what their teachers state, "You girls do not need my attention, being in hostel you already know everything";

The discrimination on the basis of disabilities, as shared by our friends:

- ⌘ Children with disabilities are generally excluded in family discussions, community activities and in extracurricular activities at schools;
- ⌘ Many children with disabilities are deprived of education, either because of lack of access to schools or because their parents are not aware of significance of education for their children;
- ⌘ Those who go to school do not have access to disability-friendly teaching/learning methods, as well as educational materials appropriate to different types of disabilities. Also, the teachers at community schools, are not familiar with techniques of teaching children with disabilities;
- ⌘ In public transportations, the seats allocated to persons with disabilities are often occupied by others and even the concession in public transport is denied many times;
- ⌘ The public places as well as public transportation system are not disability friendly;
- ⌘ Many friends with hearing impairments who are studying at residential schools end up staying back at hostels during long vacations;

³ In this chapter, we have presented our issues, their causes as we see and our recommendations. We have clustered them in 12 themes as per the rights provisions of CEDAW. In each theme, the issues raised by participants in consultations are presented in bar graph at the beginning of discussion of the theme. The numbers indicated in each issues and themes represents number of consultations that flagged-up the particular issue.

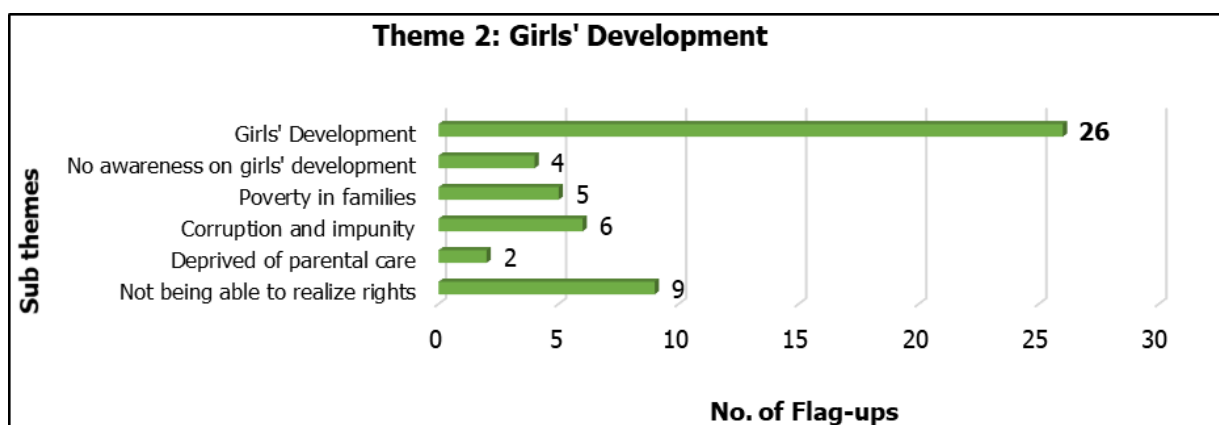
3.1.2 Causes as we understand⁴

- † Girls get very little time to pay attention to their school assignments as well as self-study due to household chores;
- † Parents of children with disabilities are not aware and trained in dealing with them and communicating in sign language;
- † Sons are given preference for family security, continuation of lineage, funeral rites, whereas daughters are considered burden due to dowry custom;
- † "Why to water neighbours' plant?" is the attitude of parents towards investment in girls.

3.1.3 Our recommendations

- † Run awareness-raising campaigns targeting to children, parents, and concerned agencies on legal provisions regarding promotion of equality and ending discrimination against girls, children with disabilities and caste-based discrimination;
- † Strict legal provisions should be made against gender-based discrimination for ensuring rights of girls;
- † Ensure effective implementation of the law prohibiting sex selective abortion by taking actions against all the parties involved;

3.2 Girls' Development



3.2.1 What is the situation we have observed?

- † The Constitution of Nepal and prevailing laws have given rights to girls on education, health, sexual and reproductive health rights, protection, equal inheritance property rights etc.;
- † There are provisions of scholarship for girls, and midday meal in school so that their families are encouraged to send their daughters to schools and has helped in increasing girls' enrolment in schools;
- † We understand that not all the rights provisions of the laws and policies are implemented in reality;
- † Many girls and their families are not aware of their rights and Government schemes available for them and thus, do not get to enjoy those rights in reality;
- † Many girls are deprived of parental care due to loss of parents, and are their staying in residential Child Care Homes and are deprived of family-based parental care;
- † Generally, the overall responsibility of child care is given to mothers, children do not get to enjoy love and care of father;
- † In the families, sons are given a lot of love and care but daughter are not.

3.2.2 Causes as we understand⁵

- † The existing poverty in families depriving girls from enjoying their right to development;
- † Financial irregularity in the development programmes supporting girls' rights and empowerment;

⁴ See Figure 1, Annex V.

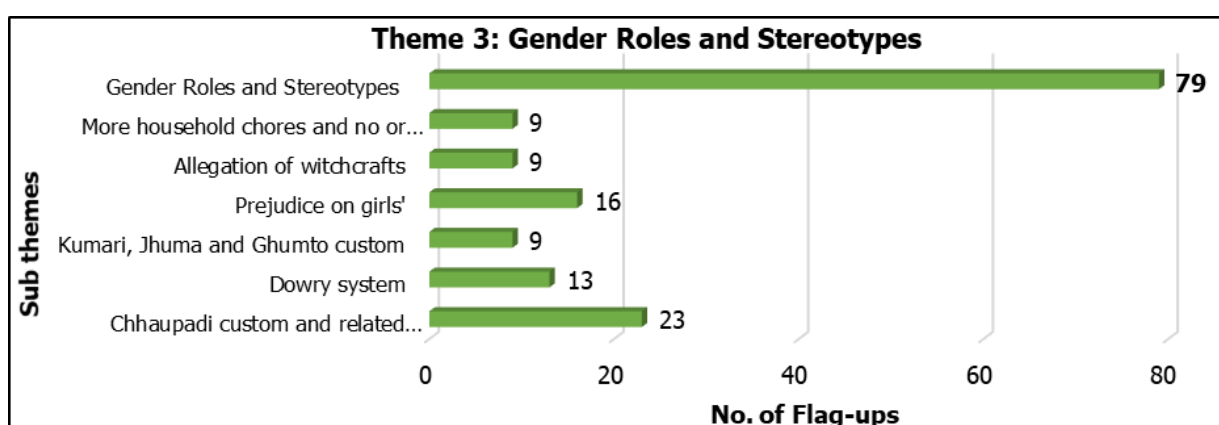
⁵ See Figure 2, Annex V.

- ⚡ Those who violate girls' rights are yet to be brought to justice and counter the situation of impunity;
- ⚡ Gap in legal provisions on girls' rights to development and its implementation.

3.2.3 Our recommendations

- ⚡ Creating social awareness on rights and responsibilities of girls among children, parents and officials of the concerned agencies through training, orientation and other IEC materials;
- ⚡ Designing and implementing programmes for increasing access of girls in information and communication;
- ⚡ Providing legal education and awareness targeting to children and ensure free legal guidance and legal aid to girls;
- ⚡ Establishing Girls' Protection Fund and mobilizing the funds for supporting those girls who are in need;
- ⚡ Facilitating formation of special taskforce in the community to work on ensuring girls' rights;
- ⚡ Taking actions against people who violate rights of children and who give and take bribes;
- ⚡ Providing leadership development trainings to girls and support them fostering their leadership potential as well as take part in the governance.

3.3 Gender Roles and Stereotypes



3.3.1 What is the situation we have observed?⁶

- ⚡ The overall responsibilities of childbearing, rearing and caring is assumed to be the job of a mother, and fathers have very little responsibilities in nurturing their children;
- ⚡ Girls are given to do household chores from early childhood, so that they can learn and continue doing household chores as they grow as adult, whereas parents do not ask boys to work in family and are expected to play and study;
- ⚡ The custom of restrictions related to menstruation is prevalent in almost all of the country (extreme form is '*Chhaupadi*' custom in mid and far western Nepal) and restricting girls and women are not supposed to go to temples, kitchens, cannot water or touch flowers and plants during their mensuration period. In some communities, they need to stay in one room without looking their father and brother's face;
- ⚡ Menstrual restrictions are followed by the communities under Hindu *Vernashram* system which results in irregularity in schools, malnutrition, sexual abuse, risk of being bitten by snake or other insects as well as decrease in self-esteem of girls;
- ⚡ In *Avadhi* and Muslim communities, women and girls are not allowed to go outside the house or the communities freely as they have *Parda* custom (putting a veil on their head in front of others);
- ⚡ Dowry custom is prevailing in many communities of Nepal mostly in *Terai*. This is the reason for many other issues such as child marriage, violence, etc.;

⁶ See Figure 3, Annex V.

- ‡ We have heard of allegations of witchcraft against adolescent girls in rural areas and they are victimized of physical and mental violence, especially, girls and women belonging to economically disadvantaged families and Dalit communities;

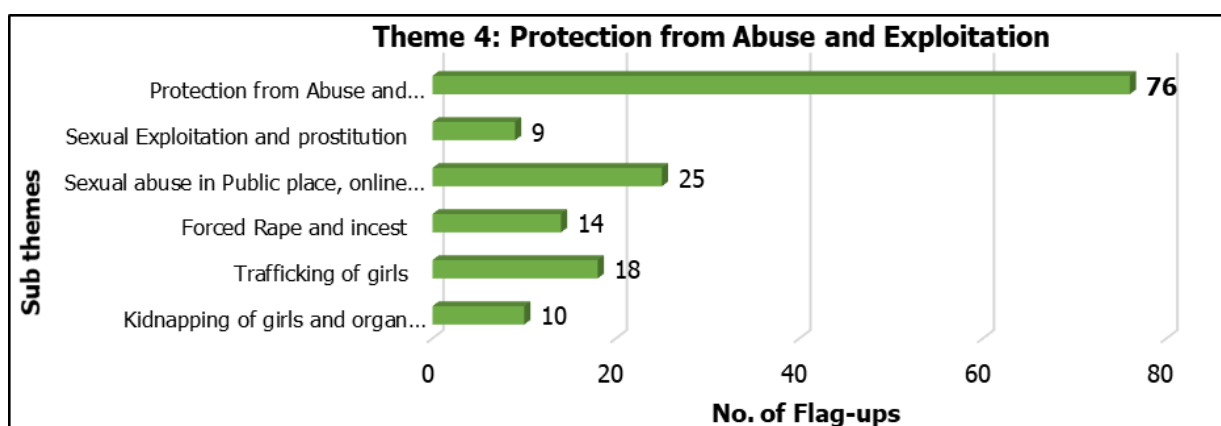
3.3.2 Causes as we understand

- ‡ It is a basic presumption in Nepal that girls are only born to do household work and boys should not do household work;
- ‡ The traditional belief of considering menstruation period as being impure, and hence are restricted of entering their household, eat some particular foods, use public taps and water resources;
- ‡ Girls are considered *Paraya dhan*, i.e. others' property and birth parents are looking after her for time being, thus in many societies in Nepal it is still perceived that they need to be trained in household chores to make her a perfect bride rather than supporting them in education or career development;

3.3.3 Our recommendations

- ‡ Enforcing provisions of the national legislation to ensure common duty of both father and mother for rearing and caring of children and this should be implemented strictly;
- ‡ Recently, traditional harmful practices such as *Chhaupadi*, allegation of witchcraft have been considered as criminal act and legal actions should be taken against the perpetrators;
- ‡ Discouraging the practice of restrictions related to menstruation through awareness raising;
- ‡ Promoting girls' rights and encouraging parents to invest in girls' education and career development rather than in dowry;

3.4 Protection from Abuse and Exploitation



3.4.1 What is the situation we have observed?⁷

- ‡ Many girls have been victimized of sexual abuse including through internet and child pornography;
- ‡ Girls are also prone to 'eve teasing',⁸ often followed by sexual abuse, so do not have liberty to walk outside home freely especially in the evening;
- ‡ Girls face sexual harassment and abuse in public places, public transportation, on streets, workplaces as well as in schools;
- ‡ Trafficking of children especially girls for sexual exploitation, labour exploitations, pornography both within and outside the country is also a major issue for girls;
- ‡ Recently, a 13-year-old girl in Kanchanpur district was brutally raped and murdered, and her perpetrator is yet to be identified and penalized;
- ‡ We hear a number of incidents of rape of girls as young as six months old, incidents of incest and abuse by school teachers are also being heard.

⁷ See Figure 4, Annex V.

⁸ "Eve-teasing": the making of unwanted sexual remarks or advances by a man to a woman in a public place.

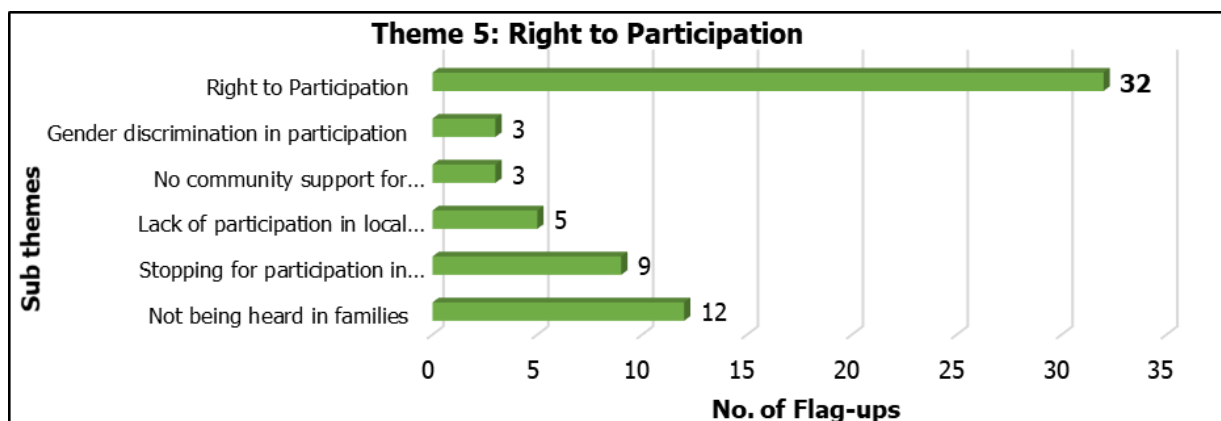
3.4.2 Causes as we understand

- ⚠ Due to the open border between Nepal and India, girls are easy prey to be trafficked to India for circus as well as for sexual exploitation by kidnapping and trafficking the girls;⁹
- ⚠ Perpetrators are not brought to justice also due to corruption and impunity;
- ⚠ Girls are not aware of protection risks and how to deal with such incidents;
- ⚠ Not all families support the girls who are victims of abuse and exploitation to seek justice against the perpetrators;
- ⚠ Communities being aware of the issues related to sexual abuse, would rather stop girls from going out than teach boys to behave properly;

3.4.3 Our recommendations¹⁰

- ⚠ Creating awareness among girls and boys on violence against girls through various methods including street dramas, and providing information as well as empowering girls against trafficking and other types of abuse and exploitation;
- ⚠ Providing self-protection/defence training to girls, so that we can protect ourselves when needed;
- ⚠ Parents should be attentive towards communicating to their children (especially girls) about the ways to protect themselves from harm;
- ⚠ Strict security in border check points as well as mobilization of police in open border areas should be done, so that cross border trafficking of girls can be controlled;
- ⚠ Appropriate justice and compensation should be ensured to girls who have been victims of violence, abuse and exploitation;
- ⚠ Taking efforts to rehabilitate girls who have been rescued from difficult circumstances including trafficking;
- ⚠ Establishing child protection and/or complaint mechanism in the community which provides information about prevention of risks and for reporting such incidents;

3.5 Right to Participation



3.5.1 What is the situation we have observed?

- ⚠ Generally, girls are not given chance to participate in family discussions and are not allowed to make decisions on their own. They are never consulted for decision-making in families even though such decisions are directly concerned to them;
- ⚠ Families give least priority to children with disabilities; are never included in household meetings;
- ⚠ There is participation of girls in Child Clubs, but mostly boys are in leadership positions. Girls and boys are never given equal opportunities in decision-making in the Clubs;
- ⚠ Girls belonging to marginalized and backward communities have less chance of participation in the community context;

⁹ See Figure 5, Annex V

¹⁰ See Figure 6, Annex V

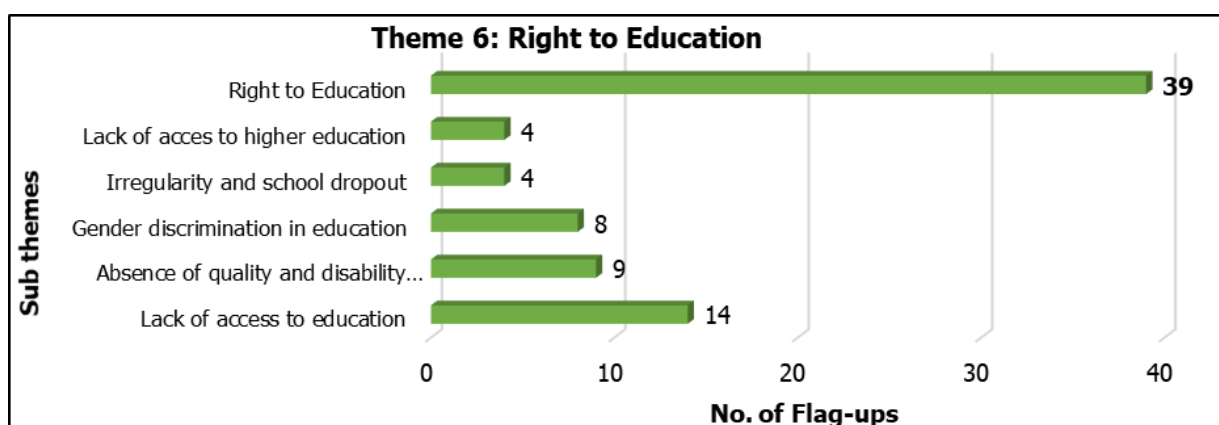
3.5.2 Causes as we understand¹¹

- † Girls are not considered worthy to be needed to consult in family matters. Parents think that the decisions they are taking for their daughters are for their best which girls cannot take on their own;
- † Daughters are considered pride of the family and if they are sent out to participate, parents fear that they might do something wrong to humiliate the family pride;
- † Even if parents are supportive of involving their daughters in community activities, neighbourhood's gossip about them indirectly pressurize parents to not to make their daughters participate anywhere;

3.5.3 Our recommendations

- † Including girls and boys in family meeting and creating atmosphere for them to express their views and opinion;
- † Giving opportunities to girls to express their views and opinions freely and considering their views as per age and maturity in matters concerning them;
- † Encouraging more and more girls to join girls' groups and networks at community level;
- † Ensuring equal participation opportunities and distribution of responsibilities of girls and boys in community activities including in the Child Clubs;
- † Organizing community level interaction programmes with children and families from time-to-time to provide opportunities to be heard;
- † Making compulsory provision of representation as well as ensuring ethical and meaningful participation of girls and children with disabilities in every committee at the community level.

3.6 Right to Education



3.6.1 What is the situation we have observed?

- † Daughters being sent to Government school and sons to Private school, and even if both sons and daughters are in same school, sons are given priority for everything;
- † School dropout among girls is still high due to marriage, household chores, to involve in labour as well as by their will;
- † Children with disabilities do not have access to disability-appropriate education;
- † There are obstacles in pursuing higher education and in choosing subject of own interest, are not allowed to go to cities to pursue higher education;
- † Most schools do not have basic facilities such as library, computer and science lab for pursuing quality education;
- † Especially, girls from Muslim and *Avadhi* communities are not encouraged by the family and community to get access to formal schools as they are given education in *Madarasa*;
- † Corporal punishment in families and school; girls and boys are being beaten and given harsh punishment in the name of disciplining them;

¹¹ See Figure 7, Annex V.

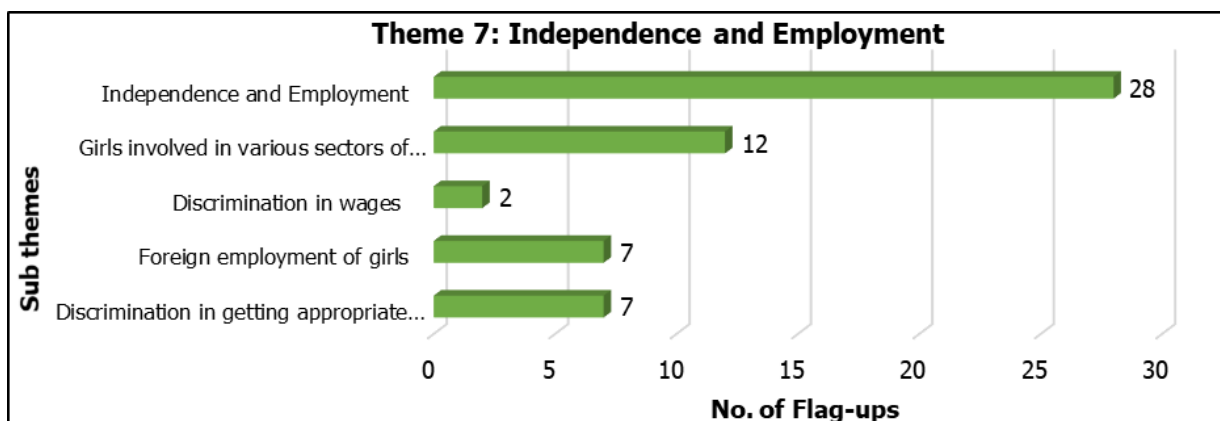
3.6.2 Causes as we understand

- ⚡ Even today parents in remote areas and in some communities are not prioritizing girls' education considering that they will ultimately go to another person's house (i.e. other's property);
- ⚡ Many parents have difficulty educating children with disabilities-- some of them find it is worthless whereas in others, appropriate schools are unavailable in the community, and access to school is challenging;
- ⚡ Schools are not taking proactive efforts to provide scholarship to students, and there are irregularities in distributing scholarships;
- ⚡ Teachers who are teaching children with disabilities in special school, resource classes and integrated schools are not trained in disability-appropriate education and Government is not providing enough educational materials needed to children with disabilities;
- ⚡ Corporal punishment is banned in Nepal, but there is no mechanism to discipline parents and teachers who punish children;

3.6.3 Our recommendations¹²

- ⚡ Taking proactive interventions to encourage girls to continue higher education as well as to go into technical education;
- ⚡ Including children's rights, girls' rights and importance of girls' education in school curriculum;
- ⚡ Reviewing curriculum and making amendments in the textbooks including pictures which aggravates gender discrimination;
- ⚡ Effective management of scholarship in schools giving preferences to girls in accessing various categories of scholarships;
- ⚡ Organizing periodic parents-teacher meetings/interactions to discuss problems faced by girls;

3.7 Independence and Employment



3.7.1 What is the situation we have observed?¹³

- ⚡ Many parents send their children to work at a young age in various sectors of labour, but mostly in domestic and hotel sectors;
- ⚡ Some of the rich families in urban areas bring girls from poor families with the assurance of providing them education, shelter, and put them in domestic labour;
- ⚡ Even though children in domestic labour are sent to school, they don't have time to focus on studies due to pressure of household chores;
- ⚡ In most situations, boys and girls working as child labourers are deprived of parental love and care and do not get to visit their families even during holidays showing more chores in the family during festival;
- ⚡ Many girls involved in labour are being sexually abused, tortured and harassed.

¹² See Figure 8, Annex V.

¹³ See Figure 9, Annex V.

While having consultations with girls involved in child labour, they have shared their problems as follows:

- ⚡ Protection risks for girls involved in labour especially in entertainment sector¹⁴ as it gets late while return;
- ⚡ Employer pressurize the girls to get along with customers and make them spend more;
- ⚡ The cases of obtaining citizenships and passports by increasing age through forged documents for foreign employment (by under-aged girls);
- ⚡ Risk of getting into smoking and alcoholism to forget stress at work;
- ⚡ Difficult to find rented rooms and not being able to live in a same rented room for long time and have to change the room frequently due to pressure from house-owners;
- ⚡ There is no practice of issuing appointment letter, employee identity card, paid leaves, as well as minimum wages for girls working in entertainment sector is not determined and girls need to depend upon tips than their wages;
- ⚡ Sexual abuse and exploitation by both customers and employers and even police harass the girls working in entertainment sector,
- ⚡ Lack of family support, not being able to tell families about the work we are doing;

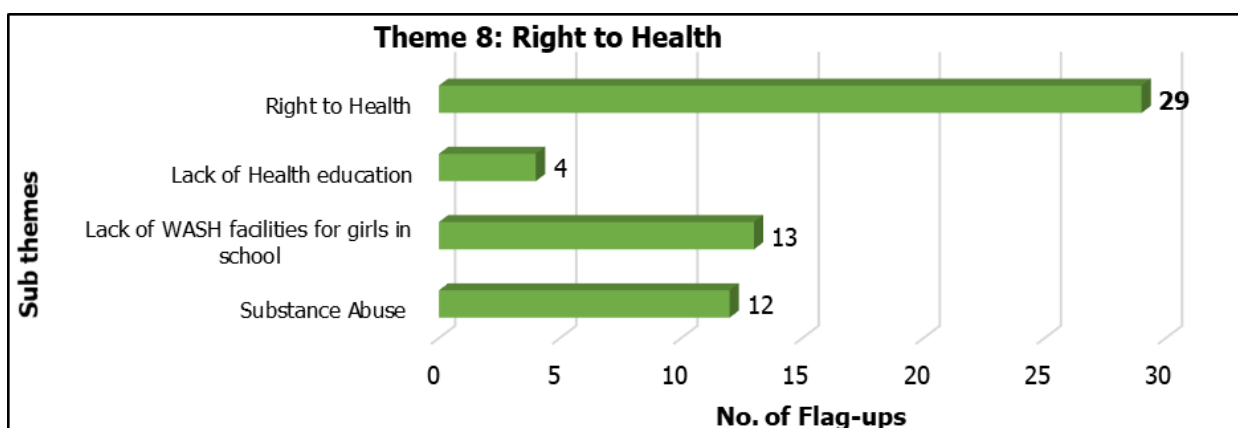
3.7.2 Causes as we understand

- ⚡ Girls are not given chance to pursue their education and career, especially when they select career different than what parents perceive about girls' working area;
- ⚡ In some close communities, girls are not given chance to pursue career outside home;
- ⚡ Poverty in families and ignorance of parents force many children to work as labour;
- ⚡ Employers want cheap labour, so they choose children to employ instead of adults who demand more money;

3.7.3 Our recommendations

- ⚡ Provide opportunities for education, skill-development trainings and apprenticeship for girls;
- ⚡ Conducting campaigns for elimination of child labour by rescuing, reuniting and rehabilitant children who are employed illegally;
- ⚡ Strict punishment to those who involve children in labour illegally;
- ⚡ Establishing entertainment sector as employment sector and stopping employing girls below 18 years there;
- ⚡ Periodically monitoring the situation of child labour in both formal and informal sectors including domestic labour;

3.8 Right to Health



3.8.1 What is the situation we have observed?

- ⚡ When a girl-child is born, the mother and child don't get proper health care, nutritious food, love and affection from their family;

¹⁴ That is, "sex work"

- ⚠ When girls fall sick, parents do not bother taking them to hospital until it becomes serious. In case of girls in child labour, they do not have anyone to look after them when they fall sick;
- ⚠ Few schools have gender-friendly and separate toilets for girls and boys. The hygiene condition is very poor in the toilets in many schools.
- ⚠ There is poor menstrual hygiene due to lack of sanitary pads in school/workplace. Girls are also irregular in school during menstruation because of a lack of sanitary napkins in schools;
- ⚠ Adolescent boys and girls are increasingly influenced by smoking, alcoholism and substance abuse;

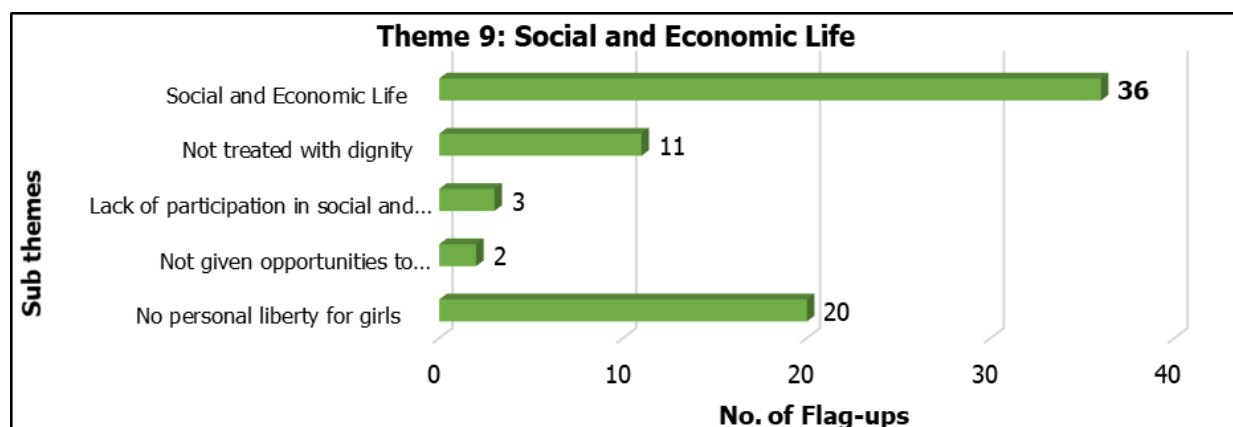
3.8.2 Causes as we understand

- ⚠ The Water, Sanitation and Hygiene (WASH) needs of girls are not realized, and in many situations lack of resources is cited as a challenge;
- ⚠ Not being able to manage adolescent issues are the main reason for increasing trend of smoking, alcoholism and substance abuse among girls and boys;
- ⚠ Lack of life-skills education is another reason for not being able to manage adolescent issues particularly girls;

3.8.3 Our recommendations

- ⚠ Creating awareness among adolescent girls on menstruation hygiene through mobilizing primary health-centres including Informing girls about importance of menstrual hygiene and encouraging them to maintain it;
- ⚠ Ensuring Sexual and Reproductive Health Rights (SRHR) of all adolescent girls by providing sexual and reproductive health education to them;
- ⚠ Developing strategies to improve nutrition status of girls particularly in remote districts and ensuring nutritional food for adolescent girls during menstruation period;
- ⚠ Making provisions for girls' health insurance;
- ⚠ Campaign against smoking, alcoholism and substance abuse in communities and schools,
- ⚠ Providing life-skills trainings to all the girls by including life-skills in curriculum of basic and secondary education, so that they can take effective decisions about their lives;

3.9 Social and Economic Life



3.9.1 What is the situation we have observed?

- ⚠ During a consultation in Rupandehi district of Nepal, one of our friends told us that she wants to join the army in the future but due to this stereotype of the society, she is not sure that she can do it. Another friend told that her sister wanted to study technical subject but her family didn't let her to study that because their concept for girl is that they are only born to do household chores.
- ⚠ Some parents do not encourage girls to show their talent, learn new things and to prove that they also can do something in their life;
- ⚠ Sports are also divided by sex and girls are not allowed to play the sports boys are supposed to play and vice versa;

- 🕯 Girls are not given equal rights to inheritance as the boys even though the law says equal inheritance property rights;
- 🕯 Girls do not have time for leisure activities and sports;
- 🕯 Girls have to return home before dark, whereas our brothers can go for outings without any restriction;
- 🕯 Girls in some communities are not allowed to go outside home and build their career, as there is no support from home;

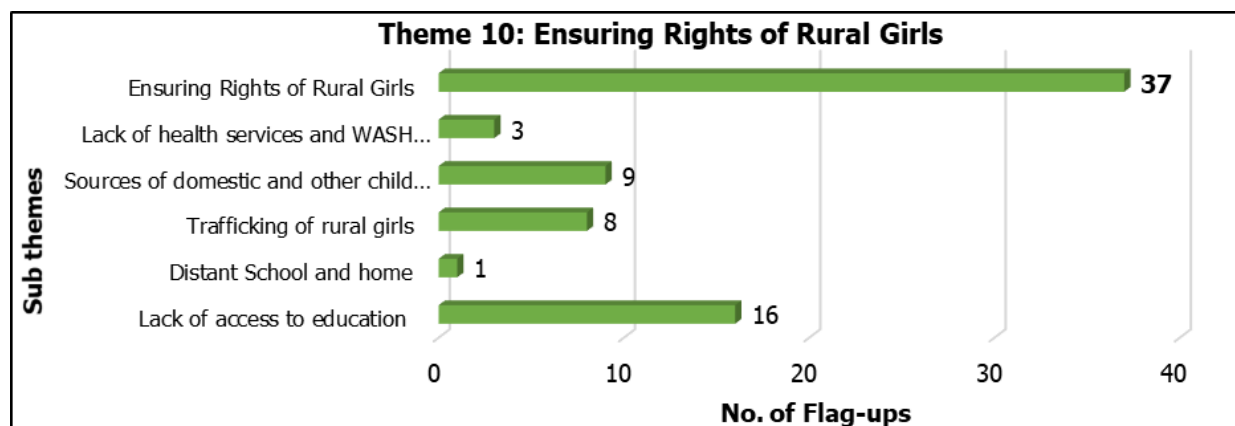
3.9.2 Causes as we understand

- 🕯 Nepali society gives priority to sons; hence it always wants to control girls and women under control of men;
- 🕯 Society denies the wisdom of girls and does not want to hear them;
- 🕯 Girls are also less involved in sports as there are even less opportunities for the girls even from Government sector;

3.9.3 Our recommendations

- 🕯 Giving equal opportunities for girls and boys to be actively involved in sports and extracurricular activities as per their interest;
- 🕯 'Even girls can play all types of sports': this thinking should be developed by breaking the prejudices;
- 🕯 Encouraging girls to be part of sports through endorsing girl-friendly sports policy and Giving opportunities to play in school and community to girls as well.

3.10 Ensuring Rights of Rural Girls



3.10.1 What is the situation we have observed?¹⁵

- 🕯 Girls' groups are being formed even in the remote/rural areas and are even affiliated to cooperatives;
- 🕯 There is participation of girls in local committees, but girls are not empowered enough to express their views;
- 🕯 Gender discrimination in rural areas is more visible than in urban areas;
- 🕯 Girls in rural have to work more in household chores than girls in urban areas, as rural areas are mostly agriculture-based;
- 🕯 Some girls are still out-of-school in rural areas, and even if they get to go to school, they don't have opportunities for higher education outside their village;
- 🕯 Sons are sent to city for higher studies whereas daughters have to stay at home after completing their schooling and are forced to marry;
- 🕯 The rate of child marriage is higher in rural areas;
- 🕯 Girls in rural areas are deprived of basic health and menstruation hygiene facilities;
- 🕯 Gender-based, disability-based and caste-based discrimination is visibly observed in rural areas;

¹⁵ See Figure 10, Annex V.

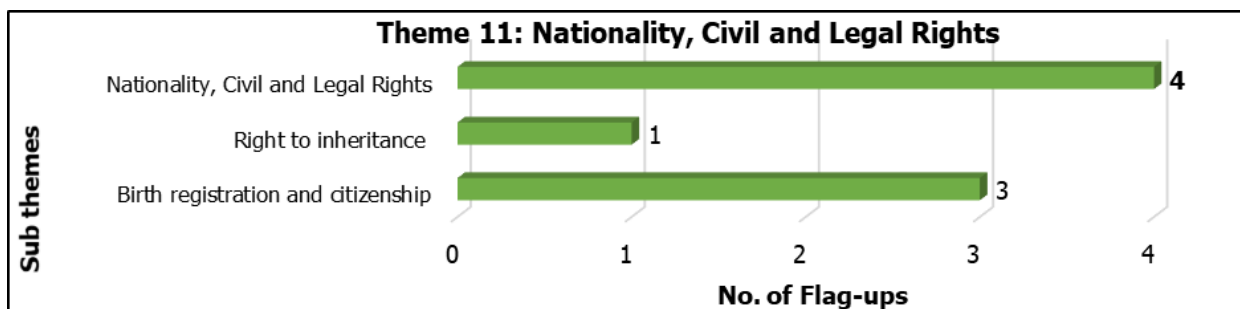
3.10.2 Causes as we understand

- 🕯 In geographically hard to reach areas, girls face difficulty in going to schools, walk for hours and more;
- 🕯 People have less awareness on social issues as well as about the importance of girls' education, gender equality;

3.10.3 Our recommendations

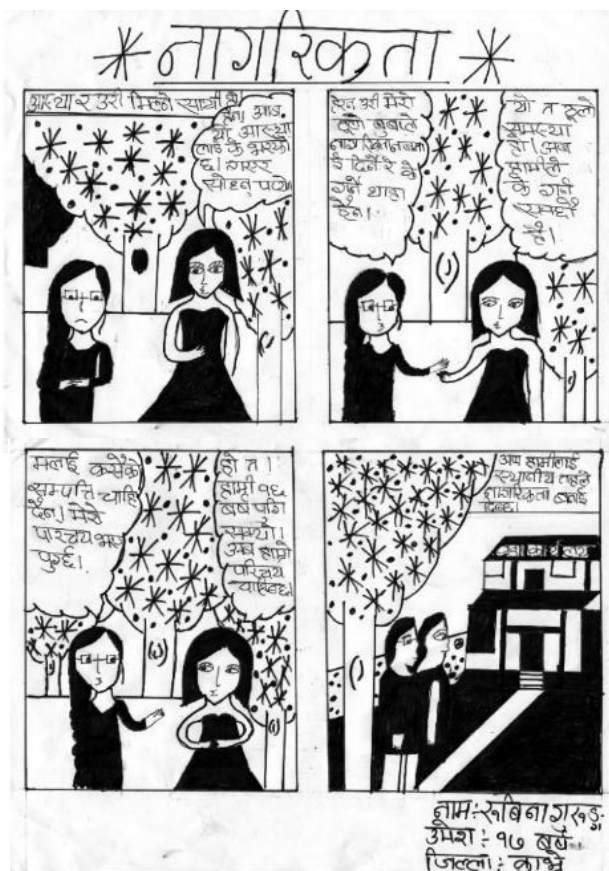
- 🕯 Implementing income-generating activities and/or family-strengthening programmes targeting poor families;
- 🕯 Creating awareness about the capabilities of girls by portraying model girls who have succeeded and providing them maximum opportunities to participate;
- 🕯 Making provisions of free sanitary napkins in schools and in primary health centres;

3.11 Nationality, Civil and Legal Rights



3.11.1 What is the situation we have observed?

- 🕯 Girls, especially belonging to Muslim and *Avadhi* communities, are deprived of fundamental freedoms as they are restricted to remain inside the house for family prestige;
- 🕯 Freedom of girls are curtailed due to protection risks prevailing;
- 🕯 Girls in institutional care are facing difficulty in obtaining citizenship certificate and not all girls have been able to get their birth registered;
- 🕯 Street-based children also face challenges in birth registration and obtaining citizenship certificate;
- 🕯 Though, the law provides equal inheritance rights, girls do not have a chance to claim for inheritance;



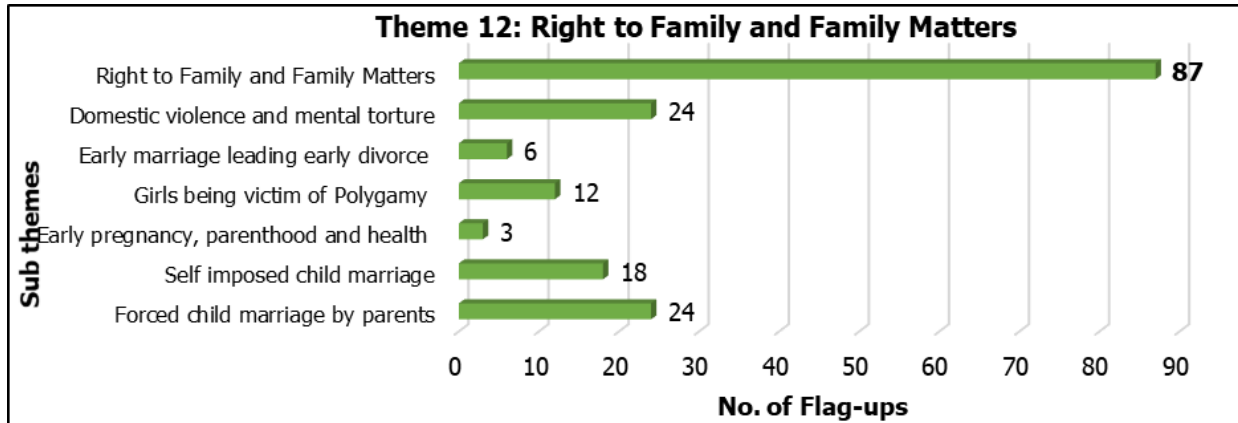
3.11.2 Causes as we understand

- 🕯 Families are still not aware of importance of birth registration;
- 🕯 As shared by our friends from Banke and Rupendehi, Muslim communities, birth families do not prioritize obtaining citizenships certificates of their daughters;
- 🕯 The legal provision of getting citizenship under the name of mother is very complex;

3.11.3 Our recommendations

- ⚡ No girl should be deprived from obtaining birth registration and citizenships certificate;
- ⚡ Children who were abandoned should be provided with proper care and supported in tracing their families, so that there won't be any problems for their birth registration and citizenships;
- ⚡ Girls should be informed about equal inheritance property rights and should be empowered to claim their rights and demand support by their parents in pursuing education;

3.12 Right to Family and Family Matters



3.12.1 What is the situation we have observed?¹⁶

- ⚡ According to participants in Bara district of Nepal, girls get married in between 9-17 years and think that girls won't get groom after they turn 20;
- ⚡ In urban areas, children take abrupt decisions of marriage on their own followed by love affairs in adolescence stage;
- ⚡ Such marriage decisions taken by adolescents generally do not survive, many couples break up after couple of years of married life;
- ⚡ Early pregnancy and not being able to look after children properly due to lack of maturity;
- ⚡ There are also cases of suicide by adolescent's due relationship break-ups;
- ⚡ Child marriage in form of polygamy is also observed, where an adult man gets married to younger girl as his second wife;
- ⚡ Domestic violence also prevails in families and girls are mainly affected by it;

3.12.2 Causes as we understand¹⁷

- ⚡ Families believe in '*Kanyadaan as Mahadaan*'¹⁸;
- ⚡ In communities where dowry system prevails, families also marry off their girls at young age as they have to give less dowry if their daughter get married at young age;
- ⚡ In Muslim and *Avadhi* communities, girls are often married off before they gets legal age;
- ⚡ Sometimes, even though parents (even educated) are aware of demerits of child marriage and know it is illegal, they can't resist to avoid the prospective groom's family, if the proposal came from privileged or an affluent family, thinking that their daughter's future would be secured;
- ⚡ In many rural areas (particularly in mid hills and low lands), parents arrange for or force their children into child marriage due to lack of awareness about demerits of child marriage;
- ⚡ Due to poverty in families, even girls agree to such arrangements by their parents or take the decision on their own and marry at young age thinking that they won't be burden for their family anymore;

¹⁶ See Figure 11, Annex V.

¹⁷ See Figure 12, Annex V.

¹⁸ "*Kanyadaan as Mahadaan*": Marrying off a daughter is the biggest philanthropy and marrying their daughter off before their first menstruation starts; they think that the doors to heaven will be opened by doing such so-called noble work;

3.12.3 Our recommendations¹⁹

- † Creating awareness targeting adolescent boys and girls and parents on minimum legal age for marriage and demerits of child marriage;
- † Ensuring that all children irrespective of their sex or disability should be given love, care and affection in families;
- † Conducting campaigns against child marriage led by communities and boycotting the families who think of marrying their children before legal age;
- † Considering the complaints of child marriage seriously, dealing with them effectively, and taking actions so that incidents of child marriage decrease;
- † Providing life skills education and Psychosocial Counsellor in all the schools to enable girls to address their issues and their protection concerns including child marriage;



¹⁹ See Figure 13, Annex V.

CHAPTER-4: OUR APPEAL

4.1 Issues we want to raise

We, the girls of Nepal, would like to appeal the CEDAW committee to consider raising the following concerns with the Government of Nepal (GoN):

- i. The Government has taken measures to address violence against children (VAC), by enacting laws including amending the Muluki Criminal Code Act, 2074 B.S. (2017) with better provisions for prosecuting Violence against Children, but girls continue to become victims. How to ensure protection of all boys and girls across the country?
- ii. The GoN made a commitment to end Child Marriage by 2020 at the Girl Summit (2014). Additionally, the GoN endorsed the National Strategy to End Child Marriage, 2015 aiming to end child marriage in Nepal by 2030. But rates of child marriage remain high. What should be done to end child marriage in Nepal? How can children contribute?
- iii. School dropout rate among girls is high. What would be the measures to enable girls to continue their schooling/vocational training?
- iv. During our interaction with Government/security officials regarding girls' trafficking, we have always been assured that the Government has stepped up surveillance mechanism to minimize incidents. However, many girls continue to experience cross-border trafficking. What steps should be taken by the Government and CSOs to address this?
- v. The Constitution of Nepal has a provision to grant citizenship in the name of the mother. However, this remains difficult. What efforts being made by the Government in this regard?

4.2 Our Key Recommendations

We, Nepali Girls engaged in the preparation of this report, would request CEDAW Committee and our Government to consider the following recommendations:

- i. We want to have child-friendly environment in our schools (including gender-friendly toilets), community-level agencies, and local level Governments;
- ii. We want opportunities to take part in sports and extracurricular activities in our schools and communities and have safe playgrounds without any barriers and prejudices;
- iii. We want our Government to adopt policies and plans to promote gender-friendly behaviour at homes, schools and communities;
- iv. We want to see the end of all types of harmful traditional practices. Laws against such practices should be fully implemented;
- v. We want to see our friends involved in labour before the legal age to be rescued, reunited and be in schools, so they can pursue their dreams while enjoying their childhood;
- vi. We want our Government to take initiative for child-sensitive justice, rehabilitation and reintegration of girls who are victims of violence with appropriate compensation;
- vii. We want to see the law against sex-selective abortion materialized so that no girl has to die before she gets to see this world;

- viii. We want our Government to introduce schemes for encouraging girls to get enrolled in vocational and technical education and pursue their career;
- ix. We want trained teachers in our schools as well as in inclusive schools so that our friends with disabilities to study in the way that is appropriate for them;
- x. We want to have proper information about Sexual and Reproductive Health Rights (SRHR) as well as life-skills education and our Government to ensure that children do not have access to obscene materials under any circumstances;
- xi. We want the establishment of functional surveillance mechanisms in communities for preventing and immediately responding to threats of abuse/exploitation against girls.
- xii. We want schools to introduce self-protection or self-defence curriculum so that we can deal with any forms of violence when necessary;
- xiii. We believe, it is our right to be informed about the legal provisions including the Constitutional provisions. Therefore, we want our Government to educate us and our parents regarding such laws.



ANNEXES TO

Girl-Led Report on

The UN Convention on the Elimination of all forms of

Discrimination against Women

Nepal

Annex I ACKNOWLEDGMENTS

Wow! We have done it. We, 527 girls, 110 boys and two sexual minorities of 47 districts representing all seven provinces in Nepal, prepared this report. In order to develop this report, we did a series of consultation workshops in districts and special consultations and compiled the voices of our friends who are in different situations, come from different backgrounds and have different experiences. We firmly believe that this report will be supportive to the CEDAW Committee to understand voices of girls of Nepal, have constructive interactions with the delegation of Government of Nepal and finalize the concluding observations afterwards.

We are grateful to our fellow facilitators for their efforts to successfully accomplish the consultation workshops in districts and collect information on a range of issues in comprehensive and inclusive manner. We are indebted to the 12 adult facilitators who not only accompanied our friends as chaperones in the capacity-building workshop held in Kathmandu, but also provided support as and when necessary while conducting district-level consultations.

Consortium of Organizations Working for Child Participation (Consortium-Nepal) took the overall responsibility to facilitate the process of preparing this Girl-led Report. In this regards, 12 child-centred networks (AATWIN, CNET, CRC Secretariat-HRTMCC, CZOP, DUCOM, Education Watch, Inclusive Education Forum, NACRO, NAOSC, NCE Nepal, NCPA and NCFLG Forum), four child rights-based CSOs (CWIN Nepal, GAN, JCYCN and Yuwalaya) and five international agencies (Plan International Nepal, Save the Children, OXFAM in Nepal, Global Affairs Canada and KANLLAN) extended facilitation, technical, and financial support. We would express our sincere gratitude to them all.

Before we began the process, it was necessary for us to internalize the issue, understand processes to be followed and our roles in each step. Further, we received support for collecting the information, analysing it, drafting and finetuning the report. Hence, we would like to offer our deepest appreciation to Mr. Chandrika Khatiwada and Ms. Nina Maharjan from Institute for Legal Research and Consultancy for guiding us. Similarly, we thank Ms. Ganga Maharjan, Geographer helped us in beautifying our report by designing a map of Nepal indicating district coverage of Girl-led Report on CEDAW.

We extend our gratitude to Mr. Santa Ram Dangol, Chairperson and Mr. Santosh Maharjan for your leadership. Thank you Ms. Nirijana Bhatta from CWIN Nepal and Mr. Amit Raj Shrestha from Consortium-Nepal for holding our hands and help us cross the finishing line.

Lastly, we would like to express our admiration to all the well-wishers for the encouragement, valuable insights and inputs to come up with this inclusive and comprehensive report.

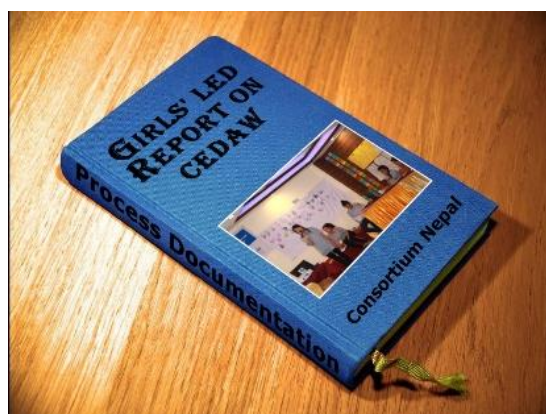
The Girls' Team

Annex II

Process Documentation on Girl-Led Report on CEDAW

1. The Context

Nepal ratified the UN Convention on the Elimination of all forms of Discrimination against Women, 1979 (CEDAW) on 22 April, 1991. Nepal, as a State party, had been submitting periodic reports to the Committee on the Elimination of Discrimination against Women (hereafter called 'CEDAW Committee') on implementation of CEDAW to improve the status of women and girls in Nepal. Nepal submitted its Sixth Periodic State Party Report on CEDAW on 15 May, 2017. Subsequently, the Pre-Sessional Working Group on the 71st Session of CEDAW was held during 12-16 March, 2018. After the Pre-Sessional Working Group, the CEDAW Committee provided the List of Issues on 19 March, 2018. The Government of Nepal (GoN) is submitting its written replies to the CEDAW Committee and is attending the 71st Session of CEDAW Committee, which is scheduled during 22 October to 9 November, 2018.



Along with the State party report, a number of Civil Society Organizations (CSOs) and their coalitions have been submitting Alternative Report on CEDAW to the CEDAW Committee. However, a separate report on adolescent girls issue as they observe or experience have never been prepared and submitted. In this context, Girls of Nepal have prepared the first-ever Girl-led Report on CEDAW in facilitation of Consortium of Organizations working on Child Participation (Consortium-Nepal) and hereby submits the report. Consortium-Nepal had coordinated with 12 networks, technically collaborated with four NGOs and partnered with four international development partners (*See Section 6 for details*).

2. Process followed

We followed a step-by-step to prepare this Girl-led Report on CEDAW. At first, information was collected and compiled interacting with a number of girls and some boys through different processes across the country. In order to prepare and submit this report, children, especially girls had been involved at various levels. The table below provides the brief timeline of various steps of preparing and submitting this report:

Table No. 1: Step-by-step of Girls' led Report on CEDAW

S.N	Activities	Date/s
1.	Initial Discussion	08 August 2018
2.	Inception Meeting with CSOs	14 August 2018
3.	Formation of Girls' Team (for overall facilitation of the process)	15 August, 2018
4.	Capacity building of Girls' Team	16-17 August, 2018
5.	Capacity building of Girls' Facilitators (for district level consultation)	22-23 August, 2018
6.	Consultation Workshops in Districts	18 August - 1 September, 2018
7.	Special Consultation Workshops/Interactions	25 August- 19 September, 2018
8.	Receiving field level reports	2 September, 2018
9.	First sitting of Girls' Team- drawing preliminary findings	1-4 September, 2018
10.	National Consultation Workshop	5-6 September, 2018
11.	Sharing meeting with CSOs	6 September, 2018
12.	Second sitting of Girls' team- drafting a report	11-19 September, 2018
13.	Finalization of report	24 September, 2018
14.	Submission of report to CEDAW Committee	30 September, 2018

Source: Details of Girls' led Report on CEDAW, 2018

The succeeding sections provide details of the process:

2.1 Inception of the idea

Nepali children had submitted their first ever Children led Report on Convention on the Rights of the Child, 1989 to the UN Committee on the Rights of the Child (hereafter referred as 'CRC Committee) in July 2014. Following the submission of the Report, two representatives of Nepali children (Ms. Heema Rai and Mr. Rakesh Paudel) also took part in the 69th Pre-sessional Working Group of CRC Committee held on 23 September 2014. That was an example of children led reporting for international human rights instruments in Nepal.

Remembering the enthusiasm expressed during that process and in order to take advantage of a similar opportunity for drawing the attention of the CEDAW Committee through a Girl-led Report, child-focused organizations and their networks in Nepal supported the process. A series of inception meetings were held for conceptualizing the idea into process and action. Considering the expertise and wide range of networks with children in Nepal, Consortium Nepal was given overall responsibility of facilitating the process of preparing and submitting Girl-led Report on CEDAW in collaboration with various networks and organizations. CWIN Nepal was the part of the process from the inception.

2.2 Formation of Girls' Team

A team of three girls was formed to lead the process of the preparation and submission of the Girl-Led Report on CEDAW. Considering the time and geographical constraints, the following criteria were set for selecting the girls' team:

- a. Involved in or were previously involved in any school or community-based Child Clubs and has basic understanding about the rights of the child;
- b. Willing to be involved in the process and be able to fully commit time (about one and a half months) for the entire process;
- c. Residing in Kathmandu Valley who can commute to Consortium-Nepal as and when needed for completing assigned responsibilities;
- d. Willing to travel to districts for conducting district-level consultation workshops (as required);
- e. Below 18 years of age;

Accordingly, district level networks of Child Clubs of three districts inside Kathmandu valley were contacted and asked to send one of their members as the representative in the Girls' Team. Ms. Kumari, Ms. Neha, and Ms. Samikshya have been introduced by Child Clubs' networks in respective districts and these three girls made a Girls' Team.

The Major Responsibilities of the Girls' Team included--

- Participate in the capacity building workshops;
- Facilitate the consultation workshops;
- Documentation of the findings of consultation workshops in different levels along with the support from adult facilitators;
- Review of the compiled documentation received from the consultation workshops;
- Data Entry and analysis of the district level reports;
- Preparation of the draft report; incorporate feedback and inputs;
- Facilitation of the National Consultation workshops; and
- Submit the Girls' led Report on CEDAW to the CEDAW Committee on behalf of all the girls in Nepal.



2.3 Capacity building of Girls' Team

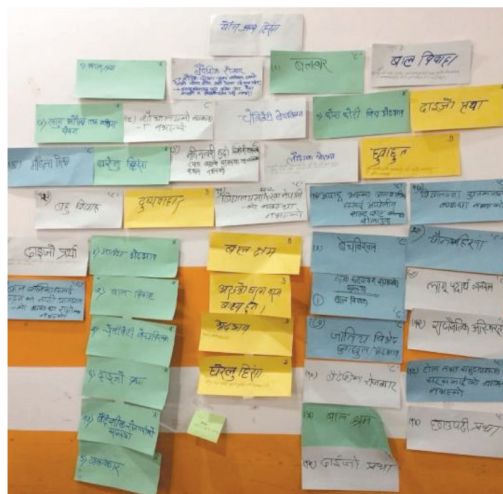
A Two-day orientation was organized for Girls' Team on 16 and 17 August 2018 in order to capacitate them for their involvement in the process of preparing and submitting this report. Being the Child Club members, they were aware of rights of the child as well as the Convention on the Rights of the Child, 1989. They talk about right of the child in the meetings of Child Club, receive and impart trainings on child rights to fellow members. Henceforth, it was really necessary for them to learn about CEDAW, its right provisions, CEDAW reporting cycle and talk over the process of preparing and submitting the

Girl-led Report. During the orientation, they also discussed the methodology and tools for conducting consultation workshops at various levels. They had a discussion on each tool, its usage, steps and the information expected to be collected through administering tools during consultation workshop. They also agreed on the format of the report they will be preparing and responsibilities as members of Girls' Team in the overall process.

2.4 Capacity building of girl and adult Facilitators

In the following week, girls from various districts were invited for the capacity building workshop in Kathmandu on 22-23 August 2018. The main purpose of this two-day workshop was to support the capacity building of fellow friends on CEDAW and involve them in the process of preparing Girl-led Report. After their return, they were expected to organize one-day consultation workshop with a group of adolescent girls (and a few boys) in their respective districts.

During the two-day workshops, the participants got acquainted with the provisions of CEDAW, its reporting cycle, and methodology for conducting one-day consultation workshop in their districts. In addition, the workshop also provided the participants to express their views and opinions about issues of girls in their communities, the root causes and consequences the situation has brought. They shared their opinion about roles of individual, family, community, schools and Governments at all three levels in Nepal. Further, they prepared the action plans for carrying out consultation/s in their respective district/s.



In total 17 girls (including 3 in Girls' Team) had attended this workshop along with their adult chaperones (all females) who accompanied them from their home districts to the workshop. They also provided the back-up support to conduct the consultation workshops. *(Please refer to Annex V for list of Girl Facilitators.)*

2.5 Consultation Workshops in districts

The Girl Facilitators, with support from adult chaperones organized one-day consultation workshops with 25-30 girls (and few boys) in their respective districts. At the district level consultations, they informed the participants about the provisions of CEDAW prior to the discussion on situation of girls. They also engaged the attendees in a quiz on CEDAW for them to be more acquainted with the provisions. Then, they applied various tools such as 'Bricks in the Wall', 'Problem Tree Analysis' and



'Gallery Walk' for collecting the views and opinions of the participants as regards the situation and prevailing issues of adolescent and young girls in their respective districts, their causes, consequences and recommendations from the individual to the Government level. The participants were also encouraged to express their opinions in a creative way, i.e. case studies, stories, poems, drama, comics, drawings, etc.

After the consultation workshops, the field facilitation teams prepared their narrative reports, enclosed all the meta-cards and newsprints with it and sent it to the Girls' Team.

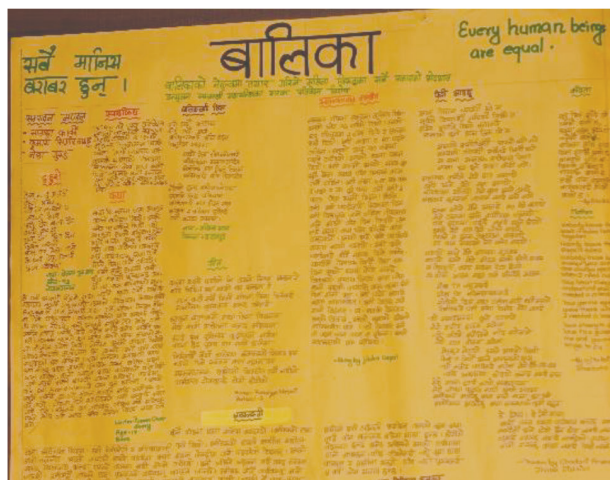
2.6 Special consultations

It was decided to hold special consultations with the objectives of incorporating voices of children living under different settings. Henceforth, special consultations separately, with girls in institutional care, girls involved in labour, girls with disabilities, survivors of trafficking, survivors of sexual abuse were conducted in the process. However, special consultations with children in Child Correction

Home/s could not be conducted due to difficulty in obtaining permission from the Government, and no girls living with/affected by HIV/AIDS in the required age-bracket were identified. The outcomes of these special consultations were integrated with the findings of other consultation workshops and have been incorporated into the final report.

2.7 Compilation of Preliminary Findings

After the field reports of the consultation workshops were gathered in Kathmandu, the Girls' Team worked together to go through the findings. They separated the documents in different categories, such as introduction, girl's issues, causes and consequences, recommendations, creative writing as well as reports and list of participants. Each member was responsible for analysing information for different categories. They divided the issues in 12 different themes aligned with the rights provisions of CEDAW and clustered them together. Within a theme, sub-themes were identified as per the issues raised by the participants in consultation workshops. For the purpose of the national consultation workshop, they prepared a template for Girl-led Report on CEDAW, PowerPoint Presentation on the basis of the preliminary findings, and wall magazines including selected creative writings sent from districts.



2.8 National Consultation Workshop

A two-day national consultation in Kathmandu was held on 5-6 September 2018 after completing all the district and special consultations. The member of the Girls' Team, the Girls' Facilitator team, as well as a few members of special consultation workshops participated in the National Consultation. The national consultation was divided into three parts:

1. Documenting the further findings from the consultation workshops in the districts and special ones;
2. Sharing and validation of the preliminary findings with input and feedback; and
3. Sharing the preliminary findings to CSO representatives.



At first, all the girl and adult facilitators in the respective districts worked together to document and



present their overall experiences in the consultation workshops including their learning, challenges and how they overcame the challenges. Secondly, the Girls' team shared the template of the report and preliminary findings. A Talk Show was also organized during the workshop for further developing the knowledge and expertise of the participants on issues related to girls and disability. The participants provided their input and feedbacks in the findings presented. Additionally, they also prepared to share findings with CSOs on the second day of the workshop.

During the meeting with CSOs on the second day of the workshop, the Girls' Team presented the preliminary findings to the CSO representatives through various creative ways such as drama, poems, song, story-telling, comics, drawing, and presentation on individual issues. They also shared the reasons for being proud and ashamed as a Nepali girl. The open floor discussion followed the sharing of the findings.

2.9 Finalization and Submission of Report

Following the feedback and input received from the National Consultation Workshop, they worked together to further shape the report. They elaborated each issue of the girls in the given themes and articulated their views and opinions in the report. The Girls' Team prepared the report with the guidance of a group of the adult facilitation team, who provided technical support as well as support whenever needed. The same team reviewed the report the Girls' Team prepared to harmonize it.

3. Who was Involved?

The whole process of preparing and submitting this report ensured the participation of 639 children and adolescents of different sexes (girls, boys and sexual minorities), age groups (younger children and adolescents), belonging to various ethnographic backgrounds (castes and ethnicities) as well as economic conditions, dis/abilities, and representing geographical locations (47 districts along covering all provinces and all geographical regions) of Nepal. As such, following sections provide the distribution of participants directly involved in the process.

3.1 Involvement by Age and Sex

A total of 639 children and adolescents were directly involved in the process. Among them, 527 were girls, 110 were boys and two belonged to sexual minority group. The table below provides details of participants by age-group and sex:

Table No. 2: Age and Sex-wise Composition of Participants

Age-Group	Girl		Boy		Others		All Sexes	
	No.	% of all sexes	No.	% of all sexes	No.	% of all sexes	No.	% of all sexes
Below 12 years	20	95.2%	1	4.8%	0	0.0%	21	3.3%
12-14 years	139	84.8%	25	15.2%	0	0.0%	164	26.1%
15-17 years	263	79.7%	67	20.3%	0	0.0%	330	52.5%
18 years and above	63	79.7%	15	19.0%	1	1.3%	79	12.6%
N/M	42	93.3%	2	4.4%	1	2.2%	45	7.2%
Total	527	82.5% of N=639	110	17.2% of N=639	2	0.3% of N=639	639	100.0% of N=639

Source: Details of Consultation Workshops, 2018

The age of children and adolescents ranged from 8 years to 19 years. Being a girl-led report, it was expected that the participants would be up to 18 years. However, while conducting some special consultations, especially with child labourers in the entertainment sector²⁰, they got to meet with some of the friends who started working early but were above 18 years of age. So, they still considered their participation given the difficult circumstances they had experienced during their childhood. The majority of participants (that is, 52.5 per cent) were between 15-17 years old, 26.1% were between 12-14 years old, and 12.6 per cent were above 18 years of age. A total of 21 younger children (below age 12) also took part in consultations, and 45 children did not mention their age.

3.2 Involvement by Geography

The process of preparing this report witnessed the involvement of children and adolescents from 47 districts (out of total 77) of Nepal. This indicates that the process reached slightly more than 60 per cent of the geographical locations of Nepal. Similarly, in terms of provincial participation, children from all seven provinces were part of the process. The table below shows the details:

²⁰ That is, "sex work"

Table No. 3: District-wise Representation

S.N	District/s	No. of Districts	Girl		Boy		Others		All Sexes	
			No.	% of all sexes	No.	% of all sexes	No.	% of all sexes	No.	% of all sexes
1	Province No. 1	12	39	100.0%	0	0.0%	0	0.0%	39	6.1%
2	Province No. 2	2	43	81.1%	10	18.9%	0	0.0%	53	8.3%
3	Province No. 3	13	225	81.8%	48	17.5%	2	0.7%	275	43.0%
4	Gandaki Province	4	42	77.8%	12	22.2%	0	0.0%	54	8.5%
5	Province No. 5	8	92	86.8%	14	13.2%	0	0.0%	106	16.6%
6	Karnali Province	4	44	78.6%	12	21.4%	0	0.0%	56	8.8%
7	Province No. 7	4	42	75.0%	14	25.0%	0	0.0%	56	8.8%
	Total	47	527	82.5% of N=639	110	17.2% of N=639	2	0.3%	639	100.0% of N=639

Source: Details of Consultation Workshops, 2018

To note: all districts in Province No. 3 were represented, followed by 12 out of 14 districts in Province No. 1, and eight out of 12 districts in Province No. 5. Gandaki Province, Karnali Province, and Province No. 7 had representation from four districts each, and Province No. 2 representation from two districts out of 8 in total.

In regard to the number of participants, the highest numbers were from Province no. 3, i.e. 275, followed by 106 in Province No. 5. Similarly, the lowest number was observed in Province No. 1, where a single consultation workshop was organized with representatives from various districts of the province. In rest of the provinces, almost an equal number of participants ranging from 53 to 56 in each province were present. (Please refer to Annex V for district-wise representation of children and adolescent in this process.)

3.3 Involvement by Ethnography

During the consultation workshops, they had witnessed the representation of 45 caste/ethnic groups out of 125 caste/ethnic groups of Nepal. Some of them did not mention their caste, hence they were categorized them in Not mentioned category. They have then clubbed the caste/ethnic groups into a few categories. The table below provides the details of the same:

Table No. 4: Caste/Ethnicity of Participants

S.N	Caste/Ethnic Communities	Girl		Boy		Others		All Sexes	
		No.	% of all sexes	No.	% of all sexes	No.	% of all sexes	No.	% of all sexes
1	Brahmin, Kshetri, Thakuri and Dasnami communities	207	80.9%	48	18.8%	1	0.4%	256	40.1%
2	Mountain and Hill Ethnic Communities	149	84.2%	27	15.3%	1	0.6%	177	27.7%
3	Dalit Communities	94	80.3%	24	20.5%	0	0.0%	117	18.3%
4	Madheshi Communities	34	87.2%	5	12.8%	0	0.0%	39	6.1%
5	Musalman community	18	85.7%	3	14.3%	0	0.0%	21	3.3%
6	Tharu community	12	100.0%		0.0%	0	0.0%	12	1.9%
7	Not mentioned	13	81.3%	3	18.8%	0	0.0%	16	2.5%
	Total	527	82.5% of N=639	110	17.2% of N=639	2	0.3% of N=639	639	100.0% of N=639

Source: Details of Consultation Workshops, 2018

Of total 639 participants, 40 per cent of children belong to either caste in *Brahmin, Kshetri, Thakuri* and *Dasnami* communities, followed by more than one-fourth (i.e. 177) from mountain and hill ethnic communities. Similarly, 18.3 per cent (117) participants were from Dalit communities and 39 were from Madheshi communities. Very few also belonged to *Tharu* and Muslim communities and 16 participants did not mention their caste. (Please refer to Annex V for detailed table on representation of children from various caste and ethnicities.)

3.4 Involvement of Children with Disabilities

A special consultation with children with various types of disabilities was conducted as a part of this process. Also, in some consultations, children with disabilities were invited to participate. In total, 16 girls and 7 boys with disabilities were part of the consultation. The types of disabilities included: eight children with hearing impairments, six with physical disabilities, four with visual impairment, two with mild intellectual disability, and one with multiple disability (visual impairment and physical disability). *(Please refer to Annex V for detailed table on representation of children from various backgrounds.)*

3.5 Involvement of Girls in various circumstances

A total of five special consultation workshops with girl trafficking survivors, survivors of sexual abuse, children with disabilities, girls involved in various forms of child labour, girls living in institutional care were organized for this report. The Girls' Team facilitated these consultations. Such special consultations dealt with the status of gender-based discrimination against girls from particular backgrounds. *(Please refer to Annex V for detailed table on representation of children from various backgrounds.)*

4. Participation through Creative Writing

It was already mentioned that following every consultation workshop session, an hour and half was dedicated for the participants to express their views and opinion about discrimination against girls through creative writing. It was totally voluntary as not all participants had an interest in creative writing. As such, the participants expressed their views and opinions on the status of girls and realisation of their rights through case studies, stories, poems, drama, comics, drawings, etc. The details of creative writings written on various issues of girls Girls' Team received are as follows:

Table No. 5: Creative Writing Details

S.N	Form of Creative Writing	Number
1	Poem	57
2	Story	23
3	Drawing	21
4	Drama	13
5	Song	4
6	Case story	18
7	Wall Comics	2
8	essay	3
	Total	141

Source: Details of Consultation Workshops, 2018

In total, 126 creative writings were received from 25 consultation workshops organized for the purpose of this report. Of those, 57 were poems, 23 were stories, 21 were drawings, 18 were case studies, 13 were drama, four were songs, three essays and two wall comics. A few among them were selected based on appropriateness, form of expression and themes and had been translated into English. *(Please refer to Annex III for translation of some selected creative writing and Annex IV for original ones.)*

5. Experiences of Children

The whole process of preparing and submitting the report on CEDAW was very exciting and full of learning experiences for all of us. In this regard, the following sections provide overall experiences of the children during this process.

5.1 Experiences from consultation workshop in districts

As expressed by the participants in the consultation workshop, they learned about the rights provisions of CEDAW. Almost all of them had never heard about CEDAW though they had learned about the CRC. Those participants who had not been involved in child clubs had never had an opportunity to learn about CRC. Getting to learn about CEDAW and expressing their own views and opinions on status of girls and their current issues was very important for them. They all felt proud to be the part of this historic accomplishment. They were able to share their own problems as a girl and problems of their peers. There were even some boys as participants in the consultation workshops, though none of them were in the Facilitation team. It may sound strange for boys to be a part of Girl-led Report on CEDAW, but the boys expressed interest in sharing their observations about the girls in their surroundings: their sisters, their classmates and peers. They were equally excited to be the part of this process.

5.2 Experiences of Girl-Facilitators

The Girl-Facilitators who facilitated the whole process of one-day consultation workshops in their respective districts considered the process as a stepping stone for their empowerment. Learning about CEDAW from the scratch and being able to deliver information on CEDAW and its rights provisions was a very satisfying experience. Being a resident of a particular district, they may have some information about it, but upon discussing with others from their district, they realized that they had much to learn about their own communities. It was very insightful for them to learn more about the issues in their districts. During the capacity-building workshop prior to the consultation workshops, they participated in consultation workshops and shared their own views, allowing them to facilitate more effectively after being aware of the issues in other districts.

They also learned some project management skills, use of technology and how to work around technological difficulties in remote parts of the country. They also learned about the importance of coordination while planning the workshops. They felt encouraged because of the success they achieved from a workshop they led. They understood the importance of social inclusion in any development activities, and hence tried to include all the communities in the district for wider coverage of issues while ensuring the participation of various communities and geographical locations. They also realized that there are multiple issues within a single broad issue of girls' rights and they also learned how to analyse issues more critically and intervene focussing on every single sub-issue for solving the broader issue of gender discrimination. Some of them even felt that they became a teacher for a day and were able to introduce new things to their peers.

Irrespective of a few difficulties in the process of organizing consultation workshops, they mitigated the challenges and successfully organized the workshops. Writing reports from the consultations they themselves had facilitated and sending it to Kathmandu for compilation was another skill they gained through this process. They shared that they were proud of themselves for having been part of the process of developing a Girl-led Report on CEDAW.

5.3 Experiences of Girls' Team

This whole process of developing a Girl-led Report on CEDAW has been a matter of pride for all of the members of the Girls' Team. They feel privileged that they, out of all the girls in Nepal, got this opportunity to accomplish this historic task. Initially, they were not confident in their competency for this assignment. But indeed, they went through all the documents of 25 consultation workshops and were responsible for compiling the materials collected during the special and district-level consultations to develop the report. It is because of this they got to appear in the limelight of this process and it was a great experience for them. However, the roles of the Girl-Facilitators who conducted district level consultations were equally important to make this process a success.

They said that the whole process was like a roller coaster ride. They went through a lot of emotions during this one and half month period while collecting data, interacting with girls and boys of different geographical locations of Nepal. They were sometimes sad reading the issues and problems of their peers, sometimes were astonished as the issues were completely new for them. The creative writings of the friends also brought tears in their eyes as they were heart-warming and heart-rending. While facilitating the special consultation workshops with children with disabilities, staying at institutional care, involved in child labour, survivors of trafficking and sexual abuse; they became emotional, for they came to know about the issues and problems they had never heard of. Still, they were inspired to hear the courage of their peers who were fighting through their circumstances. Two of them got to travel outside Kathmandu by air for the first time to run consultation workshops. While preparing for the national-level consultation workshop, they also prepared wall magazines including the creative writings their friends had sent them. One of the members of the team had never prepared a wall magazine her own. So, she was awestruck by her own effort. Likewise, one of the members of the Girls' Team who took part in the drama performed in the meeting with CSOs (during the National Consultation Workshop) shared that she felt wonderful.

In regard to learning experiences, they believe they have learnt a lot. In the beginning, none of them were confident about whether to be part of this process or not as they knew nothing about CEDAW. Now, they are well-versed in the rights provisions CEDAW as not only they received training, but also implemented what they learned. In addition, they developed recommendations relating the issues

shared by the participants of the consultations. They say that this process has developed their public speaking, report writing, facilitation, and analytical skills as well as has made them sensitive towards the issues. At this point in time, they all feel empowered and consider it an enriching experience.

6. Coordination and Support for the Report

A lot of individuals and organizations were involved and extended their support in accomplishing this task. Consortium Nepal would appreciate their contribution in the process of this Girl-led Report on CEDAW.

First of all, the 527 girls' 110 boys and two sexual minority children and adolescents were involved in the process of preparing and submitting Girl-led Report on CEDAW including Girls' Team members who led the process as well as girl facilitators who facilitated consultation workshops in their respective districts. The adult facilitators who accompanied them to the Capacity Building Workshop held in Kathmandu as their guardians mentored and provided backstopping support to conduct consultation workshops in districts. Ms. Nirijana Bhatta coordinated with district level organizations in organizing consultation workshops. Mr. Amit Raj Shrestha took the responsibility for overall coordination whereas Mr. Santaram Dangol, the Chairperson and Mr. Santosh Maharjan, the Secretary provided leadership.

Consortium Nepal had coordinated with networks such as Alliance Against Trafficking of Women in Nepal (AATWIN), Child Care Home Network (C-NET), Children as Zones of Peace (CZOP), Destination Unknown: Children on Move (DUCOM), Convention on the Rights of the Child- Human Rights Treaty Monitoring Coordination Committee (CRC-HRTCMC), National Alliance of Child Rights Organizations (NACRO), National Alliance of Street Children (NAOSC), National Campaign for Education (NCE), National Child Protection Alliance (NCPA), Inclusive Education Forum, and N-CFLG Forum in this process.

Child focused organizations such as CWIN Nepal, Global Action Nepal, Jagriti Child and Youth Concern Nepal, and Yuwalaya not only supported in consultation workshops, but also provided technical support in the whole process. Other organizations, Bhaktapur CBR, Children and Women in Social Service and Human Rights (CWISH), Everest Youth Club, Human Rights Awareness Centre, Nepal National Social Welfare Association, Protection Nepal, Rural Development Centre, Seto Guras Child Development Services-Rupandehi, Social Awareness Centre, Social Awareness Concern Forum (SAC), Women's Rehabilitation Centre (WOREC Nepal) extended their support in organizing consultation workshops. CWIN has been the part of this process since the inception.

Plan International Nepal, Save the Children International Nepal, Oxfam in Nepal, Global Affairs Canada and KANALLAN had provided the technical and financial assistance for the entire process.

Mr. Chandrika Khatiwada and Ms. Nina Maharjan from Institute for Legal Research and Consultancy extended their technical expertise and guidance from inception to finalizing the report. Ms. Ganga Maharjan, Geographer designed the map of Nepal indicating district coverage of Girl-led Report on CEDAW.



Annex III

Creative Writings (Translated)

Figure 1:

I am a Daughter

You want to close my eyes before I got to see the world,
You want to sell me and do business of me as if I am a mere object.

Your sinful deeds make me feel that
you are not a father, an uncle or a brother of anyone,
Even though you are a human being, you are no less than a devil.

As I was growing from babyhood to adolescent stage,
You locked me up in a cowshed during my first menstruation.

My tears were revealing my pains and suffering to you,
But did you hear the plight of this daughter?

You try to capture my body and my soul in your hands
And, you consider it as masculinity, don't you?

I am screaming and crying in pain due to your torture,
Because of a Devil like you, I am scared of *Ram** as well.

We are facing cruelty in excess;
please try to understand our appeal,
Only if you respect me and I respect you,
the human existence is possible!

**(A protagonist in epic of 'Ramayana')*
Muna Subedi, 17 Years, Rolpa district of Nepal

Figure 2:

Move Ahead holding Your Parent's Hands

It's easy to walk, easy to move forward
If you are careful enough, life gets easy as well.

Everyone fall down while trying to walk, should not feel tired
Stand up quickly if you fall and walk again, do not stop walking.

It's easy to cheered up, easy to live a life,
Recognizing one's enemies and friends, life gets easier as well.

Enjoy dancing with the pen, laughing with your book
Talking with the book and dancing with it.

Let your teacher know, if the book overpowers you,
Be an obedient and learned, grasp the knowledge of books you read

Obey the laws, rules and regulation,
We should move forward holding hands of our parents or guardians

By Romiya Acharya, 13 years, Rolpa district of Nepal

Figure 3:

***Chhaupadi* Tradition**

Many adolescent girls and women are being isolated during their menstruation. It is injustice in fact. Since time immemorial, the Mid and Far Western Development Regions (in Karnali State and State No. 7) of Nepal is practicing this harmful tradition known as "*Chhaupadi*". In this tradition adolescent girls and women are forced to live in a small hut or cowshed during when they suffer a lot. Every year few of them have lost their lives by being victimize of incidents such as snake bite, and sexual abuse. Just because of this practice, which is regarded as part of their culture, many adolescent girls and women do face physical and mental torture. This practice has strongly challenged the notion of girl or women's empowerment.

Adolescence is the one of the most challenging phases of human life. At this phase, girls experience rapid emotional and physical changes. One of the major changes they go through is 'Menstruation'. For every girl, the sudden changes in her body is a challenge to manage. This is the reasons, they require special attention, love care and affection. However, during menstruation period, they are denied of certain food to eat, sleep in *Chaughar* all alone, and in some cases even going to school. This might cause psychological problems. In addition, adolescent girls and women do face domestic violence, mental torture, physical exploitation and rape. This has made adolescent girls and women more vulnerable. In a society where women are considered as weaker section, this malpractice has aggravated the pain women are already suffering.

So far, thousands of adolescent girls and women have been a victim of this harmful traditional practices including *Chhaupadi*. They are waiting for someone to help them eliminate this harmful practice.

It is the right of every person to live a happy life. Adolescent girls and women should not be deprived of enjoying their rights on the basis of their sex. Therefore, we all need to work together to eliminate harmful traditional belief and practices like *Chhaupadi* from Nepali society.

Kamala Upadhyaya, 16 years, Kathmandu district of Nepal

Figure 4:

Life Imprisonment to the Step-father for Rape Case

A 14 years old girl from Koldanda, Birendranagar Municipality-2, was being physically and sexually abused by his step-father since she was 10 years old. Her mother married this man after she left her first husband. (Her mother was the youngest wife of her step-father and the 14 years old girl is the daughter from her mother's previous husband). Her mother knew that her husband is abusing her daughter. However, due to the fear of the society, she could not oppose it strongly or to reveal it to anyone. Similarly, the step-father had threatened the daughter again and again saying that if she revealed the matter to anyone, he would kill her and her mother. As such, she was forced to accept it silently.

One day, the girl went to her aunt's house to celebrate housewarming ceremony along with her step-father and stayed overnight there. At night, the father went to her daughter and persuaded her to return home along with him, which she denied downright. The intention was to have sex with her. After failing to convince the girl to return back, he forced her to follow with him at the backyard. The girl's aunt was awfully listening to the conversation and resisted saying, "she is not going anywhere. Why do you want to take her to backyard at midnight?" In full of anger, the step-father replied, "she is like my wife and I will take her wherever I want and I can do what I want by all means."

Then, the truth that the girl was being sexually abused by the step-father was revealed. And with the support from the girl's aunt, the Adolescent Girls' Committee and Toile Development Committee jointly filed the case against the step-father without any delay. The court decided the case in the girl's favor and the step-father is serving life imprisonment.

This case story was prepared by a 16 years years old girl from Surkhet district of Nepal

Figure 5:

How I was trafficked

My native place is a border city in lowlands of Nepal. When I was 15 years old, I fought with my mother once day and left home alone to go to my maternal uncle's home which is in India. But, suddenly, I was kidnapped by unknown persons and I was taken to Delhi, India after wandering around few towns of India for few months and being sexually exploited from time to time. I was being sexually exploited for six months in Delhi.

One day, I ran away from there and went to nearby police. Those people were caught by police and put behind the bars and I was sent to safe house in Delhi, where I stayed for two years. Then I was returned to Nepal by an organization working for trafficking survivors in Nepal and am staying in the safe house run by the organization. I am learning skill-based training and studying in formal school together.

I have even visited my parents twice and my mother insists me to come back home and get married as it is tradition to get married in early ages in my community. I am really enjoying my life over here and learning things. I am 18 years old now and I have dreamed of becoming a Fashion Designer in future. I am hopeful that I can be independent in future, instead of getting married at early age.

Figure 6:

Open Border and Issues of Girls

Challenges of Open Border

- ⚠ Due to the open border between Nepal and India, it is easier for brokers to traffic children to India without much difficulty and avoid police arrest. As a result, the brokers use whatever means possible to lure children or their parents into allowing them to take the children to India.
- ⚠ The Nepal-India Open Border has resulted
- ⚠ The trafficked children are forced to work in an entertainment sector (i.e. Circus) where they are experiencing labour exploitation
- ⚠ The trafficked children are vulnerable to organ trafficking, which put their life at a great risk.
- ⚠ The trafficked children are at risk of sexual exploitation
- ⚠ There have been instances where trafficked children who attempted to escape were burnt to death or killed using other means.
- ⚠ Trafficked girls have been the victim of rape and other forms of physical and emotional exploitation/abuse.
- ⚠ Trafficked children have been the victim of sexual abuse and violence.
- ⚠ Due to the open border, it is difficult for security agency to arrest the real culprits, as they can take shelter in India without having to go through any security check.

As a result--

- ⚠ Trafficked girls are obliged to work in an entertainment sector (Mainly in circus)
- ⚠ Trafficked girls are at risk of sexual exploitation, and their future is at peril.
- ⚠ The opportunity for girls or women to be self dependent is compromised.
- ⚠ It becomes very difficult to ensure justice and compensation to the girl survivors of violence or abuse.
- ⚠ They might go through serious psychological problems if they don't get justice on time.
- ⚠ The community stigmatizes and mistreats the girl survivors.
- ⚠ If concerned authorities do not take a proper measure to rehabilitate and reintegrate them to the society, they might be deprived of the right to education.
- ⚠ The girl survivors of sexual exploitation and abuse are prone to HIV and AIDS and other sexually transmitted infections.

Solution to the Problems

- ⚠ Introduce strict surveillance measures at the border.
- ⚠ Emphasize on empowering girls from early age.
- ⚠ Ensure girls' access to free and compulsory education.
- ⚠ Ensure ethical and meaningful participation of children in programs related to them.
- ⚠ Launch public awareness campaign to sensitize community on Human Trafficking and effectively mobilize

Figure 7:

You should not Stop My Way Anymore, My Father!

It is enough my father, you should not stop my way anymore
You should not consider me meek anymore -2
(It is enough my father)

Look at me, I have two hands and two legs like yours and anybody else
You shouldn't nag me time and again because I am a daughter -2
(It is enough my father)

I can distinguish between good and bad as you do and anybody else,
You should not intervene in writing my destiny anymore -2
(It is enough my father)

Confining me only inside the house in the name of tradition and culture,
You should not cut my throat by allowing me to rest on your lap-2
(It is enough my father)

Are you poking your nose all the time because I am a daughter?
You should not chase me everywhere I go anymore-2
(It is enough my father)

Binisha Niraula, 16 years, Sunsari district of Nepal

Figure 8:

Educate the Daughters

Deeming blindly to the traditional beliefs, what kind of feeling is that?
Respecting equal rights of daughter don't get shy and make enormous cry,
Do not let daughter fall behind by discriminating her based on gender,
Till when the daughter is forced to live in hatred and rejection.

Why do you kill a daughter inside the womb before she is born?
Why are you after ending her existence only because she is a girl?
Daughter is also your child then why do you discard her,
Why a girl needs to accept injustice just because she is a daughter?

Why you deprive her from all the opportunities, just because she is a girl?
Why you compel to bury all her wishes and dreams inside her heart?
Let us give the daughter to smile, let us live her own life,
Let us give all the girls to be born in this wonderful world.

Daughters are facing sexual exploitations and abuses.
They have started blaming themselves for this fate they face,
Not getting an equal opportunity for education as son,
How can daughter become aware and well informed?

We have a daughter as the president of the nation, at t present,
Can't she influence the world, if you let her explore outside the home,
All daughters should get an inspiration and enlightened by the education,
We can light up the ray of hope in this world by marching together.

By Sita Bhujel

Figure 9:

Abandoned Girl

She doesn't have parents
She doesn't have siblings
'Khate'* is the name
Everyone uses to call her

She doesn't have any friend
Except for one rag
Not sure whether or not she knows
Whose daughter she was

Wears torn clothes
Walks trembling to unknown destination
Give me something to eat
She begs, spreading hand forward

Not in a palace but
She lives in a pavement of the street
Who will show compassion to her?
Seeing this terrible situation

She might have wish and aspiration
To go to read and write
She might have a dream
To see her own bright future

** Slang word used for calling Rag pickers and street-based children.*

*Pratima Kandel, 16, Kathmandu district
of Nepal*

Figure 10:

Respectful Representation of Girls (Song)

The neighbor brother next to my house says he doesn't accept any dowry
He believes that 'if a girl is educated, she can fill up an empty house'

Let everyone work together to end violence against women
To eradicate the social malpractices

For eliminating rampant rape, murder and violence
Launch a campaign from East to West for raising awareness

Let us get rid of negative thoughts and perception about girls and women
Make a promise oh males putting your hand on your heart

Many girls and women are being raped like Nirmala
Where the government is hiding who is supposed to ensure justice to all

Let us ensure the respectful representation of girls and women
Should stop abortion of girls selecting their sex

Rakshya Nepali, Rupandehi district of Nepal

Figure 11:

Child Rights Violation

There was a girl in a village of Nepal. The family was very poor. There were seven members in the family. The family had difficulties even to manage food for morning and evening. The children in the family were not enrolled to school. The community belonging to this family had strong traditional belief. In the community, girls were forced to get married at their younger age. The elder girl in the family also married off much before she reached to legal age.

Soon after her marriage, she got pregnant. Because she was quite young, it severely affected her health resulting to the miscarriage and she herself died. In this way, she lost her life at the age when she was supposed to play, study and have fun. The harmful tradition took away all of her rights along with her right to life.

By Kalpana Karki, Udayapur district Nepal

Figure 12:

Only four remained Let's Unite against Child Marriage

Today is a holiday. Sita meets Gita on the road without any plan. Both of them started talking about how they could stop child marriage in their village. In their village, recently a girl was forced to marry without reaching the legal age.

Sita: How are you Gita? Where are you going?

Gita: I am doing well. I am going to Uncle's house (*Thulo Baba*). One of the daughters of my Uncle got married at an early age, so I am going there.

Sita: Oh really! Why did the family force her to marry so early? Were they not aware of the legal age for marriage in Nepal?

Gita: I guess they know, the age. All the marriage before 20 years of age are illegal.

Sita: We should speak up against child marriages. I think we should collaborate with the concerned authority to implement the law of the country to stop child marriage.

Gita: Yes, you are right. It is a good idea indeed. Do you have any clue how should we proceed?

Sita: We should invite all the community people in a meeting, and discuss what roles and responsibilities should they take up to decline the incidents of child marriages in the village. Likewise, we should also discuss with concerned authority for penalizing those who violate the law. If we really want to end the child marriage in the community, we will have to work together and make collective efforts.

Gita: Yes, you are right. Now, let us start communicating this plan to all the community men, women and children. Also, we need to go and talk with our local Government and community-based organizations to work together.

Sita: Yes, we all should work together against child marriage.

मेरी वाटो देखन पाइकेन अउ

मेरी वाटो मेरी वाटो देखन पाइकेन अउ
(मल्ले मात्र कर्मलेर देखन पाइकेन अउ) - 2
(मेरी वाटो ...)

देवी समान दुइ हत दुइ खुट्टा हुंवाणी
(कान्छा देवी मेरी देखन पाइकेन अउ) - 2
(मेरी वाटो ...)

मा पाके त संस्तु खराब कुट्याएन संस्तु
(हरदोपमा आउने मेरी देखन पाइकेन अउ) - 2
(मेरी वाटो ...)

सँतलाके नाममा मल्ले नेपाल अउ
(कान्छा देवी मेरी देखन पाइकेन अउ) - 2
(मेरी वाटो ...)

चिचोचरो सुधी म होपी छनले होला
(मल्ले मात्र देवी मेरी देखन पाइकेन अउ) - 2
(मेरी वाटो ...)

विभीषा निबोध
पृष्ठ - १६

विदेहनाथ गणनाथिका ४ मा कञ्चन कोताडोडामा
वसने १४ वर्ष उमेरकी सुस्मीता सुनार नाम गठकी
किशोरीलाई सोही ठाँमा बस्ने तातामा बबाने आफ्ना
काही श्रीमतीको पहिना लोखेबाए याने किशकी
सुस्मीता सुनारलाई करिब ४ वर्ष अगाडी ४ १०
वर्ष बुढोबाए इमलाई आरिरीक छोपण मइरखेको
गरिबखेको आमालाई धाहा बुढोपुए पनि श्रीमती
श्रीमानको घर उ हाकीले गर्दा खेरी समायास मल्ल
उवाएर आफने छोरीश्रीमानका आरिरीक छोपण
सुपलागेको व कुडा लुकारको गरी किशोरीलाई
पनि बाबाने मारिनु भने हाकीले कुडा लुकाउने
बाइथ बनाएको थियो। उक्त दिन उ
दिन आफ्ना अलीको बसेको थियो र सोही दिन
उसको नाथे घरको घर पंचो पनि थियो। त्यस
बाट उ घर मइरउदा उसको बाबाने आखण्ड
ठाएने उक्का सपकोले इमलाई लिन गयो।
लिन पाएँ छोरी आउने मानेन र उसको बाबाने
व पाएरपाती लेइने गयो। यवापाली गरेको
केवला अलीसु गोष्ण खोयो र भने "कु पाकेन
आप्य बात परेको बेला मस्तो यवापाली गरेर
लिने लाग्न छोपेपु" मन्दा खेर उसको बाबाने
उ मेरो श्रीमती हो म यस्रीपनि लज छोड्यो
मन्दा मो कुडा समायास बाइरीयो र भोली
पल्ल उनको सिवाए केवला धाहा भयो र किशोरी
सिवाए केवलाए उ टोले विकास समितीबाट इल्ल
उसको बाबाने मुदा कल्ला गरियो र अलिने
उसलाई यन केको सजाए दिइयो।

प्रतिवेदन
आज्ञा अनुयायन
सुखीत

नाम: मुना सुवेदी
वमे: १६ वर्ष
ठेगाना: लिवाङ, रौलपा

Name - Rakshya Nepali
Address - Butwal - 2, Rupandehi
School - Shree Purna Singh Secondary
School.

प्र हेरी

- मैले सज्जसर देखेन नपाउने, तिमी मेरा अंरुता कले गने खोज्दै।
निजित अन्तु, के छौं मलाई, मझोछ तेचरिखतको धडा गने खोज्दै।
- तिमा कुकाम देखा लाग्छ, कसैको बुवा - काका अलि टाउ, होउने तिमि
हुन त माथै तै हो तर, रातस भन्दा कम हैने तिमि।
- म शिशु, जलिका हुँदै हुँकेँ धेरै ! म पर खर्ने तिमिले गेठमा
लगीर थुप्यो।
मेरा आशुखले मेरा पीडा सुनाउदै थिए, के तिमिले सुन्यो, के
हेरीको देखा ?
- आफ्ना हातराले मेरी गरिब अलि आत्मा जकडत खोज्दै,
के लखलाई तिमि आफ्नो पुरखाल सैच्यो !!
- तिमा खातनाले गर्दा विच्यारदेन र कराउदै हु म
तिमी घरती सुस्सले राखले गर्दा राम्रैग योने इरादे हु म
- धेरै भन्धकार भयो अत त, लौले बुझिँके कुरा
तिमिले मलाई र मैले तिमिलाई सम्भारत गरे मात्र दुइ मात्र
अरिखत पुत।

पल्ल घरको दाजिले नि दाइको लिन्न
अहदन् ३
नारी शिक्षित अर खाली घर अहदन् ३
लागनु पच्यो सबै मिली महिला हिंसा
विर्नाई
सामाजिक कुसंस्कार अन्त्य गर्नलाई
हटाऊन कलाटकारी हत्या हिंसा
विद्यमान
सैची काली सचैतना चलाऊ अभियान
हटाऊ अर कुविचार कुटुष्टिमा नारीमा
वचन देऊ पुरुष हाट सक्ने छातीमा
निर्मला अँ केँयँ मानिस कलाटकारको
सिकार अर
न्याय दिने सरकार कला लुक्न गर
सम्मानजनक उपस्थिति निश्चित गर्नु
नारीको
गर्भहत्या रोक्नुपर्दै चैली दारीको

नाम: जेमिया आचार्य उमेर: १३ वर्ष
 ठेगाना: गेलपा नगरपालिका ५ * लिवाङ
 पढेको विद्यालय: श्री बालकल्याण नसुना माध्यमिक विद्यालय ।

शिर्षक → बाल कविता

हिंडन सजिलो आछि छुन सजिलो
 अछि कति होम राखे जीवन सजिलो

हिंडन जोन्दा स्पेले लड्छन, जेठो मण्डु दुन
 लड्छे उठ्छे फेरी हिंड्छे हिंडन छाड्छु दुन

आफन्तर परछो भेस बुझे जाति
 जीवनमा हरेस नरगडु बुझि राख सार्थी

हाम्रो सजिलो सार्थी बाच सजिलो
 शत्रु मित्र चिने पढि जीवन सजिलो

कलम सँगै नाचु पढि किताब सँगै हामै
 किताब सँगै बार्तमामै किताब सँगै गाँचे

किताबले जिह्न खोजे गुरनाई भन्ने
 किताबलाई जितेरने सार्थी गुप्ती बन्ने

तियम र काहुनको पालन गर्नुपर्छ
 संझको औला थामी आछि छुनुपर्छ

(द्वैरी)

परम्परागत सौचाइ राखेने कस्तो भावना
 द्वैरीलाई यसको अधिकार दिने नगर वेदना
 लैजिक निम्न गरी द्वैरीलाई पढि पढि
 हुवा रे दिरकारमा द्वैरी बाँचुपर्ने ॥

द्वैरीलाई गर्भ भित्र सिङ्ग हुइयाए र किन माझै
 द्वैरी भएको कारण यसको अस्तित्व किन ताकहुर्यो ।
 जो तिम्रो प्राण हो किन गर्दा लाटछार
 द्वैरी भएको कारण सहनुपर्ने अत्याचार ॥

द्वैरी र दिरकारमा बाँचुपर्ने कस्तो
 के हाम्रो देशमा द्वैरी भएको हो सस्तो ।
 नरुन हिँडे दुई द्वैरीलाई बाँचुनु दुइ द्वैरीलाई
 जो सुनौलो संसारमा आप्त दुई चलिबाई ॥

द्वैरी भनी पाएका अक्तरकवाट वचित गराउने
 अनेहना कुट्या खाइला मनभित्र हराउने ।
 किन खोस्को आएको महत्वकाइना
 के द्वैरीलाई केन र जो देशमा सुरक्षा ॥

मौल शोभण दर्शनपारमा परिहेला हुन द्वैरी
 आफैमा थिकाइसके कसरी बाँचोसु विचरी ।
 द्वैरीलाई सरी शिक्षा हुन कसरी बोस चेतना
 गहमरी छाँडु पाइनि, मनभरि सुकाई वेदना ॥

आहिले देशमा राष्ट्रपति त लड्छे द्वैरी नै दिनभने
 के द्वैरीले केको हलाइले हाम्रो विश्व हलाइले सकिने त ।
 के द्वैरी आफैमा प्रेषणाको आधादु शिक्षाको द्वियो बली
 आशाको भयोनि नकाउन सकिने र ? ॥

नाम: स्वीता भुषेल
 कक्षा: १० / बाल शास्त्र
 मा. ति

बाल अधिकारका हतन

सुकुती गाँउमा एक जना बालिका अस्तित्व ।
 उनी सामान्य परिवार सम्भेका थिइन् ।
 उनको परिवारमा सात जना स्वयम्भु थिए ।
 उनको परिवारमा एक ह्वाकु तीन पति
 धौ-धौ पछ्यो । उ बाल बालिका हेरु विद्यालय
 जान पाएकी थिएनन् । उनका समाजमा अन्ध
 विश्वासको कारण जसले उमेरमा बालिका
 का विवाह जयजफती उनको मम्मी बुवाले
 बाल विवाह गरिदिनु भयो ।

यसरी जसले उमेरमा विवाह गरि-
 थिएका कारण बालिका गर्भवति भइ उक्त
 अवस्था कमजोर भएका थिया । उनका
 अवस्था कमजोर भएका कारण उनका
 बच्चा बाई जन्म दिन सकिन्न । यसरी
 उनले बच्चालाई जन्म दिन नसकेका कारण
 आफ्ना साथ सम्भु बच्चाका पनि स्यान
 बुझाइन । यसरी ति बालिकाले सपने,
 दाउने, खेल्ने उमेरमा आफ्नो जीवन
 गुमाउनु पर्छ ।
 यसरी उनले पाउने एक अधिकार
 उनी बाट खोसियो । उ उनका जीवन
 समेत नवीर्य भयो ।

निलला- ३२५५२

Annex V

Demographic Information

5.2 Representations by children of various backgrounds

S.N	Particulars	Girl		Boy		Others		Total	
		No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
1	Child Facilitator	17	100.0%		0.0%		0.0%	17	2.7%
2	Child Labour in Catering business	5	100.0%		0.0%		0.0%	5	0.8%
3	Child with Disability: Hearing impairment	6	75.0%	2	25.0%		0.0%	8	1.3%
4	Child with Disability: Intellectual Disability	1	50.0%	1	50.0%		0.0%	2	0.3%
5	Child with Disability: Multiple disability	1	100.0%		0.0%		0.0%	1	0.2%
6	Child with Disability: Physical Disability	4	66.7%	2	33.3%		0.0%	6	1.0%
7	Child with Disability: Visual impairment	2	50.0%	2	50.0%		0.0%	4	0.6%
8	Domestic Child Labour	6	100.0%		0.0%		0.0%	6	1.0%
9	Child Labour in Entertainment Sector	6	100.0%		0.0%		0.0%	6	1.0%
10	Children in Institutional Care	49	98.0%	1	2.0%		0.0%	50	7.9%
11	School Dropout Children	1	100.0%		0.0%		0.0%	1	0.2%
12	Trafficking survivor Children	2	100.0%		0.0%		0.0%	2	0.3%
13	Survivors of sexual abuse	6	100.0%	0	0.0%	0	0.0%	6	1.0%
13	Not Applicable	421	80.2%	102	19.4%	2	0.4%	525	83.5%
	Total	527	82.5%	110	17.2%	2	0.3%	639	100.0%

Source: Details of Consultations, 2018

5.3 District-wise Representation in Consultation Workshops

S.N	District/s	Girl		Boy		Others		Total	
		No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
1	Arghakhachi	1	100.0%	0	0.0%	0	0.0%	1	0.2%
2	Baglung	1	100.0%	0	0.0%	0	0.0%	1	0.2%
3	Baitadi	24	80.0%	6	20.0%	0	0.0%	30	4.8%
4	Bajhang	1	100.0%	0	0.0%	0	0.0%	1	0.2%
5	Banke	23	85.2%	4	14.8%	0	0.0%	27	4.3%
6	Bara	22	84.6%	4	15.4%	0	0.0%	26	4.1%
7	Bardiya	21	100.0%	0	0.0%	0	0.0%	21	3.3%
8	Bhaktapur	24	82.8%	5	17.2%	0	0.0%	29	4.6%
9	Chitawan	31	75.6%	10	24.4%	0	0.0%	41	6.5%
10	Dailekh	23	85.2%	4	14.8%	0	0.0%	27	4.3%
11	Dang	1	100.0%	0	0.0%	0	0.0%	1	0.2%
12	Dhading	3	100.0%	0	0.0%	0	0.0%	3	0.5%
13	Dhankuta	1	100.0%	0	0.0%	0	0.0%	1	0.2%
14	Dolakha	25	80.6%	6	19.4%	0	0.0%	31	4.9%
15	Doti	1	100.0%	0	0.0%	0	0.0%	1	0.2%
16	Gorkha	1	100.0%	0	0.0%	0	0.0%	1	0.2%
17	Humla	1	100.0%	0	0.0%	0	0.0%	1	0.2%
18	Ilam	2	100.0%	0	0.0%	0	0.0%	2	0.3%
19	Jhapa	3	100.0%	0	0.0%	0	0.0%	3	0.5%
20	Kanchanpur	16	66.7%	8	33.3%	0	0.0%	24	3.8%
21	Kathmandu	41	89.1%	5	10.9%	0	0.0%	46	7.3%
22	Kavrepalanchok	6	100.0%	0	0.0%	0	0.0%	6	1.0%
23	Khotang	1	100.0%	0	0.0%	0	0.0%	1	0.2%
24	Lalitpur	25	86.2%	4	13.8%	0	0.0%	29	4.6%
25	Lamjung	20	76.9%	6	23.1%	0	0.0%	26	4.1%
26	Makwanpur	23	74.2%	6	19.4%	2	6.5%	31	4.9%
27	Morang	15	100.0%	0	0.0%	0	0.0%	15	2.4%
28	Mugu	2	100.0%	0	0.0%	0	0.0%	2	0.3%
29	Myagdi	20	76.9%	6	23.1%	0	0.0%	26	4.1%
30	Nawalparasi	20	69.0%	9	31.0%	0	0.0%	29	4.6%
31	Nuwakot	2	100.0%	0	0.0%	0	0.0%	2	0.3%
32	Okhaldhunga	2	100.0%	0	0.0%	0	0.0%	2	0.3%
33	Pyuthan	2	100.0%	0	0.0%	0	0.0%	2	0.3%
34	Ramechhap	2	100.0%	0	0.0%	0	0.0%	2	0.3%
35	Rautahat	21	77.8%	6	22.2%	0	0.0%	27	4.3%
36	Rolpa	19	79.2%	5	20.8%	0	0.0%	24	3.8%
37	Rukum	1	100.0%	0	0.0%	0	0.0%	1	0.2%
38	Rupandehi	24	82.8%	5	17.2%	0	0.0%	29	4.6%
39	Sankhuwasabha	1	100.0%	0	0.0%	0	0.0%	1	0.2%
40	Sindhuli	17	85.0%	3	15.0%	0	0.0%	20	3.2%
41	Sindhupalchok	6	100.0%	0	0.0%	0	0.0%	6	1.0%
42	Solukhumbu	1	100.0%	0	0.0%	0	0.0%	1	0.2%
43	Sunsari	8	100.0%	0	0.0%	0	0.0%	8	1.3%
44	Surkhet	18	69.2%	8	30.8%	0	0.0%	26	4.1%
45	Taplejung	1	100.0%	0	0.0%	0	0.0%	1	0.2%
46	Tehrathum	1	100.0%	0	0.0%	0	0.0%	1	0.2%
47	Udaypur	3	100.0%	0	0.0%	0	0.0%	3	0.5%
	Total	527	82.5%	110	17.2%	2	0.3%	639	100.0%

Source: Details of Consultations, 2018

5.4 Caste/Ethnicity of Participants in Consultation Workshops

S.N	Caste/Ethnic Groups	Girl		Boy		Others		All Sexes	
		No.	% of all sexes	No.	% of all sexes	No.	% of all sexes	No.	% of all sexes
1	Baitha	1	100.0%		0.0%		0.0%	1	0.2%
2	Bantar/Sardar	2	100.0%		0.0%		0.0%	2	0.3%
3	Bote	1	100.0%		0.0%		0.0%	1	0.2%
4	Brahman-Hill	96	80.0%	24	20.0%		0.0%	120	18.8%
5	Brahman-Tarai	12	85.7%	2	14.3%		0.0%	14	2.2%
6	Chamar	1	100.0%		0.0%		0.0%	1	0.2%
7	Chhetree	81	78.6%	21	20.4%	1	1.0%	103	16.1%
8	Damai	28	70.0%	12	30.0%		0.0%	40	6.3%
9	Darai	1	100.0%		0.0%		0.0%	1	0.2%
10	Dhimal	1	100.0%		0.0%		0.0%	1	0.2%
11	Dom	1	100.0%		0.0%		0.0%	1	0.2%
12	Ghale	2	100.0%		0.0%		0.0%	2	0.3%
13	Gharti/Bhujel	8	80.0%	2	20.0%		0.0%	10	1.6%
14	Gurung	18	94.7%	1	5.3%		0.0%	19	3.0%
15	kahar	1	100.0%		0.0%		0.0%	1	0.2%
16	Kalwar		0.0%	1	100.0%		0.0%	1	0.2%
17	Kami	22	73.3%	8	26.7%		0.0%	30	4.7%
18	Kanu	5	83.3%	1	16.7%		0.0%	6	0.9%
19	Kewat	1	100.0%		0.0%		0.0%	1	0.2%
20	Khatwe	4	100.0%		0.0%		0.0%	4	0.6%
21	Kishan	1	100.0%		0.0%		0.0%	1	0.2%
22	Kumal	3	100.0%		0.0%		0.0%	3	0.5%
23	Kurmi	2	66.7%	1	33.3%		0.0%	3	0.5%
24	Limbu	1	100.0%		0.0%		0.0%	1	0.2%
25	Magar	27	79.4%	7	20.6%		0.0%	34	5.3%
26	Majhi	3	100.0%		0.0%		0.0%	3	0.5%
27	Mali	3	100.0%		0.0%		0.0%	3	0.5%
28	Marwadi	1	50.0%	1	50.0%		0.0%	2	0.3%
29	Munda	2	100.0%		0.0%		0.0%	2	0.3%
30	Musahar	1	100.0%		0.0%		0.0%	1	0.2%
31	Musalman	18	85.7%	3	14.3%		0.0%	21	3.3%
32	N/M	13	81.3%	3	18.8%		0.0%	16	2.5%
33	Newar	38	82.6%	8	17.4%		0.0%	46	7.2%
34	Rai	8	88.9%	1	11.1%		0.0%	9	1.4%
35	Rajbansi	2	100.0%		0.0%		0.0%	2	0.3%
36	Sanyasi/Dasnami	7	100.0%		0.0%		0.0%	7	1.1%
37	Sarki	10	90.9%	1	9.1%		0.0%	11	1.7%
38	Sherpa	1	100.0%		0.0%		0.0%	1	0.2%
39	Sonar	10	100.0%		0.0%		0.0%	10	1.6%
40	Sunuwar	6	75.0%	2	25.0%		0.0%	8	1.3%
41	Tamang	40	81.6%	8	16.3%	1	2.0%	49	7.7%
42	Teli	6	75.0%	2	25.0%		0.0%	8	1.3%
43	Thakuri	11	91.7%	1	8.3%		0.0%	12	1.9%
44	Thami	3	100.0%		0.0%		0.0%	3	0.5%
45	Tharu	12	100.0%		0.0%		0.0%	12	1.9%
46	Yadav	12	100.0%		0.0%		0.0%	12	1.9%
	Total	527	82.5%	110	17.2%	2	0.3%	639	100.0%

Source: Details of Consultation Workshops, 2018

Annex VI Photographs

Photographs from National Consultation Workshop



Photographs from Sharing with CSOs





Photographs from Consultation Workshops in Districts



Child-Led Report on Universal Periodic Review (UPR) NEPAL



**Submitted to:
Office of the United Nations High Commissioner for Human
Rights(OHCHR)**

**Submitted by:
Children of Nepal**

**Facilitated and Coordinated by:
Consortium of Organizations Working for Child Participation
(Consortium Nepal)**



**कन्सोर्टियम - नेपाल
Consortium Nepal**

Acknowledgment

Yes, we completed this First ever Child Led UPR Report of Nepal and we all are really proud to be part of it and complete this historic task and been able to be the collective voice of Children of Nepal. We were able to collect the voices, issues from all the provinces of Nepal. Provincial Consultations took places in all the seven provinces, where we learnt about UPR, it's process, Child Led UPR Report and its importance. We collected child related issues in the forms of articles like Essay, Story, Poem, Drawings etc. We believe that this report will be supportive to the OHCHR to understand the voices/ issues of children of Nepal, have constructive interactions with the delegations of Government of Nepal, and finalize the concluding observations afterwards.

We express our heartfelt gratitude to our parents, teachers, well-wishers for their mutual understanding, cooperation and support. We express our deepest appreciations to all the participant members who were part of this report in different consultations like Provincial Consultations and National Consultation who helped us to find various issues of children from all the provinces of Nepal. We are also thankful to the chaperones for taking care of our participant members and other fellow members. Also providing support as and when necessary while conducting Provincial and National Consultations.

Consortium of organizations working for Child Participations (Consortium-Nepal) took the overall responsibility to facilitate us during the entire process. In this regards, we are really thankful to all child centered organizations like AATWIN, CNET, CRC Secretariat-HRTMCC, CZOP, NAOSC, NCFLG Forum, National Coalition for Girl's Rights, Ratify OP3CRC Coalition, NCE Nepal, NCPA, Inclusive Education, DUCOM, Education Watch. And the Partner Organizations UNICEF, VSO Nepal, Save The Children, World Vision International, SOS, TDH Germany, Child Fund Japan, ECPAT Nepal, Action Aid Nepal for their facilitations, technical, and financial support. We express our sincere gratitude to them all.

Before, we began the process, it was necessary for us to internalize the issue, understand processes to be followed and our roles in each step. Further, we received support for collecting the information, analyzing it, drafting and fine-tuning the report. Hence, we would like to express our deepest appreciation to Mr. Deepak Bashyal, Mr. Bishnu Bdr Khatri, and Ms. Neha Gurung.

We extend our gratitude to Mr. Kiran Thapa, Mr. Mohan Dangal, Mr. Santosh Maharjan, Mr. Gaurav KC, Mr. Araj Gautam from Consortium Nepal and Ms. Nirijana Bhatta from CWIN Nepal for holding our hands, helping us to meet the finishing line and for being our guardian during the entire process.

Lastly, we would like to express our admiration to all the well-wisher for the encouragement, valuable insights and inputs to come up with this inclusive and comprehensive report.

Write up Team

Child-Led Report on Universal Periodic Review (UPR) NEPAL

Report Write up Team



Mandira Shrestha
Team leader



Masum Chaudhary
Team Member



Pabitra Lakai
Team Member



Subodh Dhimal
Team Member



Prekshya Adhikari
Team Member



Swikar Acharya
Team Member

NEPAL

Child-Led Report on Universal Periodic Review (UPR)

Summary

1. In Nepal, children's issues are in less priority and often considered as "soft issues". Realizing the need to actively involve children, UPR presents excellent opportunity to get child rights featured in international human right debates. Child rights are also human rights. The UPR is a process of periodic review of human rights situations of all 193 United Nations (UN) member states. It offers real opportunity and platform to raise child rights issues in a global action.
2. This is the first ever Child-led Report on UPR from Nepal. It was prepared by 169 children (84 girls, 79 boys and 6 children with disabilities) from 46 districts representing all 7 provinces of Nepal as a unique process itself. Its objective is to identify the challenges and actions that are taken to improve child right situations in local levels in child-friendly way.
3. We organized "provincial consultation" in all 7 provinces of Nepal. The children were oriented about the UPR and importance of Children Led UPR. Then, Child-led consultations were done to discuss and collect children issues in child friendly ways (wall-magazine, poem, drama, story, essay, letter, quiz, picture, drawing, case, questionnaire, audio, video etc.). After that, "National Validation Workshop" was organized in Kathmandu where the children discussed on achievements, problems and recommendations of Nepalese children. Throughout discussion, we found issues like child marriage, child labor, lack of adolescent friendly structures, menstrual hygiene, sexual exploitation, service gaps for children with disability, gender disparity etc. The government has taken certain steps (child right as fundamental rights in Constitution of Nepal (2015), Children's Act 2018 etc.) to ensure child rights. We demand for the implementation of laws in practice and make every individual responsible to ensure child rights. The "Report write-up team" of 6 children (3 girls and 3 boys) was formed and the report was finalized and submitted in technical guidance of Consortium Nepal.
4. Consortium Nepal (1999) is a champion network of organizations working for child participation in Nepal. It has been working for the rights of children through campaigns and advocacy at all levels. It has been carrying out activities to influence the key institutions for making a policy to establish a system of child participation as a norm.
5. We know that the major problem for realization of child rights in Nepal is not only a lack of resources but also a lack of political will. As child representatives, we understand the realities on ground and are more sensitive of the situation of children in Nepal. We also have the responsibility to make sure that children's rights are presented as part of human rights and not forgotten. We can make a huge impact at national level through this work. It is an opportunity to take our issues to international platform and make our government more responsible. So, we cannot afford to miss it.

"Take us seriously because we learn to solve problems now and will be able to solve big problem later."

Methods/Process

- 1. Provincial consultation:** Children participated in provincial consultations on Child Led UPR Report in all seven provinces of Nepal. In these consultations children were oriented about the UPR and importance of Children Led UPR. Then, Child-led Consultations were done to discuss and collect local child issues in child friendly ways (poem, song, drama, story, essay, letter, quiz, picture, drawing, case, questionnaire, audio etc.) Then the presentation was done by children along with stakeholders.
- 2. Child-led Community Consultation:** The consultation was a brainstorming session as children who participated in session conducted meeting in their respective local level to bring out issues regarding children as each participant of the provincial consultations were provided with the forms which the participant discussed in their family, communities, child clubs and schools in a child friendly ways. Then they sent those forms to Consortium Nepal. Thus, all the children and their guardians were directly and indirectly involved in this process.
- 3. National Validation Workshop:** After provincial consultations, national validation workshop was held in Kathmandu where there was inclusive participation of children (two selected participants-1 girl and 1 boy) from seven provinces. Here, the participant children were oriented about Child Led UPR Report. Also, a sharing was done on how Consortium Nepal facilitated and submitted “Child Led Report on CRC” and “Girls Led Report on CEDAW.” Afterwards, children worked in 4 different groups according to 4 pillars of child rights .The social issues like child marriage, child labor, lack of adolescent friendly structures, menstrual hygiene, sexual exploitation, service gaps for physically challenged, gender disparity etc. were raised. It was presented by children in child friendly way like drama, poem, letter to prime minister, wall magazine, song, picture, paint, story etc. Then, children write-up team was formed that comprised six children (3 girls and 3 boys) to write Children Led UPR report based on the view collected from children of all provinces. The closing session was done with palm print in a white cloth with the commitment of all guests and participants on unity in children’s issues. 30 children (girls-16, boys-14) and 85 stakeholders (female: 37, male: 48) represented all 7 provinces.
- 4. Report Write-up and Submission:** A social media group including write up team and technical supporter team was created. Through the group discussion, write-up team had 13 meetings. In the first meeting, the team was oriented on the technical aspects of the report. Then, the team started writing the report in other meetings. Also, the recommendations to Nepal in UPR Second Cycle and other various child related articles were studied under the guidance of technical support team including girl co-leader of “Girls-led report on CEDAW “. Then, the Report was finalized and submitted by the children write-up team themselves in OHCHR.

Situation, Progress, Cases, Recommendations

Rights to Survival:

- 1 **Sex-selective/unsafe Abortion:** Among 21.1% of abortion cases, 16.0% of abortion was unsafe¹. In desire of having boy child, couple determine the sex after 12 weeks and abort if the child is girl. In some of the areas, most of the women use piece of glasses, hot rod and other unhygienic local products inside vagina in order to abort.

Progress: Provision for safer abortion, Comprehensive Emergency Obstetric Care (CEOC) and forced or gender discriminated abortion is taken illegal. Government has prohibited selection of sex during pregnancy and legalized abortion on certain cases that has reduced the case of unsafe abortion.

Case:² *In Terai region of Nepal, one woman got pregnant for the 5th time. She has given birth to 4 daughters and forced to give birth to son. They have religious belief in dhamijhankri (traditional heroes) that they will find out whether the baby inside the womb is a boy or a girl. The woman went there and came to know it was daughter. Without medically confirming, she inserted broken pieces of glass inside vagina due to which she bleed a lot and got hypovolemic shock.*

We Want: Government should supervise all the abortion centers to know any illegal abortion happening. Health institutions should be restricted from identifying sex during pregnancy. Strict laws and policy should be effectively implemented against sex selective abortion. Safe abortion facilities should be available in all regions of Nepal and government should make sure that the facility is easily accessible.

2. **Lack of proper nutrition and health facilities to newborns and mothers:**³ 36% of children are stunted, 21% are underweight, and 10% are severe malnourished. Most of the newborns are deprived from required vaccinations in rural areas. In some of the cases, when girl child is born, she is deprived from all kinds of nutrition, love and affection, health facilities etc.

Progress: Safe motherhood program has been implemented that cover birth safety package, safer motherhood tablet (iron, folic acid, calcium), nutrition program, golden 1000 days program, incentives to institutional delivery, free health check-up etc. 97% of the population in Nepal has access to vaccination without any discrimination. Nepal was recognized as polio-free on 27th march of 2014. The constitution of Nepal 2015 (article 39) has ensured child rights to health and nutrition. Provisions for child rights to nutrition, safe drinking water and breast feeding up to 2 years.⁴

Case:⁵ *In Nepal, infant mortality rate is 32 per 1000 live births and under 5 mortality rate is 45 per 1000. 21% babies have Low Birth Weight (LBW). LBW babies are always in risk of developing disease and chances of dying always greater. One in every 22 Nepalese children die*

1 BMC pregnancy and childbirth(www.bmcpregnancychildbirthbiomedcentral.com)
2 Case interviewed by child-led report writing team, Mandira Shrestha
3 Nepal Demographic Health Survey 2016
4 Children's Act 2018
5 NDHS 2016, American Journal of Public Health Research (vol:3,2015)

before he/she reaches one year of age 1, and one in every 19 does not live up to his or her fifth birthday. Socio demographic factors are key determinants to LBW in developing countries.

We Want: The government should make viability of modern diagnostic and treatment equipment in health institutions across country and ensure that services are child friendly and accessible. Provision of well-equipped midwifery room in every health centers and well trained health professionals. Immunizations should be accessible in every region and provided as per policy of National Immunization Board. Facility of cold chain (to store motility of vaccines) should be available in every primary health care. Practice of exclusive breastfeeding should be implemented.

3. **Lack of First Aid services:** Many schools don't possess first aid materials and if available, they are not utilized properly.

Progress: Government has started "One School, One Nurse" program. Schools are provided with first aid box.

Case:⁶ *In a school there was a fight between two children's group among which one child was seriously injured because there was no first aid facility in his school he was rushed to hospital and got more serious while reaching. If there had been first aid in his school he wouldn't have been injured seriously.*

We Want: The program of "one school, one nurse" should be effectively implemented in every school. Training on first aid should be given to students and teachers in schools.

Rights To Protection

1. **Discrimination:** Caste, ethnicity, gender and disability based discrimination is social problem enrooted in the culture and structure of Nepali societies.

Progress:⁷ No one will be discriminated irrespective of origin, religion, caste, gender, physical condition, language and ethnicity. Rather, there are provisions for affirmative actions and rights to *Dalits (untouchables in Nepal)* to be taken to empower among the marginal groups of society.

Case:⁸ *Two friends went to their friends house to see her because she was ill but while they were about to enter to the house, her parents stopped them and asked them their caste among which one of them was Brahmin and the other was Dalit, because she was Dalit, she could not enter inside the house which affected her mental state.*

We Want: The government should monitor whether the chance is given to lower groups to be on higher position. Different campaign should be initiated to enroll those groups of children in schools and other skill development activities. Learning opportunities should be initiated for socially deprived children.

2. **Chaupadi Practices:** *CHAUPADI*, the custom in which women and girls are kept in Chhaughar (small hut like cow-shade built in distance out of house) mainly to remain during menstruation

6 Report write up Team, Pabitra Khadka

7 Constitution of Nepal 2015 (article 24)

8 Observed by Prekshya Adhikari, report writing team

cycle, is still prevailing in rural areas especially in Sudur Paschim province and Karnali province of Nepal. In urban areas, there is prevalence of considering menstruating girls and women as impure and are subsequently separated from others.

Progress: *Chaupadi* is regarded traditional harmful practice and yet to be criminalized. Nepal has initiated to destroy and discourage period huts as a campaign to end practices of banishing period women

Case: ⁹*On December 17, 2016, a 15-year-old girl in the Achham District in western Nepal died from suffocation in the shed where she was forced to sleep in because she was menstruating. Hers was the second chaupadi-related death that month in the District. Chaupadi-related deaths occur routinely in far-western Nepal.*

We Want: Policy level decisions and programs are needed for abolishing “chaupadi” custom. They should be provided with love, affection as well as nutritious food during menstruation. Awareness campaign should be raised against such practices. The government should legalize the campaign of “destroy period huts or forget state support”

3. **Street children:** Street children are stigmatized and have to face many problems: earn living by rag picking, begging on streets, working as laborers, drug abuse and addiction. Among the total population of Kathmandu i.e. 3.5 million of which there are reportedly over 1000 homeless street children. The vast majority of these children are illiterate boys aged between 10 and 18. ¹⁰

Progress: ¹¹ State provides special protection for vulnerable or street children. Under the “Street Children Rescue, Protection and Management Guidelines, 2015” developed by Ministry of Women, Children and Senior Citizens, National Child Rights Council (NCRC) is working for managing street children in the Kathmandu valley with the slogan of “no street children require to live in street.”

Case: ¹²*A child living on the street of Kathmandu was found using drugs (dendrite glue), while he was approached to be rescued, he didn't want to go because he was used to in the street.*

We Want: Street children shouldn't be stigmatized and their problems should be addressed by talking with street children and effective intervention should be planned and strongly implemented.

4. **Corporal punishments:** In the name of disciplining students, corporal punishments are given, leading to fear education.

Progress: ¹³ “No child shall be subjected to physical, mental or any other forms of torture at home, in school or in any other places or situations.” Nepal adopted the Children's Act 2018 which prohibits corporal punishments of children in all settings.

9 www.statnews.com 17 feb,2017)

10 State of Children in Nepal, CCWB 2018

11 The Children's Act 2018 (section 7)

12 Interview with Krishna Bhusal, Administrative Head, NCRC

13 Article 39 (7) of The Constitution of Nepal

Case¹⁴: *One of the teachers in Nepal punished her students, they had to slash their wrist if they didn't get good marks in pre-test. The teacher made students of class 6 and 7 slash their wrist with blades.*

We Want: The concept of child friendly education has focused more on child friendly physical infrastructures till date. There is a need to emphasize on teacher student relationship and in learning process to promote child friendly education. The “learn without fear” approach should be implemented in every school.

5. **Sexual abuse and exploitation:** The case of Sexual abuse like eve teasing, molestation, rape, acid attack are severe crimes against children. Sale and trafficking of children especially for sexual and labor exploitations is happening due to open border. Some are trafficked within the country while others overseas. Many children are victimized due to online sexual abuse (sexting, grooming and child pornography). 242 cases were recorded against child rape and attempt to rape. Few cases were related to murder after rape.¹⁵. Communities being aware of such issues are stopping girls from going out of families rather than teaching boys to behave properly.

Progress: ¹⁶Specific acts against children as sexual exploitation and abuse for instances, audio-visual pornography, sexual exploitation and abuse including any act relating to sexual intension etc. against children. The Child Helpline (toll free number 1098) is made available to respond such problems. Currently, there are 12 Child Helplines providing services for about 60 districts.

Case¹⁷: *In one of the schools in Lalitpur district a girl was studying in third grade and her Mathematics teacher was sexually abusing her. The girl was just 9 years old. Because of her age, she didn't know how to react. The teacher would always find a way to sit next to her in the class and molested her. It continued regularly for the next 2 years.*

We Want: There should be access to children in the community as well as in schools to complain against the case of child abuse by teachers or any other adults. Trainings on self-defense should be imparted to children to protect themselves from potential risks from abusers.

6. **Lack of proper child care:** Many children without parents are referred to residential child care homes for basic services including education and health care. However, there are many children in child care homes who don't need to be and there are many children who really need residential care but are not getting it. Physical infrastructure of child care homes is weak with inadequate facilities including sanitation and health facilities.

Progress: The government can establish or allow any person of organization to establish childrens home in the various regions of the country as per requirement¹⁸. In addition, section 52 of Children Act 2018 has provision of establishing center for children in needof special protection. There are 533 child care homes in operation in 46 districts. Where total 14864 (7194 boys and 7670 girls) are provided care.¹⁹

14 *Naya Patrika daily, 7th march 2020*

15 State of children in Nepal 2018

16 Children's Act 2018 (section 66)

17 *The Kathmandu Post daily*

18 clause 34 of Children's Act 2018

19 State of children in Nepal,2018

Case²⁰: *There is a boy in Nepal working in the street who is orphan and does not even have healthy and nutrient food to eat. Every one teases and beats him when he is all alone and can't share his feeling to anyone and he is mentally tortured.*

We Want: The Government should support only those children who are in real need of child care. Residential child care homes should take permission from concerned government authority before operating. The government should take stand on closing down the homes which are running without permission.

7. **Acid attack:** Nepal records round 40 acid attacks every year and victims were not entitled to any immediate payment to help with urgent medical care. In 40% burn cases in Nepal, victims die. Most often, victims get treatment only after travelling for 10-12 hours to a well-equipped facility.

Progress: Before 17 August 2018, there was no policy against acid attacks. Afterwards, the Supreme Court made an order that the victims should get immediate financial support from the government to cover the costs of treatment. New Criminal Code 2018 specifies that culprits are sentenced to 5 to 8 years of jail and have to pay fine NPR 1,00,000 to NPR 5,00,000. Burn victims will also be entitled to treatment costs according to new law.

Case²¹: *A 16 years old girl, while she was walking home with her friends, four masked men forced her into a room and splashed acid on her. While undergoing treatment, she became suicidal and jumped out of hospital window.*

We Want: The government should arrange immediate emergency treatment for acid attack victims. Trainings should be given to the staffs of all health centers so that victim don't have to travel long for treatment. Strict laws should be made and implemented against it.

8. **Child labor:** The demise of parents, desertion of family, polygamy, financial crisis, child marriage and low economic conditions of family drive children to engage in various types of works. Children involved in labor are deprived from their rights. Domestic laborers are deprived from parental love and care and do not get to visit their families even during holidays showing more chores during festival.

Progress: The Constitution of Nepal (2015) prohibits child labor in factories, mine and other risky sectors. Each child should be protected from labor and economic exploitation²². Different local government is declaring "Child-labor friendly Zone/District

Case²³: *A 14 years old boy of Kritipur was forced to work as a water tank helper after his mother died five years ago. He was mentally stressed and had to leave the house and work as a child labor because his step mother forced him to.*

We Want: The Government should immediately rescue all the child labors and provide basic services and education. Awareness programs against child labor should be conducted.

20 *The Kathmandu Post daily*

21 *The Kantipur Daily*

22 Children's Act 2018

23 provincial consultation, province no.3

9. **Drug Abuse:** School going children smoke, chew tobacco and also use drugs. They are also involved in stealing, robbery to make money to buy drugs.

Progress: Section 48 (2) of Children act 2018 has the provision for child correction homes for rehabilitating children who are victim of drug abuse. Awareness campaign related to drug abuse by various organizations. There is provision of NPR 100 fine and/or imprisonment up to 6 months for smoking cigarettes and/or consuming alcohol in public places.

Case²⁴: *A boy from eastern Nepal living his father started going to work with his father who was a driver. When he was 9, he started to smoke and slowly he was addicted to drugs. He died of lungs cancer after 2 years.*

We Want: The Government should establish child correction centers. Proper counseling should be given instead of punishments. Massive awareness and sensitization programs should be run for prevention of drug abuse among children through electronic and print media.

10. **Child marriage:**²⁵ According to the chapter 2 of population monograph published by CBS, 26.3% of children aged 10-18 years were married.

Progress: Marriage under age of 18 are restricted²⁶. Question of ending child marriage has been included with priority by SDGs (2016-2030). 'National Strategy to End Child Marriage, 2015' aims ending child marriage by the year 2020. Children themselves have been active against child marriage through child clubs.

Case²⁷: *A 15 years old girl in Nepal was also forced to marry in early age and was made to give birth at early age which affected her health and resulted to her death.*

We Want: The Government should empower girls with education, information and skills. Economic support and incentives to girls and their families should be provided. Parents should also be educated. Programs like "*beti padhau, beti bachau*" (Educate Girls, Protect Girls), insurance facility to girls child (*smart chhori*) etc. should be run in every regions.

11. **Discrimination between boys and girls:** "Why to water neighbors' plant" is the attitude of parents towards investing in girls. Sons are sent to private schools and girls in government. In some areas, girls don't even get that chance. Instead of school, they are involved in household chores. Girls are involved in chores from early childhood, so that they can learn and continue household chores as they grow up, whereas the boys are expected to play and study. Mostly, son are taken as the legacy of parenteral property and girls are taken as the burden for dowry.

Progress: Children's Act 2018 recognizes girls as the same status as boys. Sons and daughter have equal rights on ancestral property²⁸

Case²⁹: *In Karnali province of Nepal, there lived a girl who was mentally distressed because of her parents, she was not sent to school and had to do household chores all day, although*

24 provincial consultation, province no.1

25 state of children in Nepal, CCWB (2018)

26 Constitution of Nepal, 2015 and Civil Code Conduct, 2017

27 Provincial consultation, Sudur Paschim Province

28 The Constitution of Nepal (article 20)

29 Consultation with children in Karnali Province

skillful and talented she never went to school.

We Want: Efforts should be made to develop equality based on name, caste, family/economic background, race, gender or any division of human beings. Girls should be informed about equal inheritance property rights and should be empowered to claim their rights and demand support by their parents in pursuing education.

12. **Trafficking:** Children are trafficked to involve them in child labor, organ peddling, and for sexual exploitation within and outside the country. In the present years, the tendency to obtain passport before the legal age is also being observed.

Progress: The Government has arranged check post in the border areas to check out the ingoing and outgoing citizens. Various organizations are rescuing the trafficked children. The government has established various shelter home and arranged educational and life skill facilities.

Case³⁰: *A girl was born to an unmarried women who left the girl with maternal uncle. She fell in love with her neighbor, he lured her with assurance of taking up a good job and providing her a luxurious life she eloped with the boy who sold her at the brothel in Janakpur.*

We Want: Strict security in border check points as well as mobilization of police in open border areas should be done so that the cross border trafficking of children can be controlled. Appropriate justice and compensation should be ensured to children who have been victims of trafficking.

Right to Development

1. **Lack of proper educational facilities:** Due to long distance between school and home, children have to travel hours, skip morning meals and are not allowed to enter classroom if late. The bias behavior of teachers, keeping attention only on talent students and neglecting poor students, unavailability of well-equipped library, science lab, computer lab, unnecessary public holidays, less priority to extracurricular activities not punctual teachers are creating problems in quality education. Irregularity in attending schools and drop out of girls during menstruation period is common due to lack of well facilitated gender friendly toilets.

Progress: Since 2015, the result of Secondary Education Examination (SEE) has been started to publish in grade system, in which none of student fails due to which students are encouraged to go high schools. Provision of scholarship and midday meal to student has encouraged their families to send their children, especially daughters to schools and helped in girls enrolment in schools. Provision of free sanitary pads in school and establishment of gender friendly toilets are ongoing.

Case³¹: *A boy in Nepal had to walk for two hours to reach school due to which he was always late and was scolded by his teacher. He was suffering more and it badly affected his studies. Day by day, he was tortured and didn't feel like going to the school.*

We Want: The Government should increase the number of scholarships to the needy students by properly identifying their condition. Where the schools are far from the settlements,

30 Asian foundation.org (case study, Sabina)

31 Consultation with Child in Sudur-Paschim Province

alternative arrangements should be made to students. Schools should be established in certain kilometers and all facilities should be accessible.

2. **Lack of Extra-Curricular Activities (ECA)**: Sports have been divided based on gender. Girls are not motivated to play the sports played by the boys or vice-versa. Some parents do not encourage child to show their talent, learn new things and prove themselves. Sports materials are insufficient in schools and if available, not in use. Moreover, there is also lack of ECA teachers in schools to provide proper guides.

Progress: Each child has rights to participate in sports that suit to their age and interest³². Each school is supposed to manage sports materials and encourage students for taking sports activities out of their class time. The Government has been organizing various sport competition as well as ECA at the school, community, local, provincial, federal level.

We Want: ECA should be made compulsory in school's curriculum and there should be ECA in-charge in every schools. Sufficient sports material should be available in all school and children should be encouraged to participate in ECA.

3. **Deprivation from getting birth/citizenship certificate**: Children of institutional care, street children, LGBTIQ+ children are facing difficulty to obtain birth/citizenship certificate. Due to this, children are facing difficulty for their legal identity.

Progress: Every child has rights to be registered for their legal identity³³. The government of Nepal is committed to register the birth of all children by the end of 2023. According to the law (National Identity Card And Civil Registration Act, 2019) parents have to register their newly born child within 35 days of the birth and additional 35 days is the grace period. The government has implemented the law of getting the citizenship card from mother.

Case³⁴: *A 17 years old girl was filled with joy at the prospect of acquiring citizenship but when she went to apply for the citizenship and it was compulsory to mention father's name, she had been living single and is unaware of her father and couldn't apply for the citizenship.*

We Want: The Government should make easy and systematic way to provide birth and citizenship certificate.

Rights To Participation

1. **Less opportunities to children with disability**: Children with disabilities are generally excluded in family discussions, community activities and ECA in schools. In public transportation, the seats allocated for person with disability are often occupied by others. Also, the budget for people with disability is spent in other activities.

Progress³⁵: Six specific provisions for children with disabilities- Right to dignified life, right to

32 Children's act 2018

33 Civil Registration Act (article 7)

34 Provincial consultation, province 5

35 Persons with Disability Act, 2018

education, health, personal development, expression, best interest, recreation and specific protection.

Case³⁶: *In mid-western part of Nepal, there was a school where students and teachers discriminated the children with disability. Once municipality organized art competition for the students, one boy didn't get the chance because of his disability. He requested his teacher but he was not considered, his interest was in vain and he was mentally tortured.*

We Want: The Government of Nepal should manage disability-friendly infrastructures in every public places. There should be separate seat for children with disability in public transportation

2. **Lack of Meaningful Child Participation:** Our feelings are not addressed properly by family members, schools, local leaders and other seniors. Children's opinions and decisions remains undermined. Child clubs are established but there is no proper supervision and guide for them. In most of the cases, children are invited in local planning process but their voices are not reflected in plan properly. The budget allocated for child participation activities are not properly used.

Progress: All children have rights to open child club or institution for protecting and promoting their rights³⁷. Currently, there are 23606 child clubs in operation all over the country, and about 435000 children are associated with those clubs.³⁸ The clubs are working for raising awareness on issues of child rights for instances, birth registration, school enrollment, against child marriage & child labor, immunization, learning without fear etc.

Case: *A boy from Bagmati Province shared that he wanted to keep his view in his local level's planning process but he was not given space to keep his view forward.*

We Want: The Government should form proper guidelines for meaningful child participation in all levels. Also, Government should allocate enough budget and ensure its optimal utilization in the field of child development with effective child participation.

3. **Children and schools in politics and election:** Children are used in various election and political activities and exposed to violence and various other accidents and malpractices related to politics like conveying message, managing water and snacks during political activities, carrying flags and wearing t-shirt of certain political parties.

Progress: No children and schools should be involved in election publicity, assembly and procession. ³⁹

Case: ⁴⁰During the election 441 cases of children misused in promotion of election was found among these registered cases 12429 children were used.

We Want: The Government should ensure that no children and schools are used in politics and election.

36 National Validation Workshop on Chil-Led UPR

37 Children's Act 2018

38 State of children in Nepal, 2018 CCWB

39 Election commission issued Election Code of Conduct-2016

40 CCWB report on legislative election 2070

4. **Children in emergency:** Due to undermined system and structures, children are exposed to new threats such as loss of or separation from families, negligence, sexual exploitation, trafficking, recruitment into armed groups and increased psychosocial stress. It impacts negatively on children's learning and overall quality of education. Books and other educational materials are destroyed in disaster while school premises are often used as evacuation centers.

Progress: Disaster preparedness, rescue, relief and rehabilitation activities are listed in concurrent powers of federal and provincial government.⁴¹ In September 2017, the parliament of the Government of Nepal endorsed the new Disaster Risk Reduction and Management Act replacing the Natural Calamity Relief Act of 1982. Formation of Local Disaster Management Committee. Provision of Emergency Child Mitigation Fund by the Interim Constitution, 2067.

Cases⁴²: *During covid19 outbreak, a boy from province no.2 reported that he was having hard time to spend time at home as his parents vent their anger on him, and he felt alone and neglected. The uncertainty of continuation of his school education made him anxious. During the 1st month of lockdown period, suicidal rate was increased by 41% in context of girls and 46% in context of boys comparison to 1 month before lockdown⁴³*

We Want: Engage with national and sub national authorities and key partners to develop a country specific operational plans with estimated resources required.

Coordination of government with 'Ministry of Women, Children and Senior citizen' and 'Department of Women and Children' to develop plan and process for children. Promote child centered disaster risk reduction (DDR) to emphasize importance-of disaster and climate risk assessments and take children's vulnerabilities and special needs into account. Formation of school safety clubs and create child friendly spaces. Timely and effective dissemination of early warning system in areas prone to natural calamities.

41 Schedule 7 of Constitution 2072

42 Online group session: Emotional support for well-being of adolescents, organized by Consortium Nepal

43 Cid.nepalpolice.com, 24 march-23 april 2020



DAO Registration No. 131-2070
SWC Affiliation No. 37795

CONSORTIUM-NEPAL

CONSORTIUM OF ORGANIZATIONS WORKING FOR CHILD PARTICIPATION

7th July 2020

To:

Office of the United Nations High Commissioner for Human Rights (OHCHR)

Palais des Nations

CH 1211 Geneva 10 – Switzerland

It is an immense delight for us to submit the first ever **Child-led Universal Periodic Review (UPR) Report (3rd cycle)** in OHCHR by Consortium of Organizations Working for Child Participation (Consortium Nepal) on behalf of children of Nepal.

Consortium Nepal, established in 1999, is a leading network to advocate for children's meaningful participation in all levels in Nepal. With regards to UN system and mechanism, Consortium-Nepal facilitated in preparing and submitting the first ever Children-led Report on CRC in 2014 to the UN Committee on the Rights of the Child on behalf of children in Nepal. With that, a girl and a boy representing children of Nepal also participated in the 69th pre-session working group of the UN Committee on the Rights of the Child and presented the situation of Nepali children. Also, the network facilitated the process for the first ever Girls-led Report on CEDAW in 2018 on behalf of girls in Nepal. With these initiatives, Consortium Nepal is mainstreaming the meaningful participation of Nepali children in the UN reporting processes.

Giving continuity to this glorious history set in Nepal, Consortium Nepal took the initiation to facilitate group of children to prepare Child-led Universal Periodic Review (UPR) Report (3rd cycle) for the first time in Nepal. In the first and second UPR cycles, adults prepared reports on the situation of the rights of the child on behalf of children. However, children themselves were engaged and prepared this report to the OHCHR which is the uniqueness of this report. Therefore, this report presents the situation of Nepali children as children themselves observed.

We are hopeful that the Child led UPR Report would support OHCHR to raise the children's issues and concerns as well as facilitate other states to raise rights of children in Nepal. It would further support to produce recommendations to the Government of Nepal in fulfilling its obligations towards the realization of human rights of children in particular.

Lastly, we convey our gratefulness to all who encouraged the children write-up team who proactively engaged in the whole writing process of the Children led UPR Report. We are equally thankful to all the children who directly or indirectly participated in the consultation processes and helped to raise the issues of children in their local context. Our sincere regards goes to the parents who cooperated with us in ensuring the participation of children in all the consultations held in this report preparation process. We do appreciate the valuable cooperation of the technical team

Consortium-Nepal Secretariat, Pragati Marga, Sankhamul, Kathmandu-10, Kathmandu, Nepal

Phone No: +977-1-4781327, E-Mail: participation.consortium@gmail.com, URL:

www.consortium.org.np



DAO Registration No. 131-2070
SWC Affiliation No. 37795

CONSORTIUM-NEPAL

CONSORTIUM OF ORGANIZATIONS WORKING FOR CHILD PARTICIPATION

members who facilitated the write-up team members to finalize the report. We convey our sincere regards to all the Coalitions of civil society organizations, development partners, executive committee members and secretariat team of Consortium Nepal for their invaluable support and cooperation throughout the process of finalizing Child-led UPR Report.

Yours' Faithfully,

On behalf of all Nepali children:

Mandira Shrestha
Team Leader
Report Write Up Team



Kiran Thapa
President
Consortium- Nepal

Masum Chaudhary

Pabitra Lakai

Prekshya Adhikari

Subod Dhimel

Swikar Acharya

CHILDREN-LED REPORT ON THE CONVENTION ON THE RIGHTS OF THE CHILD (CRC), 1989



Nepal
2023

Submitted to:
UN Committee on the Rights of the Child
Geneva, Switzerland

Prepared by:
Groups of the Children

Facilitated by:
Consortium of Organizations Working for Child Participation
(Consortium-Nepal)
Kathmandu, Nepal

19 July 2023

To:

The Committee on the Rights of the Child

United Nations Human Rights Office of the High Commissioner

Palais Wilson 52 Rue des Pâquis CH-1201

Geneva, Switzerland

It is a great honor for us to submit second Child-led Convention on the Rights of the Child (CRC) report in OHCHR through Consortium of Organization working for Child Participation (Consortium Nepal).

Consortium Nepal, 1999 is a leading network to advocate for children's meaningful participations in all levels of Nepal. With regards to UN system and mechanism, Consortium Nepal prepared and submitted the first child led Report on CRC in 2014 to the UN Committee on the Rights of the Child from Nepal. A girl and a boy participated in the 69th pre sessional working group and presented the situation of Nepali children in CRC Reporting process. It facilitated the process of the first ever Girls led Report on CEDAW in 2018. Also, it facilitated in the Child led Universal Periodic Review (UPR) Report (3rd cycle).

With the same motive of meaningful participations of the children, Consortium Nepal is again facilitating in reporting process of Child- led Convention on the Rights of the Child (CRC) Report in Nepal. In this report, children themselves engaged and write up the report that represents the child rights situation of all the Nepalese children.

The Convention on the Rights of the Child (CRC) is the most universally accepted human rights instrument and the only convention focused on children to ensure their overall rights, survival, development, protection and participation. The participation of children in CRC provides opportunities to express their views in matter of their concern.

Finally, we want to thank everyone who supported the children's write-up team, who actively participated in the entire writing process of the CRC Report. We are also grateful to all of the children who engaged in the consultation process, either directly or indirectly, and contributed to increase awareness of local child rights concerns. Our heartfelt gratitude goes to the parents who worked with us to ensure that children participated in all of the consultations held during the report preparation process. We must express our gratitude to the technical team members who assisted the report's write-up team members in completing the report. We extend our heartfelt gratitude to everyone of Consortium Nepal's civil society coalitions, development partners, executive committee members, and secretariat personnel.

Yours faithfully,

On behalf of Nepalese children:

Miss. Prekshya Adhikari

Miss. Ashmita Chaulagain

Miss. Swostika Pathak

Mr. Dipendra Rajaili

Mr. Kristina Niraula

Mr. Saurav Khadka

Miss. Bhumika Shahi

Miss. Sapana Malasi

Miss. Reshma Majhi

Mr. Abhishek Poudel



DAO Registration No. 131-2070
SWC Affiliation No. 37795

CONSORTIUM-NEPAL

CONSORTIUM OF ORGANIZATIONS WORKING FOR CHILD PARTICIPATION

19 July 2023

Honorable Chairperson

Committee on the Rights of the Child

United Nations Human Rights Office of the High Commissioner

Palais Wilson 52 Rue des Pâquis CH-1201

Geneva, Switzerland

It has been more than two decades since the establishment of the Consortium of Organizations Working for Child Participation (Consortium-Nepal) with the primary goal of safeguarding children's right to participation in Nepal. As a national-level network, it comprises 91 organizations spread across all seven provinces.

In accordance with the UN system and mechanism, Consortium-Nepal, under the leadership of children, took the initiative to prepare and submit the first Child-led Report on the Convention on the Rights of the Child (CRC) in 2014 to the UN Committee on the Rights of the Child. This report offered insights into the situation of Nepali children in the CRC Reporting process, and it was presented by a girl and a boy from Nepal during the 69th pre-sessional working group meeting in Geneva, Switzerland in September 2014.

Consortium-Nepal has continued to foster child-led initiatives and has successfully facilitated the preparation of the first-ever Girls-led Report on the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 2018 and the first-ever child-led report for the Universal Periodic Review (UPR) in 2020. Through these commendable efforts, Consortium-Nepal has been actively promoting the meaningful participation of Nepali children in the reporting process.

Today, we are proud to announce our second attempt at submitting a Child-led report to the Committee on the Rights of the Child, once again led by children themselves. This report comprehensively documents the major issues affecting children in Nepal, and it was collaboratively prepared with the direct participation of children from all seven provinces.

We extend our heartfelt gratitude to all the children, Steering Committee Members, Children's Advisory Board Members, Adult Advisory Board Members, CRC Reporting Coalition Nepal and its member networks, parents, and member organizations who provided invaluable guidance, suggestions, and contributions throughout the process of preparing this report. Our thanks also go out to the dedicated staff and facilitators who were involved in every step of this undertaking.

Furthermore, we express our deepest appreciation to our development partners for their unwavering support in finalizing this Child-led UN CRC Report.

Let us reaffirm our commitment to ensuring meaningful child participation, from families to the state. Together, we can work towards a brighter future for all children.

Sincerely,



Mohan Dhangal

President

Consortium Nepal

Consortium-Nepal Secretariat, PragatiMarga, Sankhamul, Kathmandu-10, Kathmandu, Nepal

Phone No: +977-1-4781327, E:Mail: participation.consortium@gmail.com, URL: www.consortium.org.np

Acknowledgment

We have finally completed the second child led report of UNCRC and we are really proud to be a part of it being a voice of unheard children from all over the Nepal. Collecting the issues and problems of children from ground level with collective efforts of every child, parents and NGOs and INGOs the report has been made by us children without the influence of adults. Provincial consultation was held in all the seven provinces of Nepal where children were and its process. Also, issue-based consultation, child-led community consultations were held in different places where children themselves took out their issues and problems. Issues were collected in the forms of poems, story, essay, drawing, articles. We believe that this report would support OHCHR to know the exact stage of children of Nepal and interact with Government of Nepal.

We express our gratitude to our parents, teachers and well-wishers for their support and motivation. We are thankful to all the participant members who became the part of this report in provincial consultation, issue-based consultation, child-led community consultation and national validation workshop. They all indeed contributed to find out the exact issues, problem and feelings of children. We are also thankful to the chaperones for taking care of all the participant members and fellow members.

Consortium of organizations working for Child Participations (Consortium-Nepal) took the responsibility to facilitate us during the entire process. We express our deepest gratitude to all child-centered organizations like NACG Nepal, AATWIN, CNET, CRC Secretariat-HRTMCC, CZOP, NAOSC, NCFLG Forum, National Coalition for Girl's Rights, Ratify OP3CRC Coalition, NCE Nepal, NCPA, Inclusive Education, DUCOM, Education Watch, NICS, Net for Good Alliance, SPCSN. And the Partner Organizations Save the Children, World Vision International Nepal, SOS Children's Village Nepal, ECPAT Nepal, Good Shepherd International Nepal, The freedom fund, Forget Me Not for their facilitation, technical, and financial support. We express our sincere gratitude to them all.

Before, we began the process; it was necessary for us to internalize the issue, understand the processes to be followed and our roles in each step. Further, we received support for collecting the information, analyzing it, drafting and fine-tuning the report. Hence, we would like to express our deepest appreciation to Mr. Uddhav Poudyal, Mr. Bishnu Bahadur Khatri, Mr. Kapil Aryal, Ms. Neha Gurung, Ms. Mandira Shrestha.

We extend our gratitude to Mr. Santosh Maharjan, Mr. Mohan Dangal, Mr. Kiran Thapa, Mr. Gaurav KC, Ms. Usha Karki, Ms. Yashoda Baral, Ms. Nirijana Bhatta from Consortium Nepal for holding our hands, helping us to meet the finishing line and for being our guardian during the entire process. Lastly, we would like to express our admiration to all the well-wishers for the encouragement, valuable insights, and inputs to come up with this inclusive and comprehensive report.

-Write Up Team

Summary

1. Nepal ratified UNCRC, 1989 on 14th September, 1990. Since then, Nepal has legally ensured child rights. And once in every four and half year, Nepal submits UNCRC report to OHCHR updating about situations, progress and recommendations on Nepalese children. Likewise, In 2014 Nepalese children prepared “Children Led Report on UNCRC, 1989” realizing the need of children’s voice and report in UNCRC Committee by children themselves, where children shared about situations, progress, and recommendation to Nepal government and UN Committee to strengthens and ensure the rights of every children.
2. This is the second “Children Led Report on UNCRC,1989” which is prepared by children of Nepal with support, and facilitation by Consortium Nepal and former write-up team leaders who had worked on “Girl Led Report on CEDAW” and “Child Led Report on UPR, III cycle”. It was prepared by children (91 girls, 72 boys) from 13 districts of Koshi province,8 districts from Madesh province, 11 districts of Bagmati province, 9 districts of Gandaki province, 10 districts of Lumbini province, 5 districts of Karnali province, 8 districts of Sudurpashim representing all 7 provinces of Nepal. Similarly, 10 boys and 11 girls from Koshi Province, 8 boys and 11 girls from Madesh Province, 10 boys and 17 girls from Bagmati Province, 7 boys and 9 girls from Gandaki province, 12 boys and 8 girls from Lumbini Province, 11 boys and 10 girls from Karnali Province, 7 boys and 9 girls from Sudur Pashim Province. Its objective is to identify the challenges and actions that are taken to improve child rights situations at local levels in a child-friendly way.
3. “Provincial consultation” was held in all 7 provinces of Nepal where children were oriented about the CRC and the importance of Children Led CRC. Then, Child-led consultations were done to discuss and collect children’s issues in child-friendly ways (wall magazine, poem, drama, story, essay, letter, quiz, picture, drawing, case, questionnaire, audio, video, etc.). After that, a “National Validation Workshop” was organized in Kathmandu where the children discussed on achievements, problems and recommendations of Nepalese children. Throughout the discussion, we found issues like child marriage, child labor, lack of adolescent-friendly infrastructures, menstrual health, cyber-crimes, sexual abuse and exploitation, service gaps for children with disability, gender disparity etc. After that, The “Report write-up team” of 10 children i.e. 7 girls and 3 boys that includes the child with disability, child from rural and undeveloped communities, was formed and the report was finalized and submitted in technical guidance of Consortium Nepal.
4. Consortium Nepal is an umbrella organization of different organization and NGOs working in the field of child right. It has been working in ensuring child participation from constitution to practice since 1999 and Consortium Nepal has facilitated various children led reports since 2014 to ensure and strengthen children’s voice and issues in international level/UN forums.
5. The problems of children are not properly addressed, though government take our suggestions but our voice remains unheard when it comes to action. As a child representative, we know that we children feel comfortable to express our word by selves rather than being expressed by the adults. We know our exact problems from the ground level. We are also responsible for not letting the people to forget about child rights. We can get a very good improvement in national level through this work. It is an opportunity to make our government responsible towards us and make our voices heard in international level.

“Our problems will remain as a complication to the nation until our voice is heard.”

Process

1. Provincial consultation: Children participated in provincial consultations on Child Led UNCRC Report in all seven provinces of Nepal. The discussion with the children who are under alternative care, LGBTIQAA++ children and with children with disability was also done which was issue based discussion. In these consultations children were oriented about the CRC and importance of Children Led UNCRC. Then, Child-led Consultations were done to discuss and collect local child issues in child friendly ways (poem, song, drama, story, essay, letter, quiz, picture, drawing, case, questionnaire, audio etc.) Then the presentation was done by children along with stakeholders.
2. Issue Based Consultation: To ensure active participation from all the communities, issue based consultation was held. The main objective of issue based consultation was to organize focused group discussion with different groups of children. A discussion with different groups of children i.e. Alternative care, LGBTIQAA++, children from labor sector ,children with disability, and children from Haruwacharuwa community. Likewise, 24 children from Alternative care including 13 girls and 11 boys, 12 children from LGBTIAQA++, ... from labor sector including ... boys and... girls, 16 children with disability including 8 girls and 8 boys, 25 children from Haruwa charuwa community including 14 girls and 11 boys.
3. Child-led Community Consultation: The consultation was a brainstorming session as children who participated in session conducted meeting in their respective local level to bring out issues regarding children as each participant of the provincial consultations were provided with the forms which the participant discussed in their family, communities, child clubs and schools in a child-friendly ways. Consultation was done with LGBTIQAA++ children including children and also children with disability. Then they sent those forms to Consortium Nepal. Thus, all the children and their guardians were directly and indirectly involved in this process.
4. National Validation Workshop: After provincial consultations, National validation workshop was held in Kathmandu where there was inclusive participation of children (two selected participants-1 girl and 1 boy) from seven provinces. There were total 22 children participating in the workshop (10 boys and 12 girls). Here, the participant children were oriented about Child Led UPR Report. Also, a sharing was done on how Consortium Nepal facilitated and submitted "Child Led Report on CRC" and "Girls Led Report on CEDAW", "Children Led Report on UPR, III cycle". Afterwards, children worked in 4 different groups according to 4 pillars of child rights. The social issues like child marriage, child labor, lack of adolescent friendly structures, menstrual hygiene, sexual exploitation, service gaps for physically challenged, gender disparity etc. were raised. It was presented by children in child friendly way like drama, poem, letter, wall magazine, song, picture, paint, story etc. Then, children write-up team was formed that comprised seven provinces (7girls and 3boys) to write Children Led CRC report based on the view collected from children of all provinces. The closing session was done by cultural programs in which children wore their cultural dress and a short program in the evening was conducted which included dancing and singing.
5. Report Write-up and Submission: . Through the group discussion, write-up team had meetings. In the first meeting, the team was oriented on the technical aspects of the report. Then, the team started writing the report in other meetings. Also, the recommendations to Nepal in UPR Second Cycle and other various child related articles were studied under the guidance of technical support team including girl co-leader of "Girls-led report on CEDAW ". Then, the Report was finalized and submitted by the children write-up team themselves in OHCHR.

Right To Survival

1. **Unsafe motherhood:** Nepali mothers work in the time of delivery as well which is harmful to the children. No proper nutritious food is provided to her and breast milk is not produced in adequate amount due to which most of the children has been suffered from malnutrition. Early pregnancy also results to unsafe motherhood and death of both children and mothers.

What we have seen: ¹Many campaign for safe motherhood can be seen. Providing with nutritious package of food for mother and child, Rs 400 for each child under age of 5 is given in many districts like jumla, humla and so on. Nutritious allowances are provided in government hospitals to mother and child for post maternal care who have regularly come for checkup during the pregnancy.

What we have faced: ²A pregnant women from Kushe rural municipality ward 6 was admitted to Gharanga health post for three days after she started labor pain and later on she was referred and moved to another district hospital which resulted in complications while delivering her baby and could had led to health risk of mother and child.

What we want: Checking if any mother or children are under malnutrition. Providing nutritious food to them through different local level like health posts or any other health institution free of cost. People should be aware about safe motherhood and early pregnancy.

2. **Lack of proper medical health facilities:** Many children and mother are not getting proper medical facilities due to lack of medical instruments. Health experts also refuses to go to rural places and try to stay in urban and developed places due to which health facilities are not enough in rural areas. There are very few hospitals and health post in rural areas. Children even have to face death because they could not get health facilities in time. There is lack of nurses and medical rooms in all school.

What we have seen: Medical instruments are reached to only some places. Government has started “one school one nurse” program in Bagmati province in selected schools. First aid kits are provided in different schools and health institutions. People also get free medicines, free health checkups, access to vaccination without any discrimination.

What we have faced: ³One of the child from Dailekh Nepal suffered from Pneumonia when he was two years old but due to lack of treatment and medical health facilities he died at the age of two and half years.

What we want: Access of medical experts like doctor and nurses in rural areas as well. Health institution should be nearby us, not too far. “One school one nurse” programs should be strictly implemented in all schools and the effectiveness should be monitored.

3. **Lack of proper nutrition:-** During pregnancy and after the birth of the baby, mother and child both needs proper diet in balanced way but due to lack of proper knowledge they are deprived of getting proper nutritious food. Due to which, the child born will have to suffer from malnutrition related diseases and other malfunction body organs or parts.

1 The right to safe motherhood and reproductive health act,2075

2 Jan 2020, The Kathmandu Post

3 source: case seen by Ms. Mandira Shrestha, Nurse at Bir Hospital

What we see:- Our government has implemented many programs related to safe motherhood, iron tablets for pregnant women, and other tablets like calcium and folic acid, free health checkup , vaccination are provided in every sectors . The constitution of our country articles 39 has ensured rights to health and nutrition and proper breast feeding up to 2 years is provided, certain amount of money is given to the mother after delivery. There is provision of providing Rs20 in five districts of Karnali (Kalikot, Humla, Jumla, Mugu, Dolpa) and Rs15 in all the government schools of Nepal.

What we have faced:-⁴A girl living in Illam had seen many pregnant women in her neighborhood not having the nutritious food in balanced way during the phase of pregnancy and afterbirth. And the local government of her place doesn't inform the local people about provision of nutritious diets for mother and child and doesn't implement it in require time.

What we want :-We want the local government of our country to work along with federal government and provide all the required facilities to the pregnant women. Notify them about the if there is any prevalence of support system by federal government and run program regarding proper diet for mother and baby.

3. **Abortion:** - In our country many people abort according to sex in desire to have boy. And if there is no provision of the advance abortion facilities either they use harmful material like rod or other harmful substance. some of the family used to torture or kill the mother if she doesn't give birth to a boy after a long try.

What we have seen: - There is provision of safe abortion in special cases like early or risk pregnancy and rape case. Similarly, sex selective abortion is made illegal. There is restrictions in identifying sex before birth.

What we have faced: ⁵A woman from Nepal got delivered four daughter, her family pressurized her for son after being pregnant for her fifth baby she felt like it was a girl and because of family pressure she aborted it by inserting sharp stick inside her vagina.

What we want:- Strict law should be made and implemented for sex selective abortion. Sexual reproductive health education should be given and the curriculum development center should include sexual reproductive health education chapter from early grades. Safe abortion should be available in the every areas of the nation from rural to cities

4 Provincial level consultation, Province 1

5 Case seen by Ms. Mandira Shrestha, Nurse at Bir Hospital

Right To Protection

1. **Caste discrimination:** Children are judged, bullied and made feel uncomfortable because of their caste. Caste discrimination is seen mostly in rural areas. Higher-caste people (so-called) especially discriminate the lower caste people (so called).

What we have seen: Government has the provision of punishments that includes penalties and fines, which discriminate. Nowadays, children also complain to police if such incident happens.

What we have faced: ⁶Two of the boys expressed their sadness because they are Dalit (so-called lower caste of Nepal) and are not allowed in places like temples and public taps.

What we want: The provision of punishments should be strictly implemented and monitored by the concerned departments. Those who are suffering should be taught to complain if anyone does this to us rather than staying quiet.

2. **Gender Discrimination:** Gender discrimination is one of the big issues of children of Nepal. Mostly girls and children who identify them as (LGBTIQA++), Haruwa charuwa community children are being the victim of gender discrimination. Parents give birth to many children with the expectation of having a boy and resulting in birth of many girls. Afterwards, she has to face discrimination. There is belief that "Raising a girl child is like watering neighbor's plant" so people do not invest among girl child and let them get their higher studies. Similarly, Boys are referred to hold the responsibility of whole family and trained for that purpose since younger age that adds more pressure and creates mental tension.

What we have seen: Nowadays girls are empowered with trainings, knowledge and skills. Literate and good parents do not wish for any child before birth. They are happy with daughter as well due to which she gets enough love, care and affection. Girls are coming forward in technical fields, politics, economics etc and helping boys to share the responsibility of family.

What we have faced:⁷ In a village of Nepal there lived a family with a girl and a boy. The girl was not allowed to go to school. She used to study from her friends book but her parents used to tear it thinking she will go to others home and there is no need for her to study.

What we want: We want love support and care from family and society. We want each of us to be treated equally, given equal opportunities and not judging people towards us only because we are specifically girl, boy or belong to any other community. We want more investment for girls empowerment and to end gender based discrimination.

3. **Domestic Violence:** Domestic violence is the issue that is faced by most of the children, mostly by the one from marginalized community. It is also faced by the one with family problems, having not understanding parents (alcoholic).

What we have seen: We children are raising voice against it. Awareness programs are being conducted in different parts of the country. The one who does domestic violence is punished by the government as well.

6 Provincial level consultation, Koshi Province

7 Provincial level consultation, Koshi Province

What we have faced:⁸ One of the man was alcoholic, he used to beat his children and mother. His children were depressed, his wife left her family and killed herself and after two months he also committed suicide. Hence, because of domestic violence his children lost their family.

What we want: We want people not to hurt us only because of our class, caste or family status. We want to read, write and enjoy our rights. We want all the vulnerable children to be safe and enjoy their childhood days.

4. **Menstrual hygiene/Chaupadi pratha:** Menstrual hygiene is not maintained well by the adolescence girls due to lack of sanitation or proper knowledge about mensural hygiene. Chaupadi pratha is the custom in which women or girls are kept in chaughar (a small hut like cow shed) far from home or people alone during her mensuration period. It is done because our society believes that we girls are impure during that time and we are separated from the society. It is mostly seen in Sudurpaschim ,Karnali and Koshi province. Even in some school's teachers refuses to give hot water to the menstruating girl thinking she is impure in that phase and cannot touch the water.

What we have seen: Many programs are being held in different parts of country about the effects of chaupadi pratha on physical health. The one who forces the innocent girl to be in chaughar (a small hut like cow shed) is punished by the government. There is a provision of sanitary pads in community schools .The Government of Nepal has allocated the budget of Rs 1 billion 42 lakhs regarding sanitary pads in this fiscal year.

What we have faced:⁹ One of the girl got her period in school. Her parents were called to take her home. Her father was about to take her but her grandmother refused and said she can't see her any male family members face up to 22 days. She was thrown in chaughar. Later she was ill and fainted. When she was taken to the hospital her condition was too bad.

What we want: We want the availability of sanitary pads all around the country including schools and public toilets. Even though government has given free sanitary pads in government schools it is not provided everywhere like private schools and public areas. Pads are expensive there due to which girls prefer clothes over pads because they cannot afford it so pads should be available in cheap price everywhere. We want care and protection from our family during this phase. People from rural communities should be aware about menstrual hygiene.

5. **Corporal Punishment:** Corporal punishment refers to punishing children in name of discipline or any other factors like their mistakes in classwork and homework for fear education.

What we have seen: Corporal Punishment is illegal in Nepal and Teacher cannot punish the children in the name of fear education. The government would seize the license of that teacher if he/she is found punishing the children.

What we have faced¹⁰: One of the girls in her school was sitting in the door of her class because there was sunlight and it was cold day and she was menstruating. One teacher came there and started beating her with a bamboo stick saying she was undisciplined.

8 Report write up team, Ashmita Chamlagain

9 Provincial level consultation, Koshi Province

10 Report write up team, Prekshya Adhikari

What we want: We want a child friendly environment where we are asked about our difficulties before punishing us. We want a understandable teacher who will help us with our difficulties and help in easy learning in case of classwork and homework. We want counseling teachers in every school.

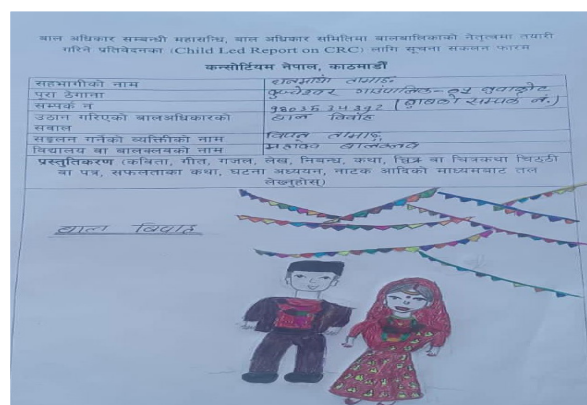
- Trafficking:** Children are trafficked to many countries for child labor, organ trafficking, sexual exploitation, begging etc. They are physically exploited. Trafficking is done by showing hope to the children for happy and prosperous life. These days traffickers convince the children through social medias. There is problem with adjustment for the children rescued from trafficking. And those children have to spend their life in hostel or shelter homes.

What we have seen: Many children are rescued by many organizations and government. The culprit is punished by the government. Awareness programs in different communities, news regarding trafficking can be seen. The check posts are checked before transportation from one country to another country. There is better re-integration facility.

What we have faced: ¹¹12 children, aged between 12 and 16, were allegedly trafficked from various districts of Nepal to India for forced labor and sex work. The children were rescued in a joint operation by the anti-human trafficking unit of the Nepal Police and Indian law enforcement agencies.

What we want: We want the people involved in trafficking to get punished. border side check posts should be available to checkout if anything wrong is happening with children and very responsible government. We want children and people to be aware about trafficking and possibilities to getting trafficked.

- Child marriage:** - Many of the young children are getting married in early age or below 18 which is considered as child marriage. The legal age to get married is 20 in our country. So, marriage before age of 18 is considered as child marriage and marriage before age of 20 is considered as early marriage and both marriages are illegal. Children from different community like muslim community of Terai areas are forced for child marriage because their parents have to pay more dowry with



the raise of age. With the misuse of social media, generational gaps and teenage affection, self-initiated child marriage has also increased which has made very challenging to end child marriage.

What we see:- Nepal government has made marriage below 20 illegal. Many NGOs and INGOs are working in this field to end child marriage. Many awareness program and street dramas has been runNING to aware people regarding child marriage. Our government has planned to end child marriage till 2030 according to SDGs plan. Different Local levels have provision to provide certain amounts, prize who gets married after 20 to end child marriage.

What we have faced:¹²-A girl from “Nijgad Bara” had seen a year younger girl from her school getting married at the age of 15 without the consent of her parents. It was self initiated marriage. Due to which she had suffered from different problems like financial problem and many more.

What we want:- Our government should run different awareness program for all people. We should more focus on children and aware them not to get involved in child marriage. We want that child clubs to be more strengthened so that they can contribute to end child marriage. We want strong implementation of government rules and regulation. And we want to see child marriage being fully eradicated till 2030 as per SDGs goal.

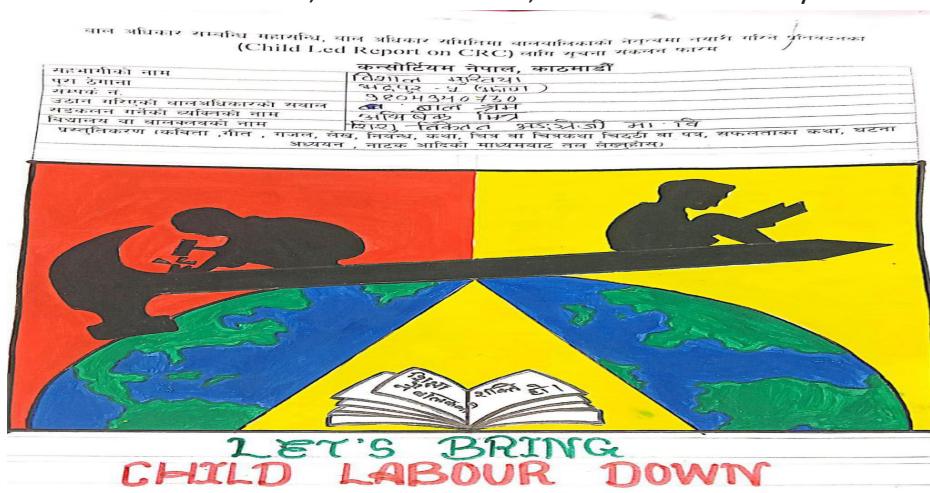
8. **Sexual Abuse:-**As we all know we children not only girls but boys and children from LGBTIQ A++ community has also suffered from different types of sexual abuse such as Harassment, rape , acids attack etc. Many young girls are involved in sex activities due lack of education, poor economic condition and awareness in our country.

What we see:- our government are working with us through child club and other means to stop it .Different types of acts are made to protect children from this type of sexual abuses. And many help lines are made for our support and security. Government, NGO’s and INGO’s has been raising awareness and organizing self- defense trainings to stop sexual abuse.

What we have faced:¹³A boy from “Belbari-Morang district” had himself suffered from sexual harassment from his relative sister. He was just 6 years old when it happened now he is 17 years old but it has tortured him so much that he is unable to move on till today.

What we want:- We want the government to provide self-defense training to all the children from grassroots level. The basic knowledge of good and bad touch should be provided and make the children able enough to speak for themselves if these things happens. We want our government to provide knowledge to everyone that not only girls but boys also suffer from this type of harassment. More training programs should be provided to children to prevent sexual abuse, Strong reporting mechanism should be adopted and abusers should be strictly punished.

9. **Child labor:-** Due to poor economic condition, abuse at school, discrimination many children are stilled involved in domestic work, bricks factories, restaurants, vehicles as child labor. As a family burden many of the children below 18 are force to do work in factories and other industries for income and is deprived of



12 Provincial level consultation, Madesh province
 13 Provincial level consultation, Koshi Province

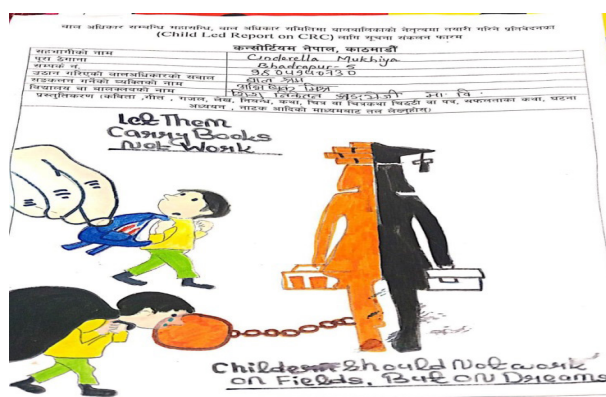
education due to work and are sexually harassed and deprived of their child rights.

What we see:- As we know our government had prohibited the factories to use children as labor. A different type of programs has been running in local level against child labor. Child labor has minimized and many children have been rescued.

What we have faced:¹⁴-A boy from koshi province Jhapa has seen many of his friends working in bricks factories due to financial problem in their family. He had expressed that incident through drawing.



What we want :- We want our government to check all the bricks factories and other possible work places with child labor and warn them that



the enrollment of children below 18 in any kind of bricks work is against rule that will led to closing of the factory. And we want each and every children to be able to go to school not worrying about family finances since early age. We want strong plans and policy to end child labor and support programs for poor economic children so that they don't have to work to earn.

- Street children:-** Street children are living without identity and without shelter and buy earning their one time meal by picking up rags , begging , and by doing labor works. They are deprived of education and health facilities. Many children due to poor economic conditions, domestic violence, discriminations/ harassments at school left their house and live on the street. Street children are more involved in drug abuse, pick pocketing, smoking etc. Due to open borders children from India come to Nepal and stay on street. Such children has been challenged for the government to manage.

What we have seen:- Many social organizations are working to protect these types of children and are providing them education to them. Not only in cities areas many organizations are visiting different rural areas of our country to rescue and protect them. There is Child Rescue Center that has been rescuing street children and lost and found children.

What we have faced:¹⁵- A girl from Nijgad, bara had seen many children below 8 roaming around her school areas without clothes, food and without proper hygiene. There were begging to her for some food to fill their stomach.

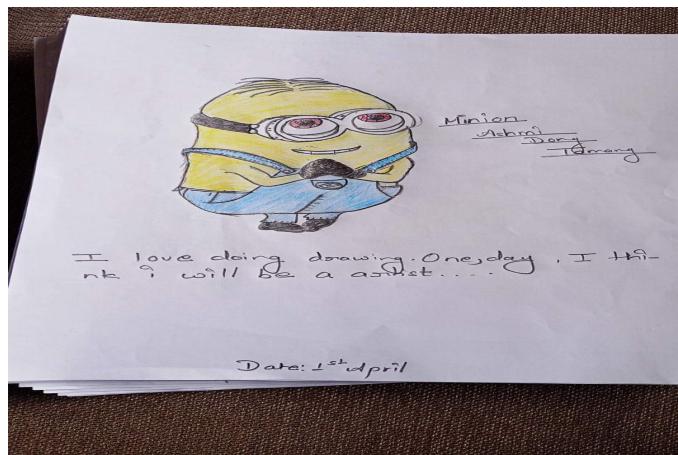
What we want: - We want our government to rescue street children from different level and provide them with adequate education facilities and establish rehabilitation trainings for them

14 Provincial consultation, Koshi Province

15 Provincial level consultation, Madesh Province

Right To Development

1. **Citizenship problem:** In Nepal, children get their citizenship at the age of 16. But the children at alternative care, [children born through rape], children from slum community, refugees have to face difficulties in making citizenship due to which they get mentally stressed and can get deprived from higher education. They are deprived from basic rights and cannot perform the legal activities in their own country.



What we have seen: Now children are also raising voice for this and government also has made the plans and policies regarding this factor. Parents should make the birth certificate of child within 35 days which later on helps the child for their identity. There is provision to make citizenship through the mother's identity now.

What we have faced:¹⁷ One of the boy in Nepal did not get his citizenship because his mother got pregnant in early age and his father ran away. Although he got his birth certificate, he did not get citizenship and could not apply for the studies in any other countries.

What we want: Government should check if parents had made the birth certificates within 35 days or not and every child should be able to possess their citizenship after turning 16.

2. **Lack of Proper Parenting:** Almost all family of Nepal is of primitive thinking. They try to pull their children back because of society. They make us feel like we should not do what we want and just stay quiet only because society will judge us. Our parents decide our future, career and subjects rather than letting us choose our areas of interest.

What we have seen: Nowadays few parents are literate and only some parents give full support to their children. They understand the children psychology. They also listen to what they want and also let them choose their career goals. But the society is very judging to those parents as well. **What we have faced:**¹⁸ 12 year old girl from Nepal, she was a very good in her studies. Her father was an alcoholic. She was demotivated by the society because of her family. Her father used to beat her mother and her family was also not supporting at all so she was mentally destroyed because of her family problem. (Individual; provincial discussion)

What we want: Parents should know our psychology and treat them well. They should support us for our aim and future. They should try to give up on their habits that create negative influences on us because all we need is happy and peaceful family with supportive Aama (mother) and Baba (father).

3. **Lack of Extra Curricular Activities (ECA):** We want different sports items to play for our physical and mental growth and development. But there are no sufficient sports items to play. For

17 Report write up team, Ashmita Chamlagain

18 Provincial consultation

Right To Participation

1. **Lack of equal opportunities:** The children with disabilities, girls, LGBTIQ+ and Children with labor sector get fewer opportunities and their voice remains unheard in many places. Their difficulties are not addressed properly. They are not involved in school activities such as sports, they are also not included in many community discussions, and even the budget allocated for them is spent for other activities even though they need it. There is lack of disable friendly infrastructure in schools and public places. They get bullied for their appearance and identity. They do not get chance to express their difficulties and problem. People judge them and backbite about them. Other children don't want to get involved with such children.

What we have seen: Few schools have adopted disable friendly infrastructures to include children with disabilities. Different groups of LGBTIQ+ community are being formed in many places. They are being empowered by forming different clubs and committees.

What we have faced:²¹ A boy belonged to LGBTIQ group and he was not comfortable going to toilets. His friends used to pull off his pants and see his private parts. He was too depressed and did not want to go to school.

What we want: We want every child to get equal rights and opportunities despite of their gender and opportunities. More care and attention should be given to such vulnerable children. We want every schools and public places to be gender friendly and disable friendly.

2. **Lack of meaningful participation:** Child clubs are formed in different levels but there is less meaningful participation of children. Children remain absent in child club meetings. Even though children are included in planning process of budget and programs their voice remains unheard in outcomes. They are included in plan formation process but are not included in decision making process. Children and child clubs are mostly used to volunteer rather than letting them organize the programs on their own leadership. Rather than choosing the team or participants for the program, teachers select the participants on their own preference. In some places there is no local level child meetup before budget formulation due to which their necessities remains unheard. Child club members and other activists who are involved in activism or stopping child marriage get threaten by society and few people.

What we have seen: To ensure the participation of every child, child clubs are being formed. Children are included in different programs and competition. Children with disabilities, LGBTIQ+ children are also included in child clubs. There is the facility of translators in different programs.

What we have faced:²² A child club in Kirtipur has to cancel the awareness program because of lack of money and all the club members also refused to participate in the programs.

What we want: Our voice should be addressed and included in decision making process with best outcomes. We want children to select their representatives on their own rather than anyone's favoritism. Meaningful participation should be ensured everywhere.

21 Provincial consultation, Bagmati Province

22 Report write up team, Prekshya Adhikari

ANNEX

Story Translations from different Consultations:

My house is in Samsi village of Mahottari district. More than 50% Muslim community resides in my village. There is a compulsion and practice of sending small children of the Muslim community to Delhi, Mumbai and other places in India. They do not know about the fundamental rights of children or because of various reasons. They can't study while labor. Through the study of this incident, I have raised my opinion and the problem of children.

Thank You

Rajib kumar yadav

Samsee-7, Mahottari

Once upon a time there was a family living in Khadbari Ward No. 3 of Sankhuwasabha District of Province No. 1. In that family there was a daughter, mother, grandfather, father. One day in that house his mother and grandfather went to the forest. Taking that opportunity, her father Jai Rai sexually assaulted her daughter Rama Rai. After that, Rama was sitting outside crying. After her mother came from the forest, when she inquired, the daughter told that her father had done such and such. After that, the mother was upset for some time, but later she called the Manobhanjang police saying that no one is exempt from sexual violence and the police arrested her husband. In this way, an ignorant victim had to become a victim of sexual violence. So we should raise our voice against it. Now no girl or no daughter should be a victim of sexual violence.

Pujana Prajuli

Khadbari, Sangkhuwasabha

Students pollute the environment by eating packaged lunches as there is no arrangement of lunch houses in the school. It has harmful effects on your health. That's why they get sick. He cannot pay attention when he is sick. Students have become addicted to drugs by consuming drugs. It is written that drugs cannot be sold around 100 meter from the school but it has not been enforced. The government of Nepal has arranged mid-day meals for students up to class 6 in government schools. Arrangements have been made for mid-day meals, but the standards specified in the guidelines are not met. We are aware of the fact that student enrollment has also increased due to mid-day meals. It has been reported that in some schools only chiura (beaten rice)is given as lunch, so it should be checked and regular monitoring should be done. Children are the future leaders of the country so don't play with child health. Students should be able to eat lunch after regular monitoring of the school's lunch houses, hygiene and nutrition

Thank You!

-Saurab Neupane

Bhalapada, Rasuwa

I am from Mahatari district living in Samsi local development area. In my village more than 50% of the locals are Muslim. In my community it is like a ritual to send their children to India, Mumbai. This is happening because they don't know about child rights and they had to get enroll in different type of labour work. They are unable to raise voice themselves so for them i am raising their voice and i want all of them to know about their basic rights and get education which they deserve.

Rajib Kumar Nepal

I am from "suradaya" village municipality, Treasury of the Child club network from my municipality. During our child club meeting we make plans regarding the problems that we have faced in our Municipality and how to solve it. But due to low budget we are unable to work as we have planned. So from my side I want the government to make separate budget from child club.

Prabal Rai

Illam

Once there was this girl from Sakhuwasaba, Khadbari, who used to live with her family in her family there were 4 members father, mother, grandfather and the only child of her family herself. One day when her grandfather and mother went to jungle to collect some firewood. She was all alone in her home with her father. Then her father took this as a opportunity and raped his own daughter. She was just 6 years old. After 2 hours her mother came back home and when she saw her daughter crying alone in the room she asked her about the reason that made her cry so much. The girl reply honestly and told her mother what her father did to her after hearing this her mother didn't think much and went to police station to complain a file. After some investigation the police arrested her father.

Pujana parajuli

I used to live with my joint family. From childhood i didn't get any support from my family due to my girlish behaviour the only one thing which i get from my family was hatred. Because of lack of support from my family and due to family torture i was unable to complete my education. I left my hometown and family and came to kathmandu to live as i wanted to live after coming to Kathmandu I got to know about consortium Nepal and through their support and help I started to work for living. Now I live in rented room and I am happy to accept what i am with my identity.

Sadip Chaudhary

In my school there is no proper infrastructure like the tables and chairs are not properly available and are of bad condition, there is no provision of proper drinking water, the upper roof of the school is filled with holes which makes us difficult to study during rainy days. So, i want my locality to make a proper availability of the entire infrastructure in my school.

Bipana Budhathoki



CHILDREN-LED VOLUNTARY NATIONAL REVIEW (VNR) REPORT ON SDG's 2024



Nepal

June 9, 2024

Submitted to:

National Planning Commission
Kathmandu, Nepal

Submitted by:

Groups of Children from All the
Seven Provinces of Nepal

Facilitated by:

Consortium of Organizations Working for Child Participation
(Consortium- Nepal)
Kathmandu, Nepal



कन्सोर्टियम-नेपाल
Consortium Nepal





9 June, 2024

To:

National Planning Commission (NPC)

Singha Durbar, Kathmandu, Nepal

It is such an immense delight for us to submit the first-ever Child-led Voluntary National Review (VNR) Report in NPC from the Consortium of Organizations Working for Child Participation (Consortium Nepal).

With the coordination of Consortium of organizations working for Child participation (CONSORTIUM-Nepal) we children from different parts of our country have come up with the first-ever child-led SDG VNR report. So far, we have included the emerging issues coming from our friends from various parts of the country.

The United Nations adopted 17 global goals, known as the Sustainable Development Goals (SDGs), in 2015. These objectives seek to create a better and more sustainable future for all by 2030. They address social, economic, and environmental issues, including poverty, hunger, discrimination, and climate change. The 2030 Agenda for Sustainable Development's follow-up and review mechanisms rely heavily on Voluntary National Review (VNR). It aids in the rapid implementation of the Sustainable Development Goals (SDGs). VNRs allow for the sharing of experiences, including successes, challenges, and lessons learned, and involve multiple stakeholders.

First, NCAC members conducted a VLR report in the form of stories, poems, and speeches that informed us about the status of SDG implementation in Nepal for children. This report is based solely on seven SDGs. They are Goals 1, 2, 3, 4, 5, 13, and 16. In the workshop on June 1st and 2nd, 2024, all participants worked together to reach conclusions on various topics. Five of the participants were chosen, and three of us began to write the report physically while the others participated virtually. The report covers progress, best practices, challenges, and our desired outcomes of the SDGs' seven goals.

Lastly, we convey our gratefulness to all who encouraged the children's write-up team who proactively engaged in the whole writing process of the Child-led VNR Report. We are equally thankful to all the children who directly or indirectly participated in the consultation process and helped to raise the local child rights issues relating to SDG. Our sincere regards go to the parents who cooperated with us in ensuring the participation of children in all the consultations held in this report preparation process. We cannot forget to appreciate the valuable cooperation of the technical team members who facilitated the write-up of team members to finalize the report. We convey our sincere regards to all the civil society Coalitions, development partners, executive committee members, and secretariat team of Consortium Nepal for their invaluable support and cooperation throughout the process of finalizing Child led VNR Report.

Children Write up team :

Looniva Shrestha

Aashutosh Karki

Abhishek Paudel

Raj Nandani Chaudhary





Acknowledgment

We are really glad and proud to let you know that we have completed this first-ever child-led VNR report. We encountered many challenges during this report-making process like how we should start, and what type of things we should include but we got to learn many things as well. We were able to collect the voices of many children from different local levels of all 7 provinces of Nepal. We learned the challenges in the implementation of Sustainable Development Goals, the issues and problems faced by the children, and even the children's recommendations for the government of Nepal which type of programs should be launched and strategies should be adopted for fast implementation of Sustainable Development Goals.

We want to express our heartfelt gratitude to the children participants for their active participation and to National Child Advocate Council members for their facilitation at their local level to collect the VLR report without your active participation we won't be able to complete this report on time. We also would like to thank all the well-wishers, parents, facilitators and all the concerned people who encouraged us helped us directly or indirectly, and allowed us to be part of this historic event.

We especially want to thank Consortium organizations working for child participation (Consortium Nepal) for taking overall responsibility for the VNR report-making process. In this regard, we are also thankful to all the organizations working for child rights like NACG Nepal, AATIWN, NAPC, CHILD CARE HOMES NETWORK NEPAL, CRC Committee, DESTINATION UNKNOWN, EDUCATION WATCH GROUP, IEFN, NACRO, NAOSC, N-CFLG FORUM, National Coalition for Girls Rights, National Initiatives for Child Survival, Nepal Youth Network for Sustainable Development, Ratify OP3 CRC coalition, social protection civil society, And as well as the partner organizations UNICEF, Save the Children, Sweden Sverige, GOOD SHEPHERD INTERNATIONAL FOUNDATION NEPAL, SOS, CHILDREN'S VILLAGES NEPAL, GIRLS NOT BRIDES, RIGHT HERE RIGHT NOW, WORLD VISION, SWATANTRA ABHIYAN OPPORTUNITY VILLAGE NEPAL for their facilitation, technical, and financial support.

We would like to express our deepest gratitude to Advocate Mr. Bishnu Bahadur Khatri, Mr. Kiran Thapa, Mr. Santosh Maharjan, Mr. Pradeep Lamichhane, Mr. Gaurav KC, Mrs. Usha Karki, Mrs. Nirijana Bhatta, Mrs. Anita Pande for guiding us to the finish line and serving as our guardian throughout the process.

Lastly, we would like to extend our heartfelt gratitude to all the well-wishers for their encouragement, valuable insights, and input. Your contributions were instrumental in helping us develop this inclusive and comprehensive report.

Write up Team





Methodology/Process of report writing

1) Orientation to NCAC members:

All of us were oriented in Kathmandu by Kapil Aryal sir about VNR and SDG. The session was very helpful for us (NCAC members) which was later on formulated by us in our place at various local levels of our country Nepal. For this, we had two meetings on how to initiate the VNR and SDG consultations at their community level. In the first meeting, we discussed SDG, VNR, and date to conduct. Likewise, in the second meeting, we finalized the form as a connecting bridge between VNR, SDG, and child issues. We were given a detailed explanation of how to use the form, and we also discussed ways to make this workshop child-led. Additionally, we talked about whom to advocate with and how to gather more ideas, opinions, and concepts from different regions of Nepal concerning child issues related to the Sustainable Development Goals (SDGs).

2) Child-led Community Consultations:

After those two meetings, we took the initiative to conduct the community-level consultations in our place i.e. 7 provinces, 10 districts, and 10 municipalities. Those municipalities were Deumai Municipality, Biratnagar Metropolitan, Mithila Municipality, Sambhunath Municipality, Kasauti Municipality, Beni Municipality, Gulariya Municipality, Birendranagar Municipality, Krishnapur Municipality including Kathmandu Valley level discussion. The consultations were brainstorming as all the children from different parts of Nepal were oriented about SDG and VNR and discussed on problems and issues they faced or observed in their family and community. The form that was made earlier was filled by the children in consultation in the form of a story, poem, drawing, essay, etc. relating to children's issues and SDGs. Collecting all the forms and discursive topics, members of NCAC and other children were then ready to have the National Validation Workshop in Kathmandu.

3) National Validation Workshop:

The workshop commenced with a formal introduction and a presentation on the Sustainable Development Goals (SDGs) and the Voluntary National Review (VNR) by Mr. Santosh Sharma, a Planning Officer from the National Planning Commission. Child rights activist Bishnu Bahadur Khatri facilitated to review of the SDGs goal during the sessions. Following this, the children participated in group activities guided by our facilitators, Mr. Kiran Thapa and Ms. Nirijana Bhatta. The objective of the group work was to identify and propose solutions to children's issues in line with seven selected SDGs, using various tools and methods. We were divided into four teams, with six members each, totaling 24 children. We then began our group projects, creating various stories, speeches, charts, drawings, dialogues, and dramas, which we later presented to individuals from various forums. We completed this group work on the same day. After our presentations, each individual pledged to work towards achieving the SDGs for children and to provide us with a platform to voice our opinions. The next morning, we reconvened, and the formal program began. Each group presented their projects to the distinguished guests, utilizing diverse methods such as drama, speeches, poems, drawings, and charts to effectively communicate their issues and solutions. After our presentations, each individual pledged to work towards achieving the SDGs for children and to provide us with a platform to voice our opinions.

4) Report Write-up and Submission:

The report write-up team of 5 members including a child advisor was created in the National Validation Workshop among which 3 were physically involved from Kathmandu and 2 were virtually involved from out of the valley. Through the group discussion, the write-up team had 4 meetings. In the first meeting, we discussed the format and the work division among the group members. Likewise, from the second





meeting, the report-writing process started. During the report writing, we took reference from the SDG and VNR form, Child-Led Report on UPR 3rd Cycle. The collected documents during the VLR process in different provinces were analyzed thoroughly to collect the information related to child rights issues and SDGs to be mentioned in the VNR report. The first draft of the report was prepared and shared virtually within the team. Then in the 5th meeting, the report was finalized virtually by children who were involved in the VLR and VNR process so far and submitted by the children’s write-up team in the National Planning Commission and shared with the SDG Forum.

Out of 17 Sustainable Development Goals the goals are closely related to our rights (Child Rights). They are;

1. No poverty (SDG1)
2. Zero hunger (SDG2)
3. Good health and well-being (SDG3)
4. Quality education (SDG4)
5. Gender equality (SDG5)
6. Climate action (SDG13)
7. Peace, justice, and strong institution (SDG16)



In this report we did not just add our problems but also the improvement and the good practices that are being followed in our community and also what we want. They are discussed below;





Goal: 1 No Poverty

Progress/ Achievement:

Multi-dimensional Poverty Index (MPI) has been reduced from 30% (2014 AD) to 17.4% (2019 AD).¹ The government schools provide free education for children. Initiatives aim to reduce the number of out-of-school children, ensuring access to education for all (Act no. 16 of the 2075)². Policies address child labor and child marriage, safeguarding children's rights. Governments have been made to facilitate remote learning during challenging times such as the COVID-19 pandemic. By 2019, 22% of all children remained in poverty, which represents a positive reduction of 14% points.³ Infant mortality rate has also been reduced. The government has implemented various social protection measures targeting vulnerable populations, including children. These programs aim to ensure access to basic services, economic resources, and social safety nets, which are critical for reducing poverty and promoting resilience among disadvantaged groups.

Good Practices:

The government has been providing a special allowance for children growing up in poor families from 2009 AD i.e. Rs 532 monthly. Different government and non-government organizations have been providing job opportunities and skill training for parents and children. The government has also been providing children with daily lunch allowance i.e. Rs.15. Community-based Early-Childhood Development and Education programs and parenting education are promoted to enhance early learning opportunities.⁴ The government has focused on enhancing educational access and quality, which directly contributes to breaking the cycle of poverty among children. Due to various NGOs and INGOs working for children in poverty, their condition has been improved in various aspects like; education, leadership qualities, and training.

Problems/ Challenges:

Due to poverty, the basic rights of children like health, education, food, and water aren't being provided. It is leading to child labor, child marriage, and child violence. Children need to face social criticism for their economic condition resulting in mental pressure and suicidal acts. Children become directly or indirectly involved in social crimes like robbery, etc. The government is providing a daily lunch allowance which is quite insufficient and those who don't attend school do not have access to even this. Over one in five children still live in poverty and children continue to be the poorest age group in Nepal. Girls are married away at a young age since the family living under the poverty line takes them as an economic burden. Friends who were connected in the issue reporting process wrote a lot of incidents in which child marriage is practiced due to poverty. Many families live in inadequate housing with insufficient sanitation facilities due to poverty. The 'free education system' provided by the government does take charge. The cumulative impact of poverty-related issues restricts children's opportunities to achieve their full potential, affecting their future employment prospects, health, and overall quality of life.

Two girl participants in our VNR conference wrote a poem about their struggle though out their childhood and teenage:





सानै छँदा छोडी आउनु पर्यो
मेरो बाल्यकालको जीवना
सानै छँदा भेल्लु पर्यो बालश्रमको परिश्रमा

रहर थियो मेरो पनि खेलने
रमाउने र घुम्ने मन तर
बाध्यता र गरिबीले पुर्यायो
मलाई बाल श्रम ॥

सधै हेर्छु साथीभाई घुम्न गाको
खेलेको, रहर लाग्छ मलाई पनि
स्वतन्त्रता पूर्ण जीवन बिताएको ।
सायद मेरो पनि जीवन
स्वतन्त्रतापूर्ण हुन्थ्यो यदि
हुन्थ्यो साथमा आमा बुवा
तर ककक गर्नु जिम्मेवारीले साथ नछोड्दा ॥

सिक्दै छु अब आफ्नो जीवन
संघर्ष त हुदो रहेछ तर
अब सिक्दैछु हार नमानी अघि बढ्ने

English Translation:

I had to leave my childhood life
When I was very young
I even had to endure child labor
When I was still very young

I too had desires to play,
To enjoy and to wander
But, helplessness and poverty
Forced me into the child labor

I watch my friends playing,
And I too long for that joy
To live a life with freedom
Just as they do

My life would have been the same
Had my mother and father been alive
But the situations and responsibilities
Never left my side

I have learned now to live the life
Accepting all the struggles,
Learning to not accept the defeats
And lead with the courage

हामी आफ्नै बालश्रमलाई समाधान मानेका छौं।
चलाबैटाले बाल विवाह गर्न दवाव पास्का
सामान्य अधिकारबाट वञ्चित रहेका छौं।
हो हामी आफ्नो आवाज लुकाउन बाध्य
भस्का छौं।

समाजमा दैत इज्जत रक्क गरिव भइ
जलती भस्तापति जहितही धनीमानी नै सहि ।
हेला, सहेता, दमन, शोषण सबै सहनुपर्द
जलत भन्ने थाहा पाउदा पनि शान्त
रहनुपर्द ॥

भविष्यका कर्णधार हामी बालबालिकाले
अवसरहरू गुमाउछौं यही दरिद्रताले ।
होस्दै खैल्ले बालपन बिताउने द ति
हाम्रो इच्छा
गरिवीको रेखा बाहिर बस्ने पनि हो
आकाङ्क्षा ॥

माता हामी बालबालिका छौं द ति रहर
आफ्ना इच्छा सिमित राख्दै बिताउछौं प्रहर ।
होम्रो यस आवाजलाई दधान दिनुहोला
सुन्न र बुझ्न सँगै मनन गर्नुहोला ॥

- Sudha K.C. Rhude

गरिवीको रेखा

माता हामी बालबालिका छौं द ति रहर
आफ्ना इच्छा सिमित राख्दै बिताउछौं प्रहर ।
होम्रो यस आवाजलाई दधान दिनुहोला •
सुन्न र बुझ्न सँगै मनन गर्नुहोला ॥

श्वास थुन्ने अघि पर्दै गरिवीको रेखा
ईच्छा मान्न बाध्य हुन्छौं आवश्यकता देख्दा
दरिद्रता, भोकमरीले काँध थिचौं द
होके तथा अधिकारको रेखा मिचौं द ॥

शिक्षा, स्वास्थ्य टाढा जओस् दैत खान
लुप्त
अभै कति लेखेको द कुत्ति दुःख पछन ।
भोकमरी सँग लड्दै गर्दा कयौं पछौं श्रममा
अधिकारबाट वञ्चित हुन पुहौं कर्म क्रममा ।





Case-1: VLR has highlighted cases of children working long hours in brick factories, where they are exposed to dangerous conditions and deprived of education and play. These children often suffer from respiratory problems and other health issues due to the harsh working environment.

Case 2: A boy belonging to a Dalit community often faces discrimination in school and doesn't complete his education. This perpetuates the cycle of poverty and limits their opportunities for economic and social advancement.

What we want:

The government should focus on the agricultural sectors. A poverty monitoring system should be initiated. Allowances provided by the government should be as per requirements. The free privileges for poor people should not cost any charge at all. Implement social safety nets including cash transfer programs, to support vulnerable families. Support income-generating activities for parents on a large scale, empowering them to meet their children's needs. The government must ensure that all children have access to free and high-quality education. The government should provide scholarships, stipends, and financial assistance to children from low-income families to help cover school-related expenses such as uniforms, books, and transportation.

Sources:

- 1, 3, 4 - unicef.org
- 2 - www.lawcommission.gov.np





Goal: 2

No Hunger

Progress/ Achievements:

Global Hunger Index (GHI) has improved from 19.1 (2022) to 15.0 (2023)¹. The rate of child stunting has declined from 57% in 2001 to 36% in 2016². The western regions of Nepal, including cities like Pokhara and Butwal, have made notable strides in reducing child stunting and improving nutrition. The government has been supplying daily lunch allowances for children attending public schools. Collaborations with organizations like the World Food Programme (WFP) have enhanced the reach and effectiveness of food programs, providing additional resources and expertise. Targeted initiatives, such as the provision of micronutrient powders and fortified foods, address specific nutritional deficiencies among children, particularly in rural and remote areas. Investment in school infrastructure, including kitchens and dining areas, has been initiated by the government which facilitates the preparation and consumption of nutritious meals in a hygienic environment.

Good Practices:

The government has set nutritional standards for school meals to ensure that they are balanced and healthy, addressing both macro and micronutrient requirements. Efforts to procure food locally support local farmers and ensure the freshness and quality of the ingredients used in school meals. Programs aimed at educating parents, teachers, and children about the importance of nutrition and healthy eating habits have been rolled out to create a more health-conscious community. Regular monitoring and evaluation of the nutritional programs have helped to ensure their effectiveness and allow for continuous improvements based on feedback and assessments. In response to natural disasters and economic challenges, the government has provided emergency food assistance to ensure that children continue to receive adequate nutrition. Numerous NGOs and INGOs have organized food donation programs for citizens in remote areas of Nepal. Furthermore, during the COVID-19 pandemic, many organizations worked together to provide children with nutritious food.

Problems/ Challenges:

More than 40% of Nepalese children under the age of five suffer from stunted growth due to chronic malnutrition. Approximately 10% of Nepali children experience wasting, a condition caused by acute malnutrition. A concerning statistic is that nearly 38% of children between six months and two years old in Nepal do not consume any fruits or vegetables. Additionally, two-thirds of children do not eat eggs, dairy, fish, or meat³. The government's food allowance is insufficient, leaving many children in poverty without access to food programs. Hunger forces numerous children to engage in labor to earn money for food, depriving them of education and a normal childhood. In remote areas, malnutrition is rampant, leading to early mortality and organ dysfunction. Even those who do eat often suffer from various diseases due to a lack of nutritious food. Additionally, agriculture has become unstable due to reduced investment, and climate change has exacerbated food scarcity. Food scarcity affects entire communities, reducing agricultural productivity and perpetuating cycles of poverty and hunger.





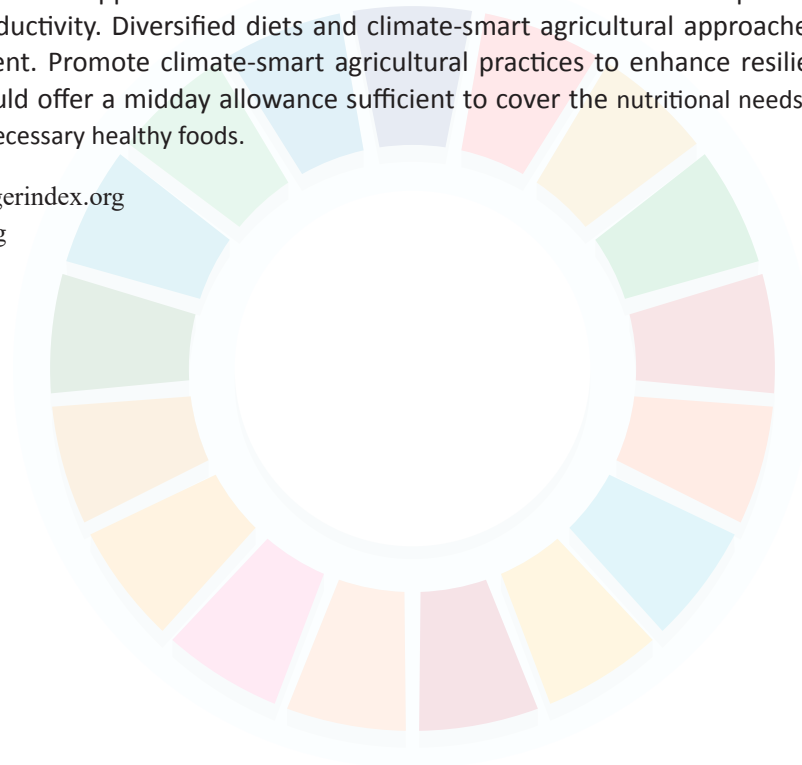
Case-3: The 150-student primary school in a remote village in Nepal's far west saw the introduction of the School Meal Program. Before the program began, many children were malnourished and attendance rates were low. After a year of implementation, the school witnessed a 30% rise in attendance, and the children's nutritional status significantly improved according to health screenings.

What we want:

The government must invest in programs that enhance the diets of young children, ensuring access to diverse and nutritious foods. Women and girls should be empowered to improve household food security. The government should focus on marginalized and excluded communities to ensure equitable access to resources. A comprehensive healthcare system must be established to address child health and nutrition by the government. More support and resources to smallholder farmers should be provided to improve food security and productivity. Diversified diets and climate-smart agricultural approaches must be initiated by the government. Promote climate-smart agricultural practices to enhance resilience and yield. The government should offer a midday allowance sufficient to cover the nutritional needs of children, ensuring they receive the necessary healthy foods.

¹- www.globalhungerindex.org

^{2,3}- www.unicef.org





Goal: 3

Good Health and Well-Being

Progress/ Achievements:

Improvements in maternal health care have significantly reduced the maternal mortality rate from 23.375 deaths per 1000 live births (2023) to 22.2716 deaths per 1000 live births (2024). Nepal has been declared polio-free since 2010, with no new polio cases reported. Between 1996 and 2016, stunting in children under the age of two decreased by 24 percentage points, thanks to improved health and nutrition services, household wealth, parental education, and sanitation. Early initiation of breastfeeding increased from 18% to 56%, and complementary feeding improved from 54% to 77% during the same period. Nepal has achieved high immunization coverage, with over 90% of children receiving vaccinations against major preventable diseases such as measles, polio, and tuberculosis.¹

Good Practices:

Over 50,000 female community health volunteers played a crucial role in promoting iron-folic acid supplementation and antenatal care. Nepal is on track to achieve its targets related to nutrition. Despite challenges, the country has made strides in reducing child stunting and scaling up nutrition services. Legislation, policies, and programs promoting better access to education have raised net enrollment rates. Timely health checkups have helped to ensure a child's health. The Integrated Management of Childhood Illness (IMCI) strategy has been implemented to reduce childhood morbidity and mortality by improving the case management skills of healthcare providers and strengthening health systems.

Problems/ Challenges:

A significant proportion of children in Nepal suffer from stunting (low height for age), wasting (low weight for height), and underweight (low weight for age) due to inadequate nutrition. Many rural and remote areas lack accessible healthcare facilities, forcing families to travel long distances to receive medical care. High costs of healthcare services and medications prevent many families from seeking necessary treatment for their children. Inadequate healthcare infrastructure, lack of medical supplies, and shortage of trained healthcare professionals lead to poor quality of care in many regions. Poor maternal health directly impacts child health. Issues such as inadequate prenatal care, high rates of maternal malnutrition, and insufficient maternal education contribute to adverse child health outcomes.

Case-4: A child residing in Karnali experienced symptoms of coughing, high fever, fatigue, and shortness of breath. Despite informing his parents, they initially didn't give much attention to his condition. As his condition worsened, they eventually took him to the only healthcare facility available in their area. Unfortunately, by then, the child had developed pneumonia, and the delayed medical intervention led to further complications, resulting in additional health issues for the child.





What we want:

Health posts should be established in every ward of remote areas, equipped with skilled doctors and modern technology. Toilets, clean drinking water, and proper sanitation facilities should be implemented at the local level in remote areas. To lower infant mortality rates, the government should develop emergency services programs and launch awareness initiatives. The government should increase the number of healthcare facilities, particularly in remote and rural areas. They must ensure these facilities are well-equipped and staffed with trained healthcare professionals. The government should develop and implement integrated health policies that address the multiple determinants of child health, including nutrition, sanitation, education, and social protection.

1- nepal.un.org





Goal: 4 Quality Education

Progress/ Achievement:

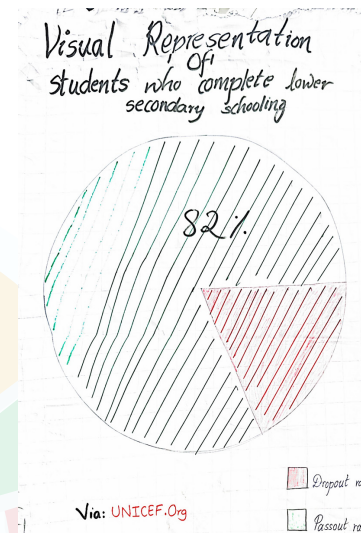
Back in 2076 B/S, The Federal Government of Nepal enforced the “National Education Policy 2076” with a great motto shouting “Educated, civilized, healthy and capable human resource” out loud. The policy is advertised to be guiding all three tiers of the government to monitor and achieve SDG 4. Adding to the subject The Federal Government of Nepal validated the National Framework and National Strategy for the development of the Education System (NSDES) just a year back in 2023 AD. The Legislative body of Nepal is also working on the Education Bill which will be passed soon. Curriculum revisions have been undertaken to make the education system more relevant and responsive to the needs of students. The literacy rate has been increased from 65.9% (2068) to 76.3% (2078). Female literacy rate has increased from 44.5% (2011) to 69.4% (2021).

Good Practices:

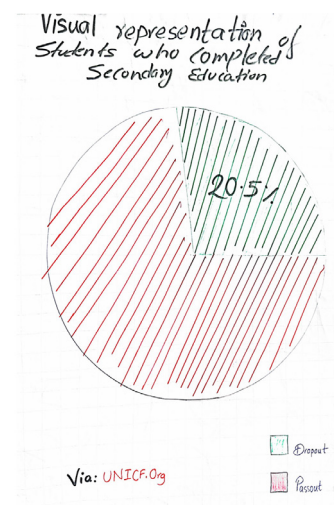
Article 31 of the 2015 Constitution of Nepal establishes the right to free and compulsory education till the secondary level for children of school-going age. This constitutional provision ensures that education is accessible to all, promoting a more equitable and inclusive society. Adding to the same thing the National Education Policy 2076 also ensures that children with disability and children from backward communities get free Higher education. The government of Nepal has implemented policy reforms aimed at improving the quality of education which includes the formulation of the National Education Policy, which emphasizes enhancing the quality of teaching and learning, promoting inclusive education. Initiatives such as in-service training, mentoring, and continuous professional development workshops aim to equip teachers with the necessary skills and knowledge to deliver quality education.

Problems/ Challenges:

As the policy implementation gap leaves a big scar in the lives of children like us there is a huge difference in the actual field as it is portrayed by policies. The deemed “Free Education” does cost a bit but doesn’t provide students with the most basic infrastructures and environment whereas the private education sector is way more commercial and despite being way better than government education institutions does lack a lot of requirements. The VLR report shows that teenagers are seeking practical knowledge and ECA rather than theoretical writing and the cases of favoritism to academically good students clarify the fragile condition of educational institutions. Additionally, there still exists bullying and discrimination in the schooling environment.



Pie chart made in National Issue Validation Workshop





Case-5: A group of four boys from Sudurpaschim completed their Secondary Education Examination (SEE) and aspired to continue their education in Kathmandu. However, due to financial constraints, one of them was unable to join them. The remaining friends sold their land in the village to finance their journey to Kathmandu. Despite their intentions to study, all of them ended up engaged in manual labor upon arrival in Kathmandu. Balancing work and studies, they struggle to attain a quality education, hindering their prospects of securing stable employment. Consequently, they find themselves compelled to work in construction, perpetuating their cycle of limited opportunities.

What we want:

As mentioned before teenagers seek practical and geo-centric education and are done memorizing the texts of books. As we have observed the great political and commercial influence in educational institutions risking and hindering the academic life of many students, we want the government to seriously act against these practices and provide visionary education to us children. The government should allocate sufficient funds for education, ensuring adequate resources for infrastructure development, teacher training, curriculum improvement, and educational technology. They should provide comprehensive training and ongoing professional development for teachers to enhance their skills and knowledge. The government should promote policies and practices that ensure all children, including marginalized groups, have equal access to education.

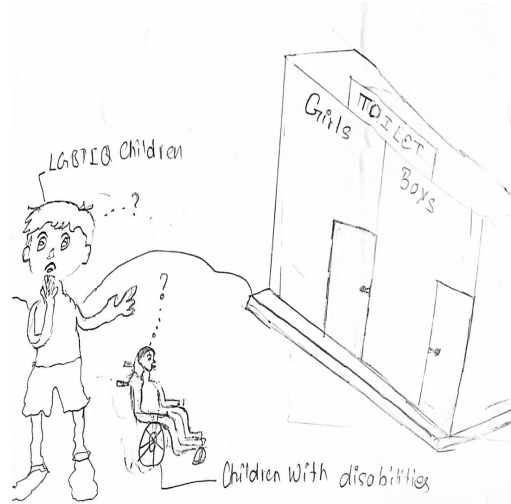




Goal: 5 Gender Equality

Progress/ Achievement:

Girls attending government schools are provided with certain allowances every year. They are also provided with free sanitary pads. Nepal has made progress in ensuring equal access to education for both girls and boys. Efforts have been made to reduce gender disparities in enrollment rates, especially at the primary level. Over the past two decades, legal reforms have transformed the landscape for gender equality in Nepal, ensuring increased legal protection of girls from violence, improved safeguarding of their sexual rights, and amplification of their voices in decision-making. Female literacy rate has increased from 44.5% (2011) to 69.4% (2021). Various organizations have been working for LGBTIQ+ children.



*Drawing made by one of our groups in
National Issue Validation Workshop*

Good Practices:

Legal reforms and awareness campaigns have helped reduce child marriage rates, but more work is needed. Efforts have been made to eliminate child labor. Awareness programs and legal measures have been aimed at protecting children from violence. Girls' leadership and involvement have been encouraged by various government and non-government organizations. Initiatives promote children's participation in decision-making processes. Awareness about gender stereotypes and biases has been raised by encouraging parents, teachers, and communities to challenge traditional gender roles. The media has consistently attempted to highlight the real issue of gender inequality faced by girls in remote areas.

Problems/ Challenges:

Child marriage remains a concern, particularly for girls. Boys and girls in remote areas are often subjected to child labor, but girls may face additional burdens of household chores and caregiving responsibilities. Girls face barriers in accessing quality healthcare services. LGBTIQ+ children are much more likely to be bullied, harassed, isolated, or subjected to violence. Girls are more vulnerable to physical, emotional, and sexual violence, both at home and in their communities. Deep-rooted patriarchal norms have resulted in girls facing social discrimination, limiting their participation in the community and decision-making processes.





Case-6: One of my classmates in Kathmandu posed a question to our class, including our teacher, about the perception that girls receive preferential treatment, leading to a perception of them being “out of hand.” I was taken aback by his perspective on gender equality, especially considering our education level. It made me reflect on how ingrained these beliefs still are, even among educated boys. It raises the question: is it fair or accurate to simplify a girl’s existence in such a manner? When will we, as girls, receive the justice and equality that we rightfully deserve?

Case-7: In one family there were five members, In that family one couple had three daughters as their financial condition was not good and the couple was uneducated in our society there is a concept in everyone’s mind “No matter how well you raise a girl, at last she will go others home”. Because of this people see girls as burdens and try to marry them off as soon as possible. The couple also married off their daughter at a young age and because of this one of their daughters died while giving birth, another’s husband died just after one year of marriage and she had a child but because she was still underage she didn’t have a marriage certificate and her child couldn’t get a birth certificate and she couldn’t even get social services. And their third daughter got involved in child labor as her husband’s financial condition was not good.

What we want:

The government should provide scholarships and financial incentives for families to send girls to school. They must enforce and strengthen laws against gender-based violence, child marriage, and discrimination. The government also must enact and enforce laws that prohibit discrimination based on sexual orientation and gender identity in schools, healthcare, and other public spaces. LGBTQ-inclusive curricula in schools that educate students about sexual orientation, gender identity, and the importance of diversity and inclusion should be integrated.





GOAL 13: Climate Action

Progress/ Achievement:

Nepal has demonstrated impressive progress in advancing an equitable and gender-responsive assessment system, as well as in fostering a supportive atmosphere, developing institutional frameworks, and building capacity concerning Sustainable Development Goal 13 (SDG 13). The evidence-based planning, monitoring, and evaluation system is being further refined. The goal of SDG 13 is to tackle climate change and its effects as soon as possible. Although particular accomplishments may differ, Nepal's dedication to mitigating climate change is apparent through a range of programs and regulations. You can examine the National Review of Sustainable Development Goals and the National Data Portal-Nepal for additional in-depth details.

Good Practices:

The government has been working actively on making communities, and infrastructure resilient. And by adding adaptive actions toward natural catastrophes and climate-related hazards. This includes disaster risk reduction, early warning systems, and community-based adaptation strategies. The pre-disaster preparation acts are being localized way more because of the lesson we learned in 2072 B/S and realizing the importance Nepal has also aligned this goal with its border development goals. The resource has been mobilized properly and seeks more international resourcing for climate action. Clean energy has been a matter of interest for investment and hydro-powers are multiplying so far. Green tax is charged on fossil fuels to reduce their use. Various schools and institutions have started to initiate making their surroundings greener. The government has also included climate change, its effects, and preventive measures in the curriculum.

Problems/ Challenges:

The country has been facing an alarming rise in temperature this year and broke the 17-year-old record of the highest in the country. Despite aiming for no carbon emission by 2045 A.D. There still seems no control over the subject. VLR reporters write that drought has been a big issue in the Terai regional belt due to Chure destruction of construction resources and we also realize the carelessness of the government and haven't prepared well for the flooding in the coming few weeks. The Manang-Mustang range has been facing a more extreme climate than usual. Electric vehicles are not promoted by the government and increasing the tax on EVs is too much. The implementation is quite left behind in the local development acts. There are not many people speaking for this careless act from the government and lack of advocacy has been a major concern as well as children's voices and impacts they're going through are disregarded.



Drawing made by one of our groups in National Issue Validation Workshop





Words from children: A child participating in the VNR process writes “Some places are getting very dry, and it’s harder to find clean water. Children have to walk long distances to get water for their families, which means less time to play or study. The weather is changing a lot, making it difficult for farmers to grow enough food. Sometimes there’s too much rain, and sometimes there’s too little. This means there might not be enough nutritious food. Climate change causes more big storms and heavy rains, which can lead to floods and landslides. Floods can destroy homes and schools, making it hard for children to go to school and stay safe. Though children are facing many issues, Child rights policies currently fall short of adequately addressing the rights of children in the face of environmental crises, such as climate change. In Nepal, within the existing climate change policies, child rights are only superficially acknowledged, primarily in written form, with limited substantive implementation.”

What we want:

As we children are the most impacted and vulnerable group to climate change, we seek a platform that helps us advocate focused on climate action. There are very minimum practices in the local government for acting against climate change we want to multiply the practices by a huge margin. We seek localization in the principles, especially for infrastructure development. The education curriculum has not been providing in-depth knowledge on Sustainable development.

Ideas from us children:

It was very well said by our friends that :

“If you are happy, plant a tree

If you are sad, plant a tree.

If you fall in love, plant a tree.

If you are separated, plant a tree.

If anything, good or bad happens in your life, plant a tree.

Because you are not planting a tree but a life.”

“ छस्मी हुनुहुन्छ रुख रोप्नुस्,
 दुःखी हुनुहुन्छ रुख रोप्नुस्,
 माया प्यो रुख रोप्नुस्,
 बिछोड भयो रुख रोप्नुस्,
 तपाईंको जिवनमा कुनै पनि शत्रो या
 नशत्रो घटना घट्यो भने रुख रोप्नुस्,
 किनभने तपाईंले रुख रोडिन जिवन रोप्दै
 हुनुहुन्छ ”





GOAL 16: Peace, Justice, and Strong Institutions

Progress/ Achievement:

So far, the government has been trying to strengthen its institutions, and providing justice while maintaining peace and prosperity has been the motto of the government. Nepal's cooperative movement, sustainable energy, and community forestry practices contribute to SDG 16¹. Community policing initiatives have improved safety and security. Legal reforms have strengthened human rights and access to justice. Major issues like child labor have been declining in numbers back 2008 A.D. 1.8 million children were involved in child labor after the progress it has declined to 1.1 million in 2018 A.D.

Good Practices:

Secularism has been maintained in an exemplary way as “Unity in Diversity” is shouted out loud around every corner of the country and acts against secularism are responsibly handled by the government. The legislative has been learning from the recent acts including injustice and enforcing laws in such a way that those acts won't be repeated. Equity and equality have started marking their way in the central and developed places but the scar remains the same in the rural areas. Child violence and other forms of sexual violence have decreased positively. Cooperatives play a crucial role in poverty reduction, livelihood improvement, and sustainable development².

Problems/ Challenges:

Despite the tries of CIAA, there remains nepotism, favoritism, and corruption in the forms of bribery, forgery, and mass corruption in government bodies. It's not only the corruption that's making the nation hollow from the inside for us children there remains an absence of child child-friendly responsive system. Child labor and child marriage are still a big issue for our nation we don't want only INGOs and CSOs working on it we want our government to act upon the issues seriously. Culturally pressured child marriage is still a major issue in the Terai belt. We do see that authorities of the government are not so passionate about their work since government work doesn't pay them well and are found guilty of selling their authority for minimal bribes.

Case-8: A 13-year-old girl from Bhimdutta Municipality in Kanchanpur District, Nepal went missing on July 26, 2018. She went missing while returning home from her friend's house. Her body was found the next day in a sugarcane field near her home. An autopsy confirmed that she had been raped and subsequently murdered. She still hasn't received any justice.





What we want:

Governments should enact and enforce laws and policies that protect our rights (children's Rights), ensure our safety, and promote our well-being. This includes laws against child labor, child trafficking, child marriage, and other forms of exploitation. Governments should ensure that children have access to justice systems that are child-friendly, accessible, and responsive to their needs. This includes providing legal aid, counseling, and support services for child victims of abuse, exploitation, or violence. Governments should collaborate with international organizations, NGOs, and other stakeholders to share best practices, resources, and expertise in promoting SDG 16 for children.



“बालसहभागिता: संविधानदेखि व्यवहारसम्म”



कन्सोर्टियम-नेपाल
Consortium Nepal

बाल सहभागितामा कार्यरत संस्थाहरूको सामा समूह (कन्सोर्टियम नेपाल)

बुद्धनगर, काठमाडौं ।

फोन नं.: ०१-४७६९३२७

इमेल : participation.consortium@gmail.com

वेबसाइट: <http://www.consortium.org.np>

सचिवालय: एन.ए.सी.जी नेपाल (NACG Nepal)