

Reducing Sexual Exploitation of Children through Education

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ABBREVIATIONS

CAC Nepal	Community Action Centre Nepal
CBO	Community Based Organization
CDO	Chief District Officer
CSW	Child Sex Workers
CWC	Child Welfare Centre
DDC	District development Committee
DEO	District Education Office
FHI	Family Health International
FGD	Focus Group Discussion
GO	Governmental Organization
MOU	Memorandum of Understanding
NFE	Non Formal Education
NGO	Non-Governmental Organizations
PC	Project Coordinator
PM	Project Manager
PRRP	Project Review and Reflection Process
PTA	Parents Teacher's' Association
SEC	Sexual Exploitation of Children
SMC	School Management Committee
STI	Sexually Transmitted Infection
VDC	Village Development Committee

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Reducing Sexual Exploitation of Children through Education

Executive Summary

Community Action Centre Nepal (CAC Nepal) executed the project entitled '*Reducing sexual exploitation of children through education*' in Bhaktapur district in the technical as well as financial support from Winrock International with the major objectives of reduction of worst form of child labour and their vulnerability to trafficking and sexual exploitation through education.

This project was implemented in the pilot project form for nine months and covered 9 VDCs and 2 Municipalities of the district. Children of aged below 18 years who were at worst form of child labour and at high-risk of sexual exploitation (especially children of street based sex workers, brick/carpet/garment factory workers and belongs to marginalized and disadvantaged groups) were the primary target beneficiaries. Out of nearly 400 children, 100 children were selected based on ethnic origin, sex, social status and economic condition. Twenty bright children were enrolled in to different formal schools of the district under direct scholarship programs and other 80 children who were normally higher in age category, greater risk of sexual exploitation and trafficking were enrolled for Non Formal Education classes.

CAC Nepal successfully established and operated 4 NFE Centres in different sites of the district that were more convenient to the target children. A Parents and Teacher Association (PTA) was formed in each NFE sites and mobilized them for monitoring and supervision of NFE Centres. Formation of such PTAs have fundamental role in effective operation of NFE Centres and acting as pressure groups against violation of child rights in the society. Also, CAC Nepal conducted door to door visit programs, developed and disseminated several IEC materials, performed street dramas in the core areas to sensitize community people against worst form of child labour and vulnerability to sexual exploitation.

The project was able to create effective networks, coordination and working environment with DEO, I/NGOs, CBOs including child clubs and other stakeholders in this project cycle, through which collective action against worst form of child labour was possible. Regular consultation and interactions with these key stakeholders provided important grounds to CAC Nepal for the effective as well as target group friendly intervention. More importantly, coordination with DEO, Bhaktapur, CAC Nepal was able to enrolled 115 NFE students to formal schools by the end of May, 2006.

However, the project was implemented for the short time period and limited to certain geographical coverage, was able to aware community people, parents and other stakeholder against violence of child right, worst form of child labour and importance of education for the children in greater extent. Some of the community level structures were established to ensure sustainability of project results.

I. GENERAL TECHNICAL ASPECTS

1.1 Background

It is estimated that more than 211 million children around the world are caught up in any form of working situations that put them at high physical as well as mental torture, put their health and development at risk, violate international core labour standards, and negatively impact their futures. According to ILO Convention 182, the worst forms of child labour include all forms of slavery or practices similar to slavery such as the sale and trafficking of children, debt bondage and serfdom or forced labour, or compulsory recruitment of children for use in armed conflict; use, procurement or offering of a child for prostitution or pornography; use, or procurement of a child for illicit activities; and work which by its nature or by the circumstances by which it is carried out is likely to harm the health, safety, and morals of children.

In Nepal, Various push and pull factors are responsible for the migration of children to the urban cities including Kathmandu, Bhaktapur and Lalitpur for the purpose of employment where they become vulnerable to child labour and sexual exploitation. In the case of Bhaktapur, opportunities for labour work and jobs in restaurants and garment, carpet and brick factories are numerous that are the major pull factors among the migrant child labours. Higher numbers of them are found involving in the risk as well as hazardous from of labour works like dishwashing; lifting heavy loads in the factories, working as helper in public transportation and so on. There are higher chances of exploiting their labour and further push them in the worst form.

There is no one sure-shot solution for this ever-increasing problem. However, from this project, CAC Nepal learned half the battle would be won if we can retain these children in the school, as they will have no time to work but to socialize and to learn life skills.

CAC-Nepal is purely a community based NGO has been involved in empowerment of communities to tackle the problems of women and children from the dates of its establishment. Specific activities implemented by the centre include rescuing and rehabilitation of trafficked children, advocacy for the rights of women and children (birth registration and citizenship), social advocacy against violence of child rights, NFE classes to the labour children, HIV prevention to care and support activities among female sex workers, child education and so on.

1.2 Target Beneficiary

Children of aged below 18 years who were at high risk of child labour as well as sexual exploitation (especially children of street based sex workers, brisk/carpet/garment factory workers and from the marginalized and disadvantaged groups) were the primary target beneficiaries of this project. Out of nearly 400 children, CAC- Nepal selected 100 children based on ethnic origin, sex, social status and economic condition. There has been created prominent environment to increase their access to education and other skills as well as capacity building activities through this project.

Categorically primary target groups were:

- Children of Street based sex workers
- Children working at Carpet and garment factories
- Children working at crusher and brick factories
- Children working at transportation
- Trafficked and migrant children
- Children who are at high risk of drug abuse

Twenty children were enrolled in to different formal schools of Bhaktapur under direct scholarship programs. Other 80 children who were normally higher in age category, greater risk of sexual exploitation and trafficking were selected for Non Formal Education classes.

1.3 Objective

The general objective of the project was to reduce the worst form of the child labour and sexual exploitation of the children of Bhaktapur district through education. Other specific objectives were as:

- To raise awareness against worst form of child labour in tandem with other activities.
- To control and prevent child labour through mobilizing and strengthening local pressure groups,
- To activate and strengthen local institutions to deal with the issues
- To provide skill development trainings to the vulnerable children and their family and link up with other income generation activities,
- To explore options for the children who are seeking alternatives,
- To develop linkage and networking with the different stakeholders to address the issue of child labour (with special reference to commercial sexual exploitation and trafficking of children).

1.4 Working Area

In this project phase, CAC-Nepal selected 9 VDCs and 2 Municipalities of the Bhaktapur district as its working area, where there were higher numbers of brick/carpet/garment factories and children who were at high-risk of sexual exploitation, trafficking and in the worst form of child labour. Selected VDCs and Municipalities were as:

- | | | |
|--------------------------------|---|---|
| 1. Madhapur Thimi Municipality | : | Lokanthali, Kausaltar, Sanothimi, Thimi, Gatthaghar |
| 2. Balkot VDC | : | Balkot |
| 3. Katunje VDC | : | Katunje, Srijananagar, Sallaghari |
| 4. Dadhikot VDC | : | Dadhikot |
| 5. Bageswori VDC | : | Kharipati |
| 6. Sudal VDC | : | Sudal |
| 7. Chittapol VDC | : | Sanga, Pallase , Nalinchowk |
| 8. Duwakot VDC | : | Duwakot |
| 9. Nakhel VDC | : | Surya Binayak, Ganeshthan |
| 10. Sipadol VDC | : | Chundevi, Barahisthan |
| 11. Bhaktapur Municipality | : | Muldhoka,, Chyamasingh, Dudhpati, Jagate, Kamalbinayak , Talakuwa , Durbar Square, Sukuldhoka, Byasi. |

1.5 Approaches

1.5.1 Community Assessment

Regular community assessment was one of the major approaches of CAC Nepal tracking children who were at high risk of child labour and sexual exploitation, identifying route causes, motivating them in skill as well as capacity building programs and so on. Project team including Project coordinator, field supervisor and NFE facilitators regularly made the field visit, held formal/ informal meeting with parents/gardens and community people to increase their support towards program interventions.

In the initial phase, CAC Nepal conducted a month long base line survey to understand the worst form of child labour, major high risk and child labour concentrated areas, their vulnerability to sexual exploitation and trafficking, mobility status, attitude, socio-economic status and so on. That supported to identify children who needed supports, convenient area to establish NFE centres and so on in greater extent.

1.5.2 Networking and Coordination

Based on the Millennium Development Goal, Bhaktapur district also has the plan education for all children by 2015. However, one efforts and initiation is not sufficient to achieve the goal. For this, we need joint efforts and good coordination among the stakeholders (DEO Rajya Laxmi Nakarmi, Bhaktapur). CAC Nepal also belief that effective coordination and networking is must at least among the organizations working for child rights and welfare to reduce the worst from of child labour in Bhaktapur and to ensure their education right.

In this project cycle, CAC Nepal was able to create very effective coordination and networking among the organizations working for child welfare; especially District Education Office (DEO) and other stakeholders in the district. Because of which, Centre was able to create several skill development as well as income generation opportunities among the beneficiaries.

1.5.3 Conduct NFE Classes

Non Formal Education is considered as the major intervention in reducing child labour. Non-formal education in one hand will enhance functional literacy skills for some children while for other; it will provide transitional support for later enrolment in formal educational institutions.

CAC Nepal provided Non Formal Education to 80 children who were involved in any form of child labour and high risk of trafficking and sexual exploitation through its four NFE centres. More importantly, by the end of May, 2006, CAC Nepal enrolled 115 children including NFE students to formal schools in the coordination with DEO. Also, it has the plan to provide capacity/skill building training to 30 drop out children in the month of July, 2006.

1.5.4 Social and Community Awareness

In order to increase awareness of the community people about child rights and child labour exploitation, CAC Nepal conducted door to door to visit programs, developed and disseminated several IEC materials and performed street dramas in the core areas where child labour existed.

1.5.5 Strengthening Community Based Mechanism (Sustainability)

However, CAC Nepal conducted this project as in the form of pilot project in Bhaktapur district, it also involved in developing community structures to ensure sustainability of project results. At least one Parent and Teachers Associations (PTA), Child clubs and network links with the District Education Office (DEO) were formed to support the children. This project in fact focused on further strengthening such structures to make sure that children do not drop-out of educational programmes to get involved in exploitative labour situations.

1.5.6 Capacity Building

CAC Nepal provided skill development as well as capacity building training to the parents of the children, teachers and NFE facilitator so that they were capable to provide career counselling and guidance to children, increase parents access to employment opportunities, earn some income and provide basic educational necessities for the children. Likewise, capacity building training provided to PTA groups, child clubs so as to strengthen their capacity to under take project related activities.

1.5.7 Local level Advocacy

Local level advocacy was one of the major strategies of CAC Nepal both for the awareness building among the community people and enable the environment for law reinforces against child labour exploitation. CAC Nepal jointly worked with the Key Stakeholders and mobilized PTAs, Local Youth Clubs, Child Clubs, and Community based organizations, local leaders, civil society and media in various advocacy activities.

1.5.8 Linking up with other Services

Program interventions linked to the technical training institutions and apprenticeship opportunities for skills development of the beneficiary children and their parents. Priority was given to those aged children, especially who were less interested in continuation with of formal education.

1.5.9 Information Documentation and Dissemination

CAC Nepal has developed effective information documentation and dissemination mechanism through its regular monitoring and evaluation plan. Best practices and successor were documented in the form of spotlight stories.

1.6 Major Accomplished Activities

1.6.1 Requirement of Human Resource

CAC Nepal established its field office at Chundevi, Bhaktapur in the month of May, 2005 to monitor and supervise its field level activities in 10 VDCs, including Bhaktapur and Madhyapur Thimi Municipalities. Also, Project coordinator and Field Supervisor were recruited in the same month to run its field level activities.

1.6.2 Community Assessment

With the help of BCC staffs, CAC Nepal carried out a month long community assessment to identify the beneficiary children. Structured questionnaire was used to understand socio-economic as well as migration status, caste and ethnicity and to gather base line information of the children who were at worst form of child labour, high risk of sexual and child labour exploitation and trafficking. This assessment helped to understand the major reasons/route causes that the children were out of school/formal education in greater extent and in the other hand supported to design effective education program for them.

1.6.3 Selection of Beneficiary Children

Out of nearly 400 children, CAC- Nepal selected only 100 children as beneficiary children. Selection was carried out on the basis of ethnic origin, sex, social and economic status. Also, out of 100 children, twenty children were enrolled in to different formal schools of Bhaktapur under direct scholarship programs. Other 80 children who were normally higher in age category, greater risk of sexual exploitation and trafficking were selected for Non Formal Education classes. Name and address of the beneficiary children are illustrated in the annex.

1.5.4 Interaction with School Teachers

CAC Nepal organized an interaction program with schools teachers from the working area on July 11, 2005. A total number of 8 teachers from different schools were participated in this program.

Objective

The general objective of the interaction program was to gather inputs in designing effective working modalities for conducting NFE classes and school enrolment of the beneficiary children under direct scholarship program. Other specific objectives were as:

- To build good rapport with the school teachers
- To inform them about CAC Nepal program activities
- To identify proper location to establish NFE Centres

Major Outcomes

The major outcomes of the interaction program were as:

- School teachers knew the major objectives of CIRCLE project
- They became familiar with the CAC Nepal and its activities run in Bhaktapur district
- They knew the primary target group of the CIRCLE Project
- Proper locations to establish NFE centres were identified

1.5.5 NFE Facilitator Training

CAC Nepal conducted 5 days long NFE Facilitator training to its staffs and NFE Facilitators from July 20 to July 24 with the major objectives of enhancing NFE Facilitators practical knowledge and skills to conduct non formal classes to the beneficiary children effectively.

The NFE Facilitator Training was productive to enhance practical knowledge and skills of NFE Facilitators to conduct NFE classes effectively. From the training they learned effective teaching learning skills, child psychology and how to deals with the children. More importantly, they were updated on the curriculum and to follow the teaching materials properly.

1.5.6 Establish NFE Centres

Four NFE Centres were established in different sites of Bhaktapur district in the month of July, 2005. Also, CAC Nepal assigned four NFE facilitators to conduct NFE classes in these centres. Name and address of the NFE centres and assigned Facilitator are illustrated in annex.

1.5.7 Distribution of Books, School Uniforms, School Bags and Stationery

CAC Nepal regularly provided books; School Uniforms, stationery and other necessary compliance to the children, enrolled under direct scholarship and NFE classes. A detail of the asset distributed to the beneficiary children during the project cycle is illustrated in the table 4.

1.5.8 Meeting with Members of Women's Charity Group

A meeting was held with the members of **Women's Charity Group** who were interested to sponsor schooling of the children preferably from Dalit and under-privileged family on August 10, 2005. The objectives of the meeting were to explore the potential sources of the sponsorship to cover higher number of the children and updating the progress of the children (8 Children) who were under direct sponsorship of Women's Charity group. The Meeting was fruitful that one of Korean Expatriate (members of The Women's Charity Group), expressed her interest to sponsor 7 more children for their education. It was one of the morale boosting achievements of the CAC Nepal and a breakthrough in the direction of the sustainability of the CIRCLE Project.

1.5.9 Parents' Meetings

CAC Nepal conducted series of meeting (at least bi-monthly) with the parents of the beneficiary children in each NFE centre sites. These meeting were the best forum for the discussion on the related issues and sharing opinion, suggestion in front of for the betterment of child education/schooling. Because of which, parents were aware of the importance of child education and exploitation of child right. More importantly, they were self-esteemed to form a self-help group to sustain the efforts to reduce the child labour through educational initiatives.

1.5.10 PTA Formation

A total numbers of four Parent Teacher's Association (PTA) were formed in each and every NFE sites. Parents of the beneficiary children and school teachers from the working areas were the members of each PTA.

CAC Nepal conducted series of meeting and interaction with PTAs for the common consent and effective joint venture efforts in reducing worst from of child labour through education in the society. Also, provided and linked with several skill development, capacity building and income generation training.

PTAs were actively involved in monitoring NFE centres, motivating children who were at the worst from of child labour and higher risk of trafficking for child labour and sexual exploitation to the NFE classes. Also, they were working as a pressure group against worst from of child labour in their community and lobbying for child rights for the education.

CAC Nepal realized that functioning of PTA is one of the major steps for the sustainability of the NFE centres in the long run. Each PTA has good coordination and networking with DEO and other key stakeholders of the district.

1.5.11 Facilitators' Meetings

CAC Nepal conducted 10 Facilitators meeting (one meeting in each month) during this project cycle. These meeting had the important implications to overcome the obstacles faced by the Facilitators while working with target children in the community.

1.5.12 Female Teachers' Training

CAC Nepal organized one day training workshop to female teachers of Bhaktapur district on October 3, 2005 at hotel Sweet Home. A total number of 27 female teachers from different schools were participated in the training. This workshop was productive to aware female teachers on child rights; worst form of child labour, risk of trafficking working children for the sexual exploitation and current child labour situation in Bhaktapur district. More importantly, this workshop was able to form a woman self help group to support girl children who are at risk of dropping out from the school.

Because key persons/stakeholders of Bhaktapur district were also participated in the workshop, it was the good forum for open discussion on the burning issues of the child labour and sharing prominent ideas in front of.

1.5.13 Street Drama

Street Drama 'Balla Bhujhe' (Now I understood) was performed in Kamal Vinayak, Surya Binayak, Katunje and Thimi area of Bhaktapur district. More than 1000 community people, parents and children were interestingly participated and observed the drama.

The drama was based on the story of two boys and two girls, who were illiterate and move to city in search of jobs. However, in the city, they don't find any jobs and forceful to work in Brick kilns, where they are exploited as child labour, due to illiteracy. The two girls also feel cheated and duped; when they come to know that they are being forced to work in a brothel and Cabin Restaurant. The drama ends up with the realization that education is the best antidote against child labour, sexual exploitation of children, child trafficking etc. Major issues covered by the drama were as:

- Child labour,
- Child education,
- Education of Girl child,
- Sexual Exploitation of children,
- Importance of Birth Registration, and citizenship,
- Issue of Citizenship Certificate through mother's name,

The Street Drama was quite impressive, informative and touchable among the community people and observed as one of the effective tools to sensitize/aware community people on child rights and related issues. More importantly, the drama was successful in relaying the message that child labour, sexual exploitation of children must be discouraged and that every child of the community should have access to affordable and quality education.

1.5.14 Principals' Meetings

CAC Nepal organized a consultation meeting with the school's principals at its Field Office on Oct 20th, 2005. Principal of Dattatraya Lower Secondary School, Bal Sewa Lower Secondary School and Sharada Primary school were participated in the meeting. Ms. Tulasa Lata Amatya, briefly presented objectives of CIRCLE project, coverage and target children. The meeting was fruitful to understand the common obstacles faced by the schools and areas for the mutual coordination/interventions. More importantly, this meeting was productive to find out the route causes of dropping out girls children from the schools and in what sector CAC Nepal could continue support to the schools.

The teachers convinced the importance of child schooling in reduction of child labour and also appreciated the works of CAC-Nepal as it was one of the major inputs in the reduction of child labour in Bhaktapur district.

1.5.15 Stakeholder Meeting

CAC Nepal conducted an interaction meeting with key stakeholders of the Bhaktapur district on January 9, 2006 at Sweet Home hotel. More than 58 participants from different organizations including DDC Chairman, CDO, LDO, Superintendent of Police (SP) and DEO were participated in the meeting.

The general objective of the meeting was making stakeholders familiar to the CIRCLE project under taking at Bhaktapur district, beneficiary groups and objectives. Other specific objectives were as:

- To share the major objectives of the CIRCLE project undertaken in Bhaktapur district and plan activities to fulfil the objectives.
- To overview on the child labour situation in the district
- To held a group discussion on the issues and challenges related to child labour
- To gather feedback and suggestion for the betterment of the project and its sustainability

Program in Details

The over all session was divided in to three sessions: inaugural, presentation and group discussion.

Inaugural Session

Inaugural session was conducted under the chairmanship of Ms. Tulasa Lata Amatya, President of CAC Nepal. During which, Mr. Surendra Pratap Shah, DDC Chairman; Ms. Rajya Laxmi Narkarmi, DEO, Mr. Bhakti Prasad Upreti , LDO highlighted on the child labour situation in Bhaktapur district, route causes and importance of schooling in the direction of child labour reduction. Also, they urged the importance of joint collaboration among the GOs, I/NGOs, civil society and private sectors for the effective results and to reach the goal that Education for All by 2015. On this regards, all of them appreciated CAC Nepal initiation and contribution in the district and showed their commitment for whatever support that they can produce.

Presentation

After short speech from Ms Tulasa Lata Amatya, Mr. Pradeep Gangol, Project Coordinator, made the brief presentation on objectives of the CIRCLE Project, Target beneficiary children, working strategies, planned activities and major achievements till date. Because the session was plenary it was very effective to make the consensus about the outcomes of the interventions. During the presentation, Mr. Gangol briefly described on the project coverage, beneficiary children selection procedure, NFE classes, and direct scholarships and major challenges and limitations.

Group Discussion

After the presentation on the CIRCLE Project, group discussion was held on the issues related to the child labour, role of the civil society in the reduction of child labour, joint venture collaboration in ensuring their access to education and sustainability of the programs. It was the best forum to discuss on the related issues/agenda frontally with the key stakeholders and clear up immediately.

Outcomes

Major outcomes of the stakeholders meeting were as:

- Stakeholders/participants were familiar with the objectives of the CIRCLR Project, area coverage, beneficiary groups and activities undertaken
- Key stakeholders, especially DEO and LDO impressed from the activities undertaken by CAC Nepal for children and showed their commitment for the continue support to the centre in the days to come. Further, Ms. Rajya Laxmi Nakarmi, DEO advised to come with proposal so that what can do for the sustainability in joint venture.
- Other stakeholders including civil society organizations and school Head Master were ready for the support and contribution

1.5.16 In-House Stakeholder Meeting

CAC Nepal organized two in-house stakeholders meeting throughout the project period. Head Masters of the belonging schools, President of Parents and Teachers Association (PTA), Guardians and children under direct scholarship as well as NFE classes were participated in the meeting.

During the meeting open discussion was held among the parents of the beneficiary children, PTA, school Head Masters, NFE facilitators on the progress of the beneficiary children, common obstacles encountered, area need improvements and so on. The meeting was fruitful in building mutual understanding/coordination among teachers, NFE facilitators and parents and to derive better solution of the general problems. More importantly the meeting was helpful to prepare the consent agenda dealing with government authority and other key stakeholders in terms of sustainability and good service delivery.

1.5.17 Interaction with Media Persons

CAC Nepal organized two interaction meetings with media persons at its field office. Journalists working in Bhaktapur sites were invited in the program. The major objectives of the meetings were to aware the media persons on the child labour situation in the district, CAC Nepal efforts for the reduction of worst form of child labour through education and to motivate and making them commitment child labour related issues.

Major agenda

- CAC Nepal and its major area of interventions
- Child labour situation, their vulnerability to sexual as well as child labour exploitation
- Objectives and goal of CIRCLE project, target beneficiaries
- Major achievements
- Roles of the media persons
- Feedback and suggestion

The major outcomes

- Media personnel were familiar with CAC Nepal and its activities to reduce child labour through education
- They knew about the CIRCLE project and its objectives
- They were aware of child labour situation in Bhaktapur and around its periphery and their vulnerability of sexual as well as child labour exploitation

1.5.18 Oratory Contest

CAC Nepal conducted Inter High School Level oratory contest entitled 'Importance of Education in the Reduction of Child labour in Nepal' on February 27, 2006 at hotel Sweet Home, Bhaktapur. A total numbers of 18 students from 9 schools of Bhaktapur district. Two NFE students were also got participation in the contest.

Contestants clearly highlighted on the importance of child education/schooling to reduce their risk of involving in worst form of child labour. They briefed that education as one the fundamental rights of the children and if we are able to ensure education for all children it drastically reduce the child labour situation throughout the country.

Three members panel (DEO and two educationalists) were involved as judges in the oratory contest. In the contest, Ms. Laxmi Khatri (class X) from Shress Padma Higher Secondary School won the first prize. Similarly, Ms. Sunita Khiuju (class X) from Shree Dattatraya Lower Secondary School and Mr. Yadav Shrestha (class VII) from Shree Shanti Niketan Lower Secondary School won the second and third prizes respectively. Also, Junu Sukumini, NFE students won the consolation prize. Ms. Rajya Laxmi Nakarmi, DEO, distributed prizes to the winner

Outcomes:

The oratory contest was found very effective to aware the school children on fundamental child rights, worst form of child labour and how their sexual and child labour exploited.

1.5.19 Meeting with Child Clubs

CAC Nepal conducted series of interaction meeting with the members of child clubs of Bhaktapur district for the purpose of building their capacity in monitoring violence of child rights in the community. CAC Nepal team trained them on fundamental rights of the children, how child sexual and labour exploited, importance of education, gender equity, importance of birth registration and citizenships, legal provision related to child labour and so on. They were also motivated to act as watch dog in their society so that they can file worst form of child labour happened in the community and make referral of the children to NFE centres.

Findings

There were more than 16 child clubs in Bhaktapur districts. All the members were highly enthusiastic and admire for social development especially for the welfare of the children. However, none of them have had orientation/training

on basic child rights, how to action against worst form of child labour, supporting organizations for the coordination and so on. They were in need of moral and fundamental support for bust up and self esteemed.

1.5.20 School Toilet Construction

Toilets are very essential for the students, especially for the girls. As boy students, it is very difficult for the girl students to use public places for toilet. There are no school toilets for the students in many government schools of Bhaktapur district and it is one of the reasons dropping out girl students from the school (DEO, Rajya Laxmi Nakarmi). CAC Nepal therefore urged for the importance of school toilets especially for girl children from the beginning and in this project period built a school toilet at Bal Binayak Primary School. This would be greatly beneficial for the students and a model for other schools.

2 Lesson Learned

Reducing sexual as well as labour exploitation of the children through education is one of the effective programs of CAC Nepal in Bhaktapur district. However, this project is implemented for the short period in the pilot project form and limited to certain geographical coverage, able to aware community people, parents and other stakeholder against violence of child right, worst form of child labour and importance of education for the children in greater extent. Major lesson learned from the project were as:

- **PTA formation** and mobilization is one of the major steps for the sustainability of the NFE centres in the long run. Because PTA members belong to the same society, they can closely monitor exploitation of child labour in the society and work as watchdog. They can conduct NFE classes even in minimal cost.
- **Good coordination and networks with key stakeholders** is very essential for the effective results
- **School toilets** are very essential for the girl students.
- **Linking up parents** of the beneficiary children in to skill development as well as income generation activities will have positive impact on child education
- **NFE Facilitators** should be from the local community and trained on child right perspectives.
- **Time frame and curriculum** should be clear for NFE students.
- **Non Formal Education** is the major intervention in reducing child labour, that in one hand enhances functional literacy skills for some children while for other; provides transitional support for later enrolment in formal educational institutions.
- **Street Drama** is one of the effective tools to sensitize community people (of all level) on worst form of child labour, how spoiled their fundamental rights and its implication in their physical and psychological development.
- **Regular Stakeholder meeting** provides the ground to share the best practices, collect feedback and suggestion for the betterment of program interventions.

3 Project Sustainability

CAC Nepal made its greater effort for the effectiveness, as well as continuation of the NFE canters for the long run from the involvement of local community, parents, teachers and stakeholders. As a result, the centre was able to form at least one Parents Teachers Association (PTA) in each and every NFE centres. Members of each PTA were well trained to monitor and supervise NFE centres, motivate children (involve in worst form of labour) and their parents for the NFE classes, act as pressure groups against exploitation of child labour/right, mobilization of local resources and so on, that believes the base for the sustainability of the project. Also, a mechanism of enrolment of the NFE students to other formal schools has already developed in the coordination with District Education Office (DEO). Through which 75 NFE students got admission to the government schools in this year. However, because

there are no any prompt sources of fund raising and NFE centres are still immature, some financial support would be necessary to run the centres smoothly and effectively.

CAC Nepal believes that once the people understand the importance of sending their children to school, other people will also emulate it due to “demonstration effect”. Training provided to 30 female teachers of local schools, will continue the awareness programs in their respective institutions even after the phase out of the project. CAC Nepal firmly believes that it will succeed in sensitizing the community and the stakeholders against child labour. CAC Nepal will involve PTA to develop a monitoring system to monitor certain educational indicators like attendance, retention, persistence and promotion of children. Various programmes carried out by CAC Nepal will eventually give a sense of local ownership of the program to the stakeholders. It will ensure continuation of project activities, even after the termination of the project. CAC Nepal expects that it will succeed in amply sensitizing the community and the stakeholders against child labor and about the importance of child education. CAC Nepal will explore funding possibilities for scholarships at local levels from local VDC, Community Forestry’s Users’ Committees etc.

CAC - Nepal will have definite plans for institutional development of the community based organizations and PTAs involved in this project. The basic idea behind this plan is to ensure that these organizations take up the campaign of reducing sexual exploitation of children through education even after the phasing out of this project.

To make sure that these organizations are institutionally developed, CAC - Nepal will help form a committee, from School Management Committee, Parent Teachers’ Association and local community based organizations to keep track of the children being trafficked and rehabilitate them by sending them to school. CAC - Nepal will play the role of Facilitator for at least five years, after the phasing out of the project. CAC - Nepal will see that this committee is capable enough to undertake the given responsibilities. Also, CAC – Nepal will make necessary arrangement to allocate annual budget for this committee either through VDC or through local Forest Users, Committees or through local Cooperatives, in order to enable this committee to carry out its assigned activities. Local Co-operatives and concerning institutions will be mobilized to make available source for micro credit.

CAC Nepal will enlist the support of other networks interested in the abolition of child labour and integrate their activities in the project activities.

4 Monitoring and Evaluation

CAC Nepal already developed a detailed, quantifiable, gender sensitive, result-oriented and verifiable monitoring and evaluation plan with the inputs from stakeholders, including the Winrock International, The plan was employed for the special measures of the effects and impacts of the project interventions vis-à-vis the reduction of the child labour exploitation in the project areas. Major components of M& E were as:

4.1 Database on the main characteristics of child labours and children at risk

CAC Nepal regularly carried out community assessment in order to tracking the child labour situation, school going and drop out children within the project areas. This also helped to understand major reasons/route causes that the children were out of schools/NFE centres, their mobility and vulnerability of child labour exploitation. These were the major inputs in improving education through NFE centres. Also, CAC Nepal maintained a profile of the children who were at worst form of child labour, greater risk of trafficking for sexual exploitation and who were out of school.

4.2 Mid-Term Evaluation

CAC Nepal carried out mid term evaluation of the CIRCLE project by utilizing the expertise from VSO Nepal. All the key informants including beneficiary children and their parents, PTAs, stakeholders were interviewed using PRA tools and reviewed all the existing reports, formats and so on and did SWOT Analysis.

Project Relevance

The project evaluated by examining how well the project has addressed the key issues of child labour.

Effectiveness

The evaluation reviewed whether the project has reached the target group, especially working children and children at risk prone to sexual exploitation and prostitution.

Project Efficiency

The mid term evaluation critically reviewed and checked to see to which extent this project has efficiently used its resources in delivering the project goal and objectives.

Sustainability

The mid term evaluation critically focused to look into how this kind of initiative will be continued after the support from project is over.

Equity

The effort was also made to know as to how and to what extent equity aspect has been dealt by the project specially gender equity and equity to marginalized ethnicity.

II. SPOTLIGHT STORIES, INNOVATIVE AND BEST PRACTICES

5.1 It is not a sin to be born as a girl child

"When my father starts beating us, under the influence of alcohol, we are not able to run away from our house. Rather, we become docile, submissive and let him beat us," says 14 year old Goma Thapa.

This is a situation faced by hundreds of Nepalese girls in their day-to-day life. Born in a patriarchal family, girls are seen as a burden to the family and therefore, denied of their basic rights.

Goma (14 year old), Sapana (13 year old) and Rupa Thapa (9 year old) are victims of poverty and our social system. Their illiterate mother hardly manages to meet the daily household expenses by selling roasted corn and seasonal fruits as a street vendor. Even their father is illiterate and relies on occasional construction work for livelihood. He constantly complains about not having a male member to continue his lineage. He shows his frustration by drinking heavily and abusing his family that consists of his wife and six daughters. The meager income he makes as a construction worker is not sufficient to meet his alcoholic desire. He is constantly pressuring Goma to work at the construction site in order to provide him with money.

These three sisters are eager to study and fulfill their dreams of becoming successful. Goma's dream of becoming a nurse and Sapana's dream of becoming a teacher can only be fulfilled with the help of CAC's support. When CAC Nepal's team first met with these children, they were busy helping their mother sell roasted corn. Therefore, seeing them so vulnerable towards ending up as child laborer or being sexually exploited at the work place, CAC Nepal decided to support for their education.

Goma, Sapana and Rupa have been admitted to a local Shani Niketan High School of Bhaktapur in class V, IV, and I respectively. At present, Goma, Sapana, and Rupa live in a rented single room along with their parents and a four-year-old sister.

5.2 Sumitra Deserves a Smile and a Better Future

Sumitra Rai, a nine year old girl, is too young, to tell her pathetic story. It was their teachers, who narrated us about her family. She has three-year-old sister and her mother passed away last December from a curable disease. Sumitra's father who works as a daily laborer has a hard time meeting the household expenses and paying the monthly rent. He could not even afford to provide the medical expenses to save Sumitra's mother. In such a situation, sending Sumitra to school is too high of a dream to fulfill for her father.

Sumitra is responsible of all the household chores, look after her sister, and still be prepared for her schoolwork. Every morning after she completes her household duties, she goes to school along with her three-year-old sister.

Thanks to the generosity of her female teachers, the younger sister is being looked after turn by turn while Sumitra engages in the classroom activities.

According to her teachers, her academic performance declined after the death of her mother. The CIRCLE team of CAC Nepal has provided helping hands by deciding to meet her educational costs.

5.3 NFE students get opportunity to study further in the Formal schools

Thanks to the active interest taken by the educational leadership of Bhaktapur district, the students of Bhaktapur district will have opportunity to study further in the Formal Schools. Ms. Rajya Laxmi Nakarmi, District Education officer of the Bhaktapur District, decided in a meeting with the staff of CAC-Nepal, that Bhaktapur District Education Office will grant scholarships to the NFE students of CAC Nepal.

5.4 Assurances of different stakeholders to assist CAC-Nepal, in anti child labour initiatives

During meeting with different stakeholders like Local development Office, District Development Committee, District Education Office, they were found to be quite impressed with the achievements of CAC Nepal in the reduction of child labor in Bhaktapur district. What is required is a concrete, cohesive programme to reduce child labor and present it before the Stakeholders.

CAC-Nepal must to seize opportunity to cash on the good will of its stakeholders and immediately chalk out a concrete anti child initiatives, to be discussed before stakeholders.

5.5 Generous help from donor

CAC Nepal selected 20 children for direct scholarships. They started to attend school after getting assurance from the office that their enrolment will start soon. In the mean time, one Korean Expatriate visited office and she was moved by the plight of these 20 children. She decided to sponsor for the education of 12 children for few years. It was a success story for CAC Nepal Project staff, dealing with CIRCLE Project.

5.6 Education less expensive for Target Children

While enrolling target children to formal school, CAC Nepal persuaded School Administration of concerned schools to exempt these children from Fee for special fund, Examination Fee etc. It boosted the morale of Project Team of CAC Nepal. Education became less expensive for these children.

Korean Expatriate has kindly agreed to meet the education costs of these three sisters for this year and has expressed her commitment to sponsor these three girls for few years. Though, the present CIRCLE Project covers her education for two years, thanks to the generous offer of Korean Expatriate, their education is ensured at least for few years more. From sustainability point of view, it is a partial

5.7 Female Participants (Teachers) impressed by Workshop

Due to interactive participatory nature of group discussion after the presentation of working papers, the female teachers thoroughly understood the message that the workshop wanted to deliver.

While discussing about the expectations from workshop, opinions of some participants:

" I would like to know the ways and means to retain children in the school from 10.00 AM to 4.00 PM. This is the way to reduce child labor in a community"

"If we can propagate the effects of child labor, also the means of reducing child labor among the masses, the community will be more receptive to the issues of child labor."

"It has been found that well-to-families have employed children as domestic helpers. Such children should be given opportunities to attend school, while continuing to work as domestic helpers.

" I hope to know about ways of reducing child labor, child trafficking and sexual exploitation of children" It will help me to transfer this knowledge to my school children."

One participant, in the closing session of the Workshop remarked:

"This one day workshop seems to be too, short, to learn about many facets of child labor. I hope that the duration of the workshop would be more than one day, in future. If more female teachers are invited for participation, it would reach relatively wider community".

Therefore this workshop was a grand success and deserved spotlight, because of its interactive, participative group discussions.

5.8 Message of street drama loud and clear

The street drama played in four areas was successful to attract the crowd and deliver the message. One old man from Katunje remarked, "Such drama should be played in many places of the project areas. The message that the drama wanted to give was clear, loud and impressive one"

One old lady, from Kamal Binayak area, seemingly moved by the drama, said sadly, "The issue of citizenship, raised in this drama is a real one. I am also suffering from this problem. My daughter is not getting citizenship Certificate, because my husband stays with another woman, and he is not willing to co-operate with us to provide citizenship certificate to my daughter. I appreciate the work of CAC-Nepal. Such drama would help to increase the number of women campaigning for the issuance of citizenship certificate in the name of mother, too."

5.9 Establishment of NFE Centres at Minimum Costs

The four NFE centres, established in Kamal Binayak, Surya Binayak, Katunje and Thimi area were chosen appropriately to ensure easy access for NFE students. Thanks to the pro-active approach of CAC-Nepal, the concerned schools agreed to make available free of cost, classrooms for NFE classes.

The costs involved for running the NFE Classes were Chalk and Dusters only. It proves that if you can convince the community, local teachers and local officers involved with education about the vision, mission and objectives of CIRCLE project, there are always people, institutions, willing to help you in your noble efforts to reduce child labour through educational initiatives.

5.10 Strong support from District Education Officer of DEO Office, Bhaktapur

During a formal programme of CAC Nepal related with HIV/AIDS, President of CAC Nepal, and Project Manager of CIRCLE Project, Ms. Tulasa Lata Amatya had opportunity to interact with Ms. Rajya Laxmi Nakarmi, District Education Officer of Bhaktapur District. Ms. Amatya briefed her about the CIRCLE Project being launched in Bhaktapur District. She reacted positively to our request for help. It is indeed a matter of pride and satisfaction to CIRCLE Staff of CAC Nepal. It has paved way for exploring government scholarships for NFE children, when they will be admitted to Formal Schools in the next academic session.

5.11 Enrolment of 115 NFE students to Formal School in coordination with DEO

In coordination with District Education Office, Bhaktapur, CAC Nepal was able to enrol 115 NFE students to formal school in the month of May, 2006. CAC Nepal also provided them school dress and stationeries. This was one of the major achievements of the CIRCLE project in ensuring education of the beneficiary children up to grade ten.

5.12 Beads Weaving Training: A breakthrough among NFE drop out girl students for self employment

CAC Nepal provided a month long beads weaving as well as doll making training to 15 drop out girl children in the month of June, 2006. Side by side they also learned preparing candle by utilizing home made equipments. All the participants as well as their parents are very happy from the training. Some of them have already initiated to produce small handicrafts from the beads and candle. CAC Nepal is supporting them in marketing of these products. They

used to say the training was the turning point in their lives for the self-employment and income. Now, they do not rely on their parents for the economic supports. Nari Milan Samuha also interested to provide saving credit loan to them.

III. ADMINISTRATIVE ASPECTS

4.3 Documentation of best practices

CAC Nepal documented all the best practices and events in the form of chart, photograph, spotlight stories and video documentaries.

4.4 Produce Bimonthly Progress Reports

Field level activities were carried out on the basis of monthly work plan. Each and every accomplished activities were recorded in the progress indicators form and produced progress reports bimonthly by covering all best practices, spotlight stories and events.

4.5 Community-Based Monitoring System

CAC Nepal mobilized Parents Teachers' Associations (PTAs), Child Clubs monitor NFE centres, existence of any form of child labour in the community, drop out of the children from the schools and so on. Also, project team including Project Manager regularly visited the project/NFE sites in order to monitor either the activities were carried out on the basis of the work plan and in the direction derived by objectives or not.

III. ANNEXES

Annex 1a: Children Enrolled in to Formal Schools under Direct Scholarship Programs

Table 3: Children Enrolled in to Formal Schools under Direct Scholarship Programs

S.N.	Name of Children	Sex	Age	VDC	Class	Remarks
1	Sannani	F	12	Madhyapur	III	Dalit
2	Sanumaiya	F	11	Madhyapur	II	Dalit
3	Binod	M	10	Madhyapur	II	Dalit
4	Goma	F	14	Nakhel	IV	Migrant worker
5	Sapana	F	11	Nakhel	IV	Migrant worker
6	Rupa	F	9	Nakhel	III	Migrant worker
7	Pujan	M	10	Nakhel	III	Target Group
8	Sujan	M	8	Nakhel	II	Target Group
9	Dina	F	11	Bhaktapur	III	Dalit
10	Suneeta	F	13	Bhaktapur	IV	Minority Group
11	Sujan	M	9	Bhaktapur	II	Minority Group
12	Sumitra	F	11	Balkot	IV	Minority Group
12	Binita	F	12	Chittapol	III	Minority Group
13	Mithu	F	10	Katunje	II	Minority Group
14	Saraswoti	F	14	Katunje	V	Conflict Victim
15	Rupesh	M	11	Katunje	III	Conflict Victim
16	Rupa	F	11	Katunje	III	Dalit
17	Suman	M	10	Katunje	III	Conflict Victim
18	Umesh	M	7	Sudal	II	Disadvantaged Group
19	Rajendra	M	9	Chundevi	III	Disadvantaged Group
20	Ganga	F	13	Bageswori	IV	Poor Family

Annex 1b:

Children Enrolled for the NFE Classes

Table 4: Children Enrolled for the NFE Classes

S.N.	Children's Name	Sex	Age	VDC	Remarks
1	Rabindra	11	M	Madhyapur	
2	Mithu	7	F	Katunje	
3	Mina	9	F	Katunje	
4	Sona	16	F	Bhaktapur	
5	Hema	11	F	Surya Binayak	
6	Iswori	7	F	Nakhel	
7	Rupa	11	F	Katunje	
8	Pradeep	5	M	Surya Binayak	
9	Pusan	8	M	Surya Binayak	
10	Sushmita	12	F	Surya Binayak	
11	Bishal	5	M	Surya Binayak	
12	Dhukuna	12	M	Balkot	
13	Krishna Maya	17	F	Madhyapur	
14	Kamala	15	F	Madhyapur	
15	Sharmila	16	F	Madhyapur	
16	Ram	15	M	Madhyapur	
17	Saroj	13	M	Madhyapur	
18	Parbati	15	F	Madhyapur	
19	Pushpa	17	F	Dadhikot	
21	Niroj	6	M	Barahisthan	
22	Kabita	17	F	Surya Binayak	
23	Maya	17	F	Barahisthan	
24	Jagat	13	M	Katunje	
25	Suneeta	14	F	Duwakot	
26	Anita	18	F	Sallaghari	
27	Sabina	18	F	Sallaghari	
28	Santoshi	16	M	Sallaghari	
29	Tara Bahadur	12	M	Sallaghari	
30	Sony	18	F	Chundevi	
31	Neha	16	F	Chundevi	
32	Ajaya	15	M	Barahisthan	
31	Prabin	9	M	Barahisthan	
32	Rabi	12	M	Barahisthan	
33	Sumitra	16	F	Surya Binayak	
34	Gomal	16	F	Surya Binayak	
35	Asmita	17	F	Chundevi	
36	Tulsi Ram	13	M	Katunje	
37	Shree Ram	11	M	Katunje	
38	Shreejan	11	M	Katunje	
39	Sapana	12	F	Katunje	
40	Lalu	12	F	Katunje	
41	Urmila	9	F	Katunje	
42	Sushila	17	F	Katunje	
43	Subhadra	17	F	Katunje	
44	Anita	17	F	Katunje	
45	Prakash	12	M	Katunje	
46	John	9	M	Katunje	
47	Asmita	7	F	Katunje	
48	Sarjana	15	F	Katunje	

S.N.	Children's Name	Sex	Age	VDC	Remarks
49	Sagun	13	F	Katunje	
50	Atit	10	M	Katunje	
51	Rupa	11	F	Katunje	
52	Hari Maya	14	F	Katunje	
53	Anup	13	M	Katunje	
54	Amrita	7	F	Katunje	
55	Laxmi	8	F	Katunje	
56	Alisha	8	F	Katunje	
57	Sunil	6	M	Kamal Vinayak	
58	Pemula	13	F	Kamal Vinayak	
59	Kali	8	F	Kamal Vinayak	
60	Puja	16	F	Barahisthan	
61	Misa	15	F	Barahisthan	
62	Deepak	13	M	Barahisthan	
63	Renu	10	M	Barahisthan	
64	Vivek	7	M	Barahisthan	
65	Gita	17	F	Chundevi	
66	Som Bahadur	17	M	Kamal Vinayak	
67	Ganesh	14	M	Kamal Vinayak	
68	Arjun	13	M	Kamal Vinayak	
69	Desi	14	M	Kamal Vinayak	
70	Dheo Bahadur	11	M	Kamal Vinayak	
71	Dinesh	13	M	Kamal Vinayak	
72	Saroj	7	M	Kamal Vinayak	
73	Sangita	9	F	Kamal Vinayak	
74	Krishna	12	M	Thimi	
75	Bishnu	9	M	Thimi	
76	Indra	11	M	Thimi	
77	Sukh Maya	8	F	Thimi	
78	Dinesh	18	M	Kamal Vinayak	
79	Mina	16	F	Surya binayak	
80	Renu	10	F	Surya Binayak	

**Annex 1c:
Participants of School Teachers' Meetings (July 11, 2005)**

- | | |
|-------------------------------|---|
| 1. Ms. Tulasa Lata Amatya | President, CAC Nepal, Project Manager, CIRCLE |
| 2. Mr. Pradeep Gangol | Project Coordinator, CIRCLE Project |
| 3. Ms. Suman Rosahn Shrestha | Project Coordinator, BCC Project/FHI |
| 4. Ms. Sharmila Shrestha | Headmiss, Dattatraya Secindary School, Bhaktapur |
| 5. Ms. Shanti Thapa | Headmiss, Bal Sewa Primary School, Thimi |
| 6. Mr. Bijaya Raj Dhungel | Mahendra Lower Secondary School, Katunje |
| 7. Mr. Nirendra Kaber | Teacher, Shanti Niketan Secondary School, Bhaktapur |
| 8. Mr. Biswa Pd. Pokharel | Headmaster, Sri Jyoti Primary School, Bageswori |
| 9. Mr. Kapil Dhonju | Teacher, Ganesh Seciondary School, Nagadesh |
| 10. Mr. Ram Kumar Dhakal | Teacher, Ganesh Secondary School, Thimi |
| 11. Mr. Hari Govinda Shrestha | Teacher, Adarsha Secondary School, Thimi |

**Annex 1d:
List of Female Teachers participating in One day Workshop**

SN	Name of Teachers	Name of School and Location
1	Prabha Dhungel	Mahendra Ni.Ma.Vi., Katunje
2	Biloswori Shrestha	Mahendra Ni.Ma.Vi.
3	Kusum Sharma	Mahendra Ni.Ma.Vi.
4	Anita Gyawali	Sri Ganesh Ma.Vi., Sudal
5	Mira Khatri	Sri Ganesh Ma.Vi., Sudal
6	Sharmila Shrestha	Dattatraya Ma.Vi., Bhaktapur
7	Ambika Vaidya	Dattatraya Ma.Vi.
8	Usha Khanal	Dattatraya Ma.Vi.
9	Manju KC	Sri Devi Pra.Vi., Chittapol
10	Laxmi Raut	Sri Devi Pra.Vi.
11	Usha Khatiwada	Sri Devi Pra.Vi.
12	Saraswoti Nepal	Bal Vinayak Ni.Ma.Vi., Balkot
13	Geeta Bhattarai	Bal Vinayak Ni.Ma.Vi., Balkot
14	Minakshi Prajapati	Shanti Niketan Ma. Vi.,Surya Binayak
15	Chandra Kanta Prajapati	Shanti Niketan Ma. Vi.
16	Sulochana Prajapati	Shanti Niketan Ma. Vi.
17	Parbati Khatri	Monohari School, Duwakot
18	Bindiya Khadka	Monohari School, Duwakot
19	Rama Devi Neapane	Changu Narayan School, Duwakot
20	Shanta Thapa	Bal Sewa Ni Ma Vi, Thimi
21	Saraswoti Basyal	Bal Sewa Ni Ma Vi
22	Roshani Shrestha	Bal Sewa Ni Ma Vi
23	Ganga Devi Aganta	Ganesh Ma Vi, Sipadol
24	Laxmi Baiju	Ganesh Ma Vi, Sipadol
25	Sushila Sakha	Srei Padma Ma Vi, Bhaktapur
26	Biju Raya	Srei Padma Ma Vi
27	Bina Shrestha	Srei Padma Ma Vi

**Annex 1 e:
NFE Centres and facilitators**

SN	Facilitator	Area/ Location	Centre/School
1	Ms. Bhawana Thapa	Surya Binayak	Sharada Primary School, Barahisthan
2	Ms. Anusha Adhikary	Katunje	Mahendra Lower Secondary .School Katunje
3	Ms. Bina Prajapati	Kamal Vinayak	Dattatraya Secondary School, Bhaktapur
4	Ms. Merina Pradhananga	Thimi	Bal Sewa Primary School, Nagadesh

Annex 2: Interviewer observation

At 20 years of age, Sony is optimistic and ambitious and believes that there is much more that she can do to improve her life situation. She believes in being independent and is very enthusiastic about any kind of skills development that can help improve her livelihood. However she is at cross-roads because any form of skills training for her leaves her family (brother and sister) un- attended to. Sony was involved with the HIV/AIDS BCC project and later joined the NFE classes; however, she dropped out because of many commitments, including family and work.

Background

My name is Sita Lama although most people call me Sony. I'm 20 years old, a Tamang and a Buddhist. I'm the eldest of seven children that is three sisters and three brothers. My youngest brother is seven years and my youngest sister is nine years old. I'm living with my brother aged eighteen years and my youngest sister in Gairigau (Kathmandu) where I'm renting a house. The rest of my family is in Hetauda (Makwanpur), our home town.

I am from a poor family with many children so I came to Kathmandu four years ago to find work. After two months in Kathmandu I got a job as a waitress in a restaurant. I first stayed in Bhaktapur paying 850 rupees for rent but now I have shifted to Kathmandu because my former land lord was not good; he used to restrict the amount of water that I had to use. Now I'm paying 1300 rupees for rent.

Back at home, I attended class one and dropped out of school; then I came to know about an educational course for adolescents in Hetauda but I was able to attend the course for only three months; that is where I learnt how to read and write. The aim of the course was to educate adolescents for nine months and then give them a certificate which would enable them to attend government classes (formal education), beginning in class five.

My friends who attended the course are now in class seven, but my parents did not allow me to continue so decide to come to Kathmandu. They said that I was young and there was no need for me to go to school; they said that from home I would go straight to my husband's home so I had to stay at home. I'm still interested in attending school but because of the responsibilities I have with my sister and brother I can not continue.

I'm now working in Pashmina factory, my job is knitting and I work from ten o'clock in the morning up to five, sometimes six o'clock. I earn between 4000 and 5000 rupees a month depending on how much the factory is able to sell.

I use all the money I earn to cater for our needs; I am sending my young sister to school, she is now in grade three and I have to make sure she has all the things that she needs. Then there is my brother also; he is desperate to get a job so he is learning (electrical) house wiring through apprenticeship from a friend. From that he earns 100 rupees per day, but that is only enough to cater for his transport and tiffin (mid-day snack). So it is me who has to help him with his other needs.

Sometimes I send money to my brothers and sisters in Makwanpur; my parents are peasant farmers and do not have any money. My parents had big plots of land for farming but most of it was washed away by the river therefore the food they get from farming is sufficient for the family for only five to six months. For the rest of the year they have to buy food.

I have to send my young sister to school, I have to help my brother, I have to pay house rent yet sometimes I lack money when I need it; and Kathmandu is a very expensive town.

My parents never used to communicate with me when I was staying alone but now that my siblings are here with me they call me...maybe once or twice in a month. I think my parents did not love me much so I used to stay more with my auntie.

Contacting CAC – Nepal; getting involved with the Circle Project

I came to know about CAC – Nepal four years ago through Peer Educators; CAC had started BCC (HIV/AIDS Behavioral Change Communication) and I used to attend the (interaction) meetings. Then *Sita* (Field Supervisor) told me about the NFE (Non-Formal Education) classes and encouraged me to attend; that was how I started. I also worked as a PE for one month and attended all the training provided, and then I joined the NFE although my attendance has not been regular because of the many things I have to do.

Motivation

I knew that from the NFE classes I would get to know more so that no one would cheat me; if you are illiterate it is easy to be cheated because whatever other people say you just have to believe.

Life changes

From CAC, I have got information about laws, rights and HIV/AIDS therefore I know where to go in case I have a problem of violence or violation of my rights. I feel empowered and I have more confidence about myself; if anything happens to me I'm confident to report to the women's cell at the police (station).

Like last year, I had some problems with some young boys in the area so I reported them. When I was working as a waitress in a restaurant...they came to the restaurant and harassed me; I told them that I wanted to go home but they said that they were ready to pay and had their own transport to take me home; they wanted to take me to their house. When I reported them to the police the boys left their house and moved to another area. When you work as a waitress everyone thinks that you are a sex worker and they think that they can use you to satisfy their sexual needs.

I also know about HIV/AIDS and condom use and all this information is useful if you engage in sexual relationships.

Challenges in the NFE

I'm working and I also have to prepare food for my siblings so it is difficult for me to find time to attend the (NFE) classes. I used to attend classes in the morning before ten o'clock but now I have not been able to attend for many days because of the many engagements that I have, with my young sister and work. I get up at five in the morning, fetch water, prepare food for my brother and sister, then I send my sister to school. I used to go to the NFE classes first, and then to work but now I have dropped out because there is no time to continue.

I would love to continue but I cannot; if my young sister had learnt to cook then I would continue. I'm very interested but I have no time to get involved; it is not me alone but many of us are strained because of little time and many things to do. So if you can give me the opportunity to attend skills development training, that will help me.

Usefulness of the NFE

The other education course for adolescents (in Hetauda) was better than this one because they taught us from twelve books, including one English book. It would also be good to include English books in the NFE because there are some children who know nothing about A, B, C or D.

The course in Hetauda was for children between ten and eighteen years of age and there were many books on awareness raising so that the children could not be duped in life. Therefore it would be better to go beyond reading and writing, to include other issues about life situations, like informing the girls about the lies that men will tell them before marriage.

Aspirations

I'm having hardships now so it is difficult for me to tell what will happen in the future, in ten years. Marriage is not my priority... I do not want to get married now because if I do so my husband will not respect me since I'm illiterate. So I want to first get skills that can make me (financially) self-sufficient then I can think of marriage; I do not have to depend on my husband. I can be happy without being married; and if I'm not married then I can be free to live the way I want; having a husband does not mean that I will be happy. If I get money being single will not be a problem because many men will be looking out for me.

I wonder if some organizations can help me because I am ready to start from class five; I can study in the morning and then work for the rest of the day. Had there been organizations in Hetauda to help me then I would not have

come to Kathmandu. I also know about a school in Patan (Lalitpur) for women; they pay 1200 rupees but I do not save that much money so I can not attend.

I had started learning how to drive the *tempo*, I still have the desire but I don't have time. I also think about becoming a hair stylist for men such that I can start earning money on my own. My friends can get me some money to start the business.

Had my parents been richer, I would have been enjoying this life, getting all the pleasures that other children have, like going to school. This was not possible but I think that if I get skills then my misery will end.

Ever since I came to Kathmandu, I have not gone back to my parents' home and if I have to go back, it will be after I get some skills to enable me to work and earn some money so that my parents can be happy with me.

End

Annex 4a:**Circle Project Mid-Term Evaluation, Question Guide for Teachers/Facilitators****Identifiers; to be noted by interviewer/moderator**

1. Place; date; time; venue of the interview or discussion
2. Number of respondents/participants; composition
3. Some distinguishing characteristics of the respondents/group

Project design; to assess feasibility of project strategies

1. Was the project able to identify and work with the most vulnerable/needy target groups?
 - How were the children in your school/class identified and selected?
 - Do think that the project identified and selected the most vulnerable/needy children?
 - Were any challenges faced in identifying and involving the children?
 - Is there anything that you should be done to involve more of the most vulnerable/needy children?
2. Has the project strategy worked? [Probe on all project activities in which the teachers/facilitators are involved]
 - Which activities have been successful? Why?
 - Which proposed activities are not working well? Why?
 - What adjustments need to be made to make the project strategy more useful?

Usefulness of the project; to assess usefulness of project activities in relation to needs of the beneficiaries

1. Are project activities relevant to the needs of the children?
 - What expectations did you and the children have of project?
 - Are the expectations being met?
 - What are the major benefits that you and the supported children have got from the project?
 - Are there any changes in your needs and the needs of the children that may render the project activities less useful?
2. Are you genuinely interested in the project?
 - Do you think that the project activities are those that benefit you and the children?
 - Do you think that the project is intended to benefit you and the children?
 - Do you feel a part of the project?
3. Have any activities been undertaken/planned to raise you interest and participation?
 - What has motivated you and the children to participate in the project?
 - What has de-motivated you and the children?
 - What could be done to motivate you and the children to participate in the project?
4. What changes should be done to increase the relevance of the project?

Project effects; to identify initial changes in attitudes, behaviour, knowledge & skills among target groups

1. Are there any observable changes in the behaviour, skills, knowledge and attitudes of the children and general community?
 - How is information on such changes being tracked and documented?
 - Is such information representative of the trends among the general target groups?
 - How can we improve on tracing and documenting information related to project results?
2. Would you say that the project is being successful in meeting intermediate project goals?

Stability of the context; *to identify and plan for conditions with in the external environment that could affect the project*

1. Are there any forces in the community that are affecting the usefulness and uptake of project services?
 - What could be done to counter such forces?
2. Have there been any undesirable results of the project?
 - Why have such results come up?
 - What can be done to rectify the situation?

Any additional comments

Annex 4b:**Community Action Centre – Nepal; Circle Project Mid-Term Evaluation****Identifiers; to be noted by interviewer/moderator**

4. Place; date; time; venue of the interview or discussion
5. Name; age; sex; ethnic group; religion of respondent
6. Some distinguishing characteristics of the respondent

BENEFICIARY STORY

1. How did you get involved in the project?
 - How did you get to know about the project?
 - What were you told the project was about?
 - Did you have a clear understanding of the project aims?
2. What situation were you in before you got involved with the project?
 - About your family
 - Daily routine
 - Main activities that kept you busy
 - Most pressing needs that you had
 - Your life ambitions and aspirations
 - interaction with other people in the community
 - Major challenges/difficulties in your life
3. How have you been involved in the project?
 - What project activities have you participated in?
4. What prompted you to join the project?
 - What motivated you to join the project?
 - What expectations did you have when you were told that you would be participating in the project?
5. Have you benefited from the project?
 - What major benefits have you got?
 - Are there any changes in your skills, knowledge, attitudes or practices?
 - Have your expectations been met?
 - Has your life situation changed in any way as a result of the project?
6. Are you genuinely interested in the project?
 - What has motivated you to keep participating?
 - Are there any forces in the community that are affecting your participation?
 - What has de-motivated you?
 - What could be done to increase your motivation?
7. Is the project helping you to meet your most pressing needs?
 - If your most pressing needs are not being met, is that affecting your participation in the project activities?
 - Are you facing any challenges/difficulties as you try to get involved in the project activities?
 - What changes or improvements would you like to see for the remaining period of the project?
8. What is the ideal situation in which you would like to see yourself in the future if all goes well?
 - What are your life ambitions?
 - What aspirations do you have for the future?
 - What needs to be done to make sure that your life ambitions become a reality?

Any additional comments

Q1: How were the children in your class identified and selected?

A 2: Most of them came on their own initiative when they knew that there were classes being conducted; initially, the children were selected by CAC here (DIC) but very few children were got; but when people came to know about the programme then they sent their daughters to attend the class, most of the children in my class are girls.

A 3: We had screening but not many children turned up so we had to identify and select more; I was working as an outreach educator and while we were in the field, we identified children working, asked them whether they were interested in attending school and told them to come. The selection also based on how much they were interested. Some older women above eighteen years were interested but I had to tell them to go away because the classes were for children.

A 2: I also asked the children about their economic background, what they were doing for a living and whether their parents had tried to send them to school. But most of the children are from poor families and their fathers can not afford to educate them

A 2: I also have two women in my class; they are about 25 years old.

A1: it is the same for me, I was an outreach educator and was involved in the selection at the DIC; not so many children were interested in the beginning but when we started the classes, many of them wanted to attend; many were drop-outs from formal education. In my class also some women were interested in joining the classes.

A3: Many children attending formal schools wanted to attend the NFE classes; they thought it was a tuition class

Q2: Did you face any challenges in identifying and selecting children for the NFE classes?

A 2: There were no specific problems because those who turned up needed education; they are from poor families and were self motivated.

A 3: Many children who turned up for selection were attending formal schools yet we wanted those who were working and out of school. After making that clear to their parents we had no specific problems.

Q3: Do you feel that the project got the neediest children?

All in unison: Very satisfied

A 3: The children are very enthusiastic and are asking how we shall help them after the NFE classes.

Q4: Are you happy that the strategy is working?

All in unison: Very happy

A 3: Since the children are taking the classes seriously I am happy; we may have some financial problems but when we see all the children very enthusiastic we forget all about the problems.

A 2: I was a little concerned when there was a low turn-up to my class but now I'm happy because children are coming.

A1: Low turn-up was also a problem for me but now I'm happy.

A 2: Many children are very happy and are requesting me to visit their homes; I have visited homes when the children do not turn up, I did not know much about Bhaktapur but because of this work and the home visits I have come to learn this area well.

A 2: Children are asking me to take them to the zoo, I would like to but I'm afraid I can not handle them so I can not take them. They are very restless and playful and could get into trouble, like putting their fingers in the animal cages.

Q4: Are you all doing any kind of follow-up of the children outside the classes? For example have you visited their homes?

A 3: It is not necessary for me because their attendance is regular.

A 4: I used to do home visits, sometimes they used to ask me to visit their homes; when their attendance is not regular then I visit their homes to check if they are having any problems.

Q5: Do you think this kind of education is being useful to the children?

A 2: It is a useful project but the course content is a bit difficult, it is suitable to adults or children who have somehow advanced in education. There should be books with more pictures and there should be at least 2 books, one in Nepali and the other in English because when the children go to formal schools they will be taught in English. We have the book "new track" and it had part I and part II.

A 4: Our initial aim was to make the children literate and that sense we are achieving that aim; but the books we are using are meant for adults and so we need to adjust a little bit.

A 3: I see it a bit differently; our initial objective is to make the children literate, they are hardly coping with Nepali so how can we introduce English if Nepali is still a problem?

A 1: There are 2 categories in my class, one half is 100% illiterate and for those the Nepali book is okay; the others can read and write and those are the ones asking for the English books.

Q6: Did you try to assess how much each of the children knew before beginning the classes? Where all children put in one class regardless of their capabilities?

A 3: It is a mixed class and it is working for me because if one does not understand me then the other explain to him.

A 2: I also have a mixed class but I think it would have been better if we had separated the classes especially to help those who can not read or write at all.

A 1: In class I concentrate on those who can not read or write at all so the others help me out

Q7: Don't those who know something get bored during the classes?

A 2: Yes of course there are some problems; when I'm teaching those who already know something will say that "let use skip to another page"; but I tell them that we have got to move slowly for the benefit of us all. There are 2 women who are totally illiterate and it is getting difficult to teach them because they are slow learners. It is a problem because she never attended formal education. But I'm trying to teach her and her colleagues are also helping her.

A 4: I have no problem in my class because there are no children who can not read or write at all. At least they can write their names and I think that is good enough to start with.

A 1: In my class, five children can not read or write at all so I have to teach them how to write basically holding their hand. So this makes the others a bit idle.

Q8: What expectations do these children have of the NFE? Are their expectations being met?

A 2: Young children want to attend formal schools and the older ones seem to be interested in skills development training.

A 4: The children expect to join formal school next year when the NFE classes end.

A 3: The young children are very keen to be enrolled, they are very interested and they even mention the names of the specific schools they would love to join when they finish the NFE. They are very interested that they even ask me "In which class will I go to next year". Some are very specific with the class in which they would like to begin.

A 2: I used to give weekly tests to see if they were making any progress; but used to tell them that they will have separate tests to decide which class they will be enrolled in.

A 1: The children want to enrol in schools and are very anxious to know which class they will begin in.

Q9: What are the major benefits that the children have got from the NFE?

A 2: Something is better than nothing; the formerly idle children are not getting some kind of education; I am happy that more girls are coming, and since the classes are early in the morning, the children are able to do work at home during the rest of the day.

A 3: Most of the children are from dalit families and are happy that we arranged these classes for them

A 2: If we were having day classes they would not have been able to attend because of the work at home. Girls are more serious, the boys are restless and not attentive and they also think that they know much. Girls are relatively older, and know the importance of education and are therefore more serious.

A 4: Both are serious but some boys are restless, especially the boys and they keep disturbing the class.

A 3: The girls know that by learning something they will be able to make something out of their lives.

A 3: One girl shifted her residence because she got married, yet she was one of the most bright girls I had in my class. She had a close friend who is still attending the NFE class; that is the one who told me that she had got married and left the area.

A 2: The children are improving a lot; when they first came they only knew the letters but now they are able to read stories from books, they can make sentences and they can also write stories.

A 4: The children ask questions all the time; they asked me whether I will just leave them after the nine months; those who could not read or write have started writing now.

Q10: How do you assess their progress?

A 2: I ask each one of them to come to the blackboard and write or read for the rest of the class. Ask them to form sentences from the alphabets on the blackboard and this shows me how much each of the children has learnt.

A 4: I have no special method but I can tell when the children have learnt something.

A 3: I give them homework and if they have done it by the next day then I know that there is a difference.

A 1: I ask each one of them to come to the blackboard and try out something, like the rest have said; if they do it well then I know that everything is ok. I also ask questions at the end of each session. I also give the children homework and they do it well; they even used to ask for more homework

A 3: There are 2 girls from Gundu, which is about one to two kilometres from here; one of them used to ask for homework so that she could do it while grazing the animals; she is very keen

Q11: Are the children genuinely interested?

All in unison: very interested

A 2: Because of the cold, they feel a bit lazy to get up early in the morning so they are coming late; they are supposed to come at six but like today I had to wait until seven o'clock before starting the class. I think it is better to start at seven in the morning but that may also have its limitations.

A 3: If they were not interested then why would they be coming in the cold winter morning? That alone shows that they are very interested in the program; even on Saturday which is supposed to be a holiday they come early in the morning and in my opinion I think that shows interest.

Q12: Do you think the children may be discouraged in some way to attend the NFE classes?

A 3: Perhaps we need to call some parents and give them counselling about the importance of educating their children.