

CHILD WELFARE POLICIES, SERVICES AND THEIR APTITUDE FOR CARE AND PROTECTION OF VULNERABLE CHILDREN AND THEIR FAMILIES



Study conducted by the Technical Team under the
Project EDU-CARE: Social Operators Active in the Protection of the
Children and in the Promotion of the Children's Rights in Nepal

Project EDU-CARE

Run by the department of Social Work

St. Xavier's College

Promoted by Ai.Bi. In Nepal

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The present research was realized by the Technical Team within the framework of the project "EDUCARE: Social Operators Active in the Protection of the Childhood and in the Promotion of the Children's Rights in Nepal". The project was:

Supported by CAI, Ministry of Foreigner Affairs, Italy

Promoted by the Italian INGO Ai.Bi. – Amici dei Bambini

Implemented by St Xavier's College/Nepal Jesuit Society (NJS) and Social Work Institute (SWI)

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Published by:

St. Xavier's College & Social Work Institute (SWI)

Kathmandu, Nepal - Kathmandu, January 2014.

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List of Abbreviations

Ai.Bi.	Amici dei Bambini
BSW	Bachelors in Social Work
CAI	Commissione per le Adozioni Internazionali
CCH	Residential Child Care Homes
CCWB	Central Child Welfare Board
CDO	Chief District Officer
CH	Children's Home
CRC	UN Convention on the Rights of the Child, 1989
CRO	Child Rights Officer
CWIN	Child Workers in Nepal
CWO	Child Welfare Officer
DCPC	District Child Protection and Promotion Sub-Committee
DCWB	District Child Welfare Board
ECC	Executive Coordination Committee (of the project EDU-CARE)
ECD	Early Childhood Development
FGD	Focused Group Discussion
GoN	Government of Nepal
ILO	International Labour Office
I/NGO	International/Non-governmental Organizations
JJCC	Juvenile Justice Coordination Committee
MCN	Motherhood Care Nepal
MoLE	Ministry of Labour and Employment
MoWCSW	Ministry of Women, Children and Social Welfare
MSW	Masters in Social Work
NCO	Nepal Children's Organizations
NDCH	Nepal Destitute Children's Home
NEPCEMAC	Nepal Pollution Control and Environment Management Center
NGO	Non-governmental Organizations
NWC	National Women Commission
SSC	Society for Solidarity of Children
SWC	Social Welfare Council
SWI	Social Work Institute
Tdh	Terre des hommes Foundation
UCEP	Underprivileged Children's Education Programme
UN	United Nations
UNICEF	United Nations Children's Fund
V/MCPC	Village/Municipal Child Protection and Promotion Sub-Committees
VDC	Village Development Committee
WCD	Women and Children Department

Message by the MoWCSW

Government of Nepal

MINISTRY OF WOMEN, CHILDREN & SOCIAL WELFARE

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January, 2014

Message

Acute poverty, inequality, illiteracy, cultural rigidities, patriarchal mindset, political instability, and gender based violence are some of the reasons, which contribute in the frequent violation of children's rights. Many Nepalese children belonging to vulnerable, ultra-poor house-holds are compelled to be separated from their families and are living in child care homes relentlessly. Moreover, many others are at risk of being abandoned. There are significant numbers of children, who are living in the streets engaging in the worst forms of child labor, while many others are living in Child Correction Homes.

Despite various efforts from the government in the form of programmatic and policy level interventions in collaboration with development partners, mistreatment, abuse and exploitation of children is still a widespread phenomenon in Nepal. An integrated and holistic approach is, therefore, warranted to eliminate these practices from the country.

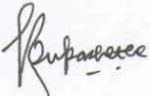
Acknowledging the fact that there is a dearth of authentic research with the assessment of child welfare policies and services that are available to the vulnerable children and their families, this study report is of significant importance. Ai.Bi. and its partners have jointly collaborated to carry out this research work by Realizing the need for a more comprehensive approach and collaboration amongst the key stakeholders for addressing the issue of child right violation.

I am pleased to know that Amici dei Bambini (Ai.Bi.) along with Nepal Jesuite Society/ St. Xavier's College/Social Work Department and Social Work Institute (SWI), in close collaboration with the Central Child Welfare Board (CCWB), are going to publish the present research study entitled "Child welfare Policies, Services and Their Aptitude for Care and Protection of Vulnerable Children and Their Families".

Highlighting the existing child welfare policies, programmes, structure and mechanism related to child rights and child protection, the study distinctly reveals gaps and weaknesses in the on-going welfare and professional services targeted to vulnerable families and their children. Moreover, the study report shed lights on the need to opt for de-institutionalization of alternative cares for those children who are subject of basic rights violation. In this reference, the study report emphasizes on preventive measures, family preservation programs and family reunification interventions for realizing children's rights in Nepal. In addition, the study comes up with suggestions for merging of the social work perspective into child protection and child rights issues for training professionals, who will be working in the child protection system in Nepal. In this context, the study clearly points out the need for having well trained social operators specialized in child rights and child protection, who are instrumental in providing welfare services at different levels and to make meaningful interventions based on the particular needs of children and their families.

I highly appreciate the efforts of all the persons and agencies involved in bringing out this publication. I am sure that this study report will be a guiding document to accelerate sincere efforts to ensure effective protection and promotion of children's rights in Nepal.

Finally, I extend my best wishes to Ai.Bi., St. Xavier's College and the Social Work Institute for their continued endeavor in promoting child rights.



Dr. Kiran Rupakhetee
Chief,
Child Development Program and Child Right Protection Section
Ministry of Women, Children and Social Welfare
Government of Nepal

Message by the CCWB

नेपाल सरकार
महिला, बालबालिका तथा समाज कल्याण मन्त्रालय
केन्द्रीय बाल कल्याण समिति
Central Child Welfare Board
हरिहरभन्जङ्ग पुल्चोक, ललितपुर

पत्र संख्या : मिति.....
चलानी नं. :

Message

I would like to congratulate Amici dei Bambini (Ai.Bi.), the Nepal Jesuit Society (NJS)/St. Xavier's College and the Social Work Institute (SWI) for having jointly facilitated the development of the present research study.

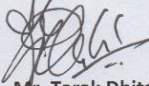
Enhancement of the child protection and promotion of child rights is crucial in our country for ensuring that national policies and legal provisions are reviewed and formulated, child rights issues are incorporated into the mainstream development programs and promote children's participation, citizenship rights and child friendly development programs in Nepal.

The present study deeply analyzes and discusses about existing child welfare policies; child protection related structures and mechanisms at national, district and sub-district levels; child welfare programs/services and practices available in the field. While drawing attention to the gaps present in the welfare services in the country, the study stresses out the importance of the capacity development of professionals working with vulnerable children and their families, as well as the importance of undertaking 'case management' as part of child welfare and child protection work.

By using an innovative approach of bringing the social work perspective into child protection and child rights, the study draws attention to the importance of training professionals to work in the child protection system in Nepal under this perspective.

The Central Child Welfare Board (CCWB) is deeply committed in protecting all those children whose rights are violated and are at the risk of being separated from their families. CCWB is keen to improve Child Rights Monitoring Mechanism in the country, advocate Children's issues at all levels, as well as handling and managing the situation of abandoned children living in child care homes in the country. To carry out these tasks, we welcome close coordination among the concerned line agencies, civil society members, international communities and all the concerned development actors.

Finally, I would like to acknowledge the contribution of Ai.Bi. and its partners for preparing this study. I hope this research report will be useful for all the concerned individuals and organizations to work on this sector.


Mr. Tarak Dhital
Executive director
Central Child Welfare Board
January, 2014

फोन नं. : ५०१००४५, ५०१००४६, ५५३९२११ फ्याक्स : ९७७-१-५५२७५९१ E-mail : contact@ccwb.gov.np
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Message by the SWC



Social Welfare Council



Central Office
Samaj Sewa Bhawan
Lekhnamarg, Lainchaur
Kathmandu, Nepal

Ref. No.

Message

Child protection and promotion of child rights is central in our society. If we desire to see a more equitable and inclusive Nepali society, it is indispensable to protect our children and convey our efforts towards the promotion and fulfillment of their rights!

I congratulate Amici dei Bambini (Ai.Bi.) and its partners, Nepal Jesuit Society (NJS)/St. Xavier's College and the Social Work Institute (SWI), who have been working under close cooperation with the Ministry of Women, Children and Social Welfare (MoWCSW) and the Central Child Welfare Board (CCWB) for preparing such a comprehensive document.

Aware of the need for a more inclusive approach and collaboration amongst the key stakeholders, the above mentioned institutions and organizations have promoted and prepared the present study. The document provides a clear overview about legal and societal conditions of children in Nepal; it highlights the gaps in the child protection system, as well as stresses out the needs of families and children that remain unfulfilled; finally, it proposes valid recommendations for tackling these problems.

This study was realized within the framework of the project 'EDU CARE: Social Operators Active in the Protection of the Childhood and in the Promotion of the Children's Rights in Nepal', a project carried out and implemented in partnership with concerned agencies of the Government of Nepal, academic and training institutes, and national and local NGOs.

I highly appreciate all those personalities and organizations who have supported and contributed to produce this research document and I am certain that it will help the government, international and national organizations to work jointly to pursue child protection and child rights promotion within the country.

Er. Rabindra Kumar
Member Secretary
Social Welfare Council (SWC)
January, 2014

Foreword

Children are the future of the country. They have a very special place in our hearts, our family and society because of their tenderness, vulnerability and their special needs for protection. Providing safe and healthy environment to children is not only an international but a national priority as well, expressed through research, policy initiatives, program development and advocacy.

We are intensely responsive of what children must be protected from. However, realizing a world in which every child reaches their full potential requires more than ensuring these kinds of basic protections. It requires concrete actions to ensure that we live up to our obligation to ensure respect for every child's fundamental human rights. Child Rights Sector represents the important dimension of Human Rights Campaign. It feels great to acknowledge the fact that PROJECT EDU-CARE, has carried all those concerns with an aim of better world for children and all.

We all agree that the best way to protect our children is to prevent exploitation, mistreatment, abuse and neglect of our children in the first place. To do this, we need to build capacity and strength in our families and communities, across the country. The vast majority of parents have the capacity to raise happy and healthy children. But some families need more help, that is the support of the community and government to enable them access to services for all families. Thus, a strong end diffused child protection mechanism and response is required.

Responding to the need of the hour, St. Xavier's College, Department of Social work in collaboration with Ai.Bi. Nepal began course on Child Rights and Child Protection. To know the situation of children and agencies helping them we conducted a comprehensive research. This research report provides comprehensive information about different groups of children whose rights have been violated, or are at the risk of being separated from their families. The study particularly considers different groups of children who are in need of special care and protection, discussing and analyzing existing child welfare policies; child protection related structures and mechanisms at national, district and sub-district levels. Child welfare programs, services and practices available in the field are also carefully contemplated. Above all, the study admirably addresses the capacity development of the front line workers.

I would like to congratulate all the consultants and experts of the Research Team; Mr. Chandrika Khatiwada, Mr. K. D. Mishra and Prof. Dr. Maria Lyra T. Del Castillo, MSW, Ed.D., who have worked very hard to prepare and come up with the present document. This work is an important milestone for shedding light onto issues and aspects that so far were left without appropriate response.

I would also like to take this opportunity to thank Ai.Bi., project partners, Scientific Committee Members and all the individuals without whom bringing out this report wouldn't have been possible. Coming to a conclusion, I would like to invite all the concerned stakeholders to work together for the common goal and for ensuring a bright future of our children.

Fr. S. Arulanandam S.J.

Head of the Social Work Department

St. Xavier's College

&

Executive Director of Project EDU-CARE

Preface

Responses to child protection concerns are not adequate in many countries in the world including Nepal. On one hand, there is a lack of resources within families and communities that undermines their capacity to provide adequate care and protection for children and to provide them opportunities. On the others, there are not adequately trained human resources to strengthen the capacity of families and communities for providing better care and protection of their children. As such, many children are at the risk of being separated from their families or were already abandoned. Due to rapidly increasing urbanization and concentration of opportunities and facilities in the urban areas, vulnerable families and children tend to migrate to urban areas where they face difficulties earning for their livelihood, while many families are at the risk of being separated.

In the case of Nepal, the numbers of children living in residential Child Care Homes have been increased in the recent years. There is lack of proper support and guidance to the parents and families, particularly to vulnerable ones, which has contributed in separation of the children from their biological families. So far, institutionalization has been considered as the only protective measure to respond to the challenges faced by vulnerable families, including those families living in economic hardship. This has contributed in increasing the number of children living in residential Child Care Homes.

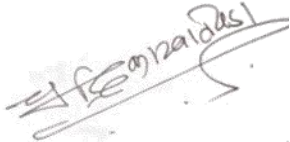
In order to achieve greater effectiveness of intervention in tackling the issues and concerns encountered by the vulnerable children and families, it is important to train human resources, as well as update and refresh the knowledge of those professionals and social operators engaged in the protection of the children and their rights in Nepal.

The present study entitled 'Child Welfare Policies, Services and Their Aptitude for Care and Protection of Vulnerable Children and their Families' was carried out within the framework of the project called 'EDU-CARE: Social Operators Active in the Protection of Childhood and in the Promotion of the Children' Rights in Nepal'. The objectives of the study were to—i) analyze the context of alternative care and documenting existing policies and programmes related to care and protection of children who are in need of care and protection; ii) identify existing social services and programmes in favour of children; iii) map out 'replicable practices', as well as weaknesses, overlaps and gaps of the services, to contribute strengthening the capacity of the NGOs working to protect and support orphans, street based children, children without adequate parental care, young people who are leaving institutions (young care leavers), or children living in poverty and prevention of abandonment.

The study findings have highlighted the major areas where there are gaps in the child welfare/child protection services, and explored areas for collaboration at national level and district levels for ensuring child welfare/child protection, advocacy in favour of social work, child protection interventions for vulnerable children and their families, and support to training professional human resources.

On the behalf of the Scientific Committee of the Project 'EDU CARE', I would thank the Ministry of Women, Children and Social Welfare (MoWCSW), Ai.Bi., St. Xavier's College/NJS, SWI, CCWB and the partner organizations for their contribution in the process of the study. I would offer my sincere thanks to members of Steering Committee and Scientific Committee, members of the study team for their contribution to this study. I do hope that the findings and recommendations of this study will provide a ground for further discussion, plan and interventions to ensure protection of child and social services to the vulnerable children and their families.

Thank you.



Chandrika Khatiwada

Child Rights Activist

Coordinator of the Technical Committee, Project EDU-CARE

Acknowledgments

The authors gratefully acknowledge the support provided by the: Ministry of Women, Children and Social Welfare (MoWCSW); Central Child Welfare Boards (CCWB); District Child Welfare Boards (Kathmandu, Lalitpur, Bhaktapur and Kavre); and Social Welfare Council (SWC).

Many thanks to the participants of the research meetings and key interview informants of:

- Concern for Children and Environment Nepal (CONCERN-Nepal)
- Divya Ankur Child Development and Promotion Research Center (Divya Ankur)
- Underprivileged Children's Education Programme (UCEP)
- Nepal Pollution Control and Environment Management Center (NEPCEMAC)
- St. Xavier's Social Centre
- Society for Solidarity of Children (SSC)
- Children's Home (CH)
- Motherhood Care Nepal (MCN)
- Nepal Destitute Children's Home (NDCH)
- Shristhi Nepal

Appreciation and thanks goes to the researchers and contributors:

Ms. Kushum Sharma, Institute for Legal Research and Consultancy, Kathmandu
Ms. Januka Khatiwada, Programme Officer, St. Xavier's College, Maitighar, Kathmandu.

We thank all the participants of the research meetings that were held for the purpose of the study (a detailed list of the research meetings is annexed to this study).

Many thanks to the students of BSW and MSW of St. Xavier's College who participated in the research meeting with the Research Team.

Special thanks and appreciation goes to: Ms. Namuna Bhusal, Program Manager and Ms. Neeta Gurung, Programme Manager of CCWB; Mr. Shiva Bahadur Thapa and Mr. Surendra Regmi, Institute for Legal Research and Consultancy; Mr. Kumar Bhattarai, CWIN; and Mr. Jiyam Shrestha, Concern Nepal.

Executive summary

The present study was carried out within the framework of the project 'EDU CARE: Social Operators Active in the Protection of the Childhood and in the Promotion of the Children's Rights in Nepal'. The project was designed by Amici dei Bambini (AiBi) together with its partners and implemented in partnership with concerned agencies of the Government of Nepal, academic and training institutes and national NGOs.

The study was carried out by the Scientific Committee under the overall coordination and guidelines of the Executive Coordination Committee of the project. AiBi, St. Xavier's College/NJS, Social Work Institute (SWI), Central Child Welfare Board (CCWB) and District Child Welfare Board (DCWB) and NGOs are the partners of the study.

The first chapter introduces the context of the study. It provides brief information about different groups of children whose rights have been violated and are at the risk of being separated from their families. The study particularly considers different groups of children who are in need of special care and protection, such as: street based children, child laborers, children of parents living in slum areas, children living and graduated from residential Child Care Homes, children living in correctional centers, and abandoned children.

In line with the nature of the study, different techniques of qualitative research were applied to collect and analyze data. Literature review and policy analysis were done to review the data from secondary sources, whereas interviews (including key informant interviews), consultation workshops with project partners, focus group discussions and observations were applied for the field study. Prior to conducting the research, meetings with particular groups of respondents, the study team had prepared focused checklists to guide the discussion. A small team carried out the analysis of the data collected from primary and secondary sources and prepared the report.

An ethical consideration was applied throughout the study, particularly while undertaking the field study to ensure safe, ethical and inclusive participation of men, women, girls and boys as key informants. Consent of key informants was sought for the use of the information collected through the research meetings. Special consideration was given to ensure safety and protection of children while conducting the research meetings.

The Second Chapter discusses about: i) existing child welfare policies; ii) child protection related structures and mechanisms at national, district and sub-district levels; iii) child welfare programs/services and practices available in the field; iv) capacity development of the front line workers.

The Interim Constitution of Nepal, 2007 guarantees that every child shall have the right to get care and access basic health and social protection services, as fundamental rights. The National Children's Policy, 2012 incorporates provisions for care promotion of children, protection of neglected and abandoned children, children without families, as well as makes provisions for the reintegration of the children with their own parents and relatives.

The Children's Act, 1992 and its regulation, 1995 recognizes different types of welfare services, including Guardianship, Children's Welfare Home, Juvenile Reform Homes as welfare provisions of the child without parental care. The Child Labour (Prohibition and Regulation) Act, 2000 is concerned with child labour in the formal sector and has defined 'hazardous work' in which the employment of children under the age of 16 is prohibited. The Chapter on Adoption of National Code (Muluki Ain), 1963 makes provision for providing family-based care to children without parents and guardians. Juvenile Justice (Procedural) Rules, 2007 has defended the processes for effective functioning of the Juvenile Bench.

Children (Development and Rehabilitation) Fund Rules, 1996 regulates the planning and implementation of programs related to rehabilitation and development of children. Child Rights Protection and Promotion (Implementation) Guidelines, 2065 assigned the roles and functions of the District Child Protection and Promotion Sub-committee (DCPC) and the Village/Municipal Child Protection and Promotion Sub-committees (V/MCPC) for ensuring care and protection of needy children. The Standards for Operation and Management of Residential Child Care Homes, 2012 aims to provide guidelines to run residential Child Care Homes.

The Thirteenth Plan (F.y. 2013/2014-2015/2016) and the Twelfth Plan (2010-2013), under the Child Welfare Programme, adopted an action point of promoting alternative models of care for children without parental care and children who are at risk. The National Plan of Action for Children, 2004/05 is being implemented with the objectives of promoting basic rights of the children (i.e. education, health, protection and participation). The National Master Plan on Child Labour, 2011-2020 aims at eliminating child labour by 2020 and its worst forms by 2016.

There are several institutions at central, district and sub-district levels. The Ministry of Women, Children and Social Welfare (MoWCSW) functions as focal Ministry and takes the coordination role for promoting and protecting the rights of the child. The Central Child Welfare Board (CCWB) has the overall responsibility of ensuring realization of the rights of the child. The District Child Welfare Boards (DCWBs), under the line management of the CCWB, are working as focal agencies at district level and are managing the function of District Child Protection Committee (DCPC). Village/Municipality Child Protection Committees (V/MCPCs) are established with the mandate of promoting the rights of the child and protecting children against any sorts of harms.

The third chapter provides brief information about the partner agencies and organizations of the project EDU: CARE. It also analyses the continuum of child welfare/child protection services being offered by the project partners. The project EDU-CARE has initiated a systematic process of developing the capacity of human resources to work with vulnerable children and families.

In partnership with Ai.Bi., the partners of the Project EDU-CARE have implemented various programs and interventions aimed at strengthening the mechanism for the protection of vulnerable children and their families, as well as the promotion of their rights. A brief descriptions is provided here as follows.

St. Xavier's College, the pioneer that started Bachelor's and Master's course on Social Work in Nepal, has launched the Specialization Courses on 'Social Work Perspectives on Child Rights and Child Protection' for Child Rights Managers'.

The **Social Work Institute** (SWI) is now running the Specialization Training Course on 'Social Work Perspectives on Child Rights and Child protection' for Child Protection Workers. The course was added to the short term and long term training courses that SWI has been offering and which targets the youth engaged in the development and social sector in their community.

UCEP Nepal is supporting disadvantaged children and young people by providing formal and non-formal education and vocational training. Within the project EDU-CARE, UCEP has expanded education support to poor children in some schools in the Kathmandu Valley and those living in the Juvenile Correction Centers, besides linking vulnerable families with technical and vocational trainings and child protection programs.

CONCERN Nepal is working to improve the living conditions of people who work in dangerous situations in Nepal. Child Labour is the main target population of Concern Nepal; the organization is working to strengthen the child protection mechanism at local level (V/MCPC) in the Kathmandu District, in partnership with Ai.Bi.

Society for Solidarity of Children is working for the prevention of abandonment of children due to poverty. The SSC is expanding day care service to the children of working parents living in slum areas of *Jadibuti* and supporting the families to be self-sufficient through vocational training and livelihood support.

Divya Ankur Child Development and Promotion Research Centre (Divya Ankur) is providing opportunities for holistic development of children and empowering the mothers through parenting education and training programs.

Nepal Pollution Control and Environment Management Centre (NEPCEMAC) is promoting social development through the efforts on environmental cleanliness. In partnership with the project EDU-CARE, the organization is providing education and health care to the children of working parents engaged in cleaning the streets.

St. Xavier's Social Centre offer residential facilities, education and income generating opportunities to homeless boys and boys with disabilities.

Children's Home (CH) is providing residential care for orphaned, abandoned, and underprivileged children. CH is working for providing livelihood training to Young Care Leavers under the project EDU-CARE.

Motherhood Care Nepal (MCN) is implementing activities for the protection of children who are at risk. MCN will continue providing education to children and opportunities to the families for their economic enhancement.

Nepal Destitute Children's Home (NDCH) is providing care and support to the needy children. Within the project EDU-CARE, the organization provides education and care to the street based children and working children.

Shristi Nepal runs a residential Child Care Home and is providing care and protection for abandoned children. Within the project EDU-CARE, the organization is continuing to provide care and protection to the abandoned children.

As discussed above, the partner organizations are running wide range of programs to address the causes of family separation, like: educational support, counseling service, trainings to teachers for child friendly teaching-learning, health care support, parenting education, economic and livelihood support to the targeted families. Some of the partner organizations run residential Child Care Home admitting the child referred from the Village Development Committees and Municipality and agencies engaged in the field of child protection. Most of these residential Child Care Homes provide residential facilities to the child till s/he reaches 18 years of age. The residential Child Care Homes raise their own fund and only few of them have received support from the GoN.

Chapter four discusses on the capacity development of professionals working with vulnerable children and their families. It is obvious that professionals who are working as well as who want to work in the child welfare/child protection sector should have good knowledge about various concepts and approaches and be equipped with basic skills. This is also because child welfare/child protection work is complex in its nature and requires multi-disciplinary team to address the enormous issues and concerns. It is crucial to undertake 'case management' as well as advocacy efforts as part of child welfare/child protection work.

Social Work practice with children is among the traditional field of work that focuses on the interactions between children and the larger social environments. Child welfare/child protection work is the combination of interventions aimed at preventive, protective and rehabilitative front. As such, blending the methods and skills from 'social work' and 'child protection' would be instrumental to provide better care and protection of vulnerable children and their families. But the reality is that both 'social work' and 'child protection' are yet to be recognized as professional discipline in Nepal and only few academic institutes are running courses on 'child rights/child protection'. Over 32 colleges that are offering courses on Social Work under different Universities have started integrating 'child rights/child protection' into their curriculum. But, there is no specialized course being offered.

In this context, the partners of the project EDU-CARE (i.e. Ai.Bi., CCWB, St. Xavier's College and SWI) have jointly designed two specialized and complementary courses on child rights and child protection with the goal of developing professionalism to work with vulnerable children and their families. The specialized courses bring the perspectives of Social Work and Child Protection into one for preparing frontline professionals.

Chapter five discusses the findings and gaps. Many agencies of the Government, as well as organizations, are implementing range of programmes/services targeting to vulnerable children and their families. The child welfare related programmes/services focus on curative services to provide immediate support to vulnerable children and their families as opposed to working on prevention and rehabilitation. Thus, the interventions programmes and services are yet to be guided by longer term perspectives. Likewise, it requires functional coordination and collaboration between and among the programmes/services being offered by different actors and stakeholders.

The results of the research meetings show that there are no sufficient programmes/services for preservation of families, as well as empowerment and enhancement of capacity of vulnerable families, so that they could provide care and protection of their children. However, some of the partner organizations of the project EDU-CARE have implemented some specific programs/services with the objective of family preservation.

There is no clear policy guideline for family preservation (however, the GoN is in the process of drafting policy for alternative care with specific focus on family preservation).

The growing number of residential Child Care Homes in urban areas demonstrates the fact that often families are quick to place their children in residential Child Care Homes. This could be due to various reasons. For example, there are no alternative models of care for the children without parental care, and there lacks child welfare programs targeted to capacity enhancement of vulnerable families. Moreover, it is crucial to offer education and training to parents for supporting them and make them understand the importance of care and protection of children in a family environment.

In the recent years, the GoN has established structures and mechanisms particularly at community and district levels for ensuring protection of children from harms against them. However, these mechanisms and structures do not have required level of capacity to be able to carry out their mandated roles. Therefore, alongside the establishment of child protection/child welfare structures, it is crucial to develop a plan for enhancing their capacity.

Chapter six has discussed **about** some recommendations with the objectives of addressing some of the gaps in child welfare/child protection. These recommendations, some of which are common to every actors/stakeholders and some are specific to the nature of services, will contribute to influence the strategy of the GoN, residential Child Care Homes, NGOs working with vulnerable children and their families in communities, and academic/training institutions engaged in delivering social work courses. The following are some of the recommendations of the study:

- Build collaboration at national level for promoting child welfare/child protection system in the country;
- Intensify advocacy in favor of social work/child protection interventions for vulnerable children and their families;
- Establish and functionalize proper system for monitoring child welfare/child protection programs/services;
- Expand program/services for vulnerable children, families and communities in rural/remote areas;
- Support the training of professional human resources for working with vulnerable groups of children and their families;
- Encourage among agencies and organizations engaged in child protection work the hiring of trained social workers/child protection workers;
- Promote among organizations providing care services the reintegration of young care leavers with their families and in the community;
- Create opportunities among agencies and organizations engaged in child protection for sharing their experiences and learning;
- Facilitate the participation of children in child protection work in the community as well as in residential Child Care Homes;
- Agencies and organizations should develop and implement Child Protection Policy for ensuring safety and protection of all children in contact with them;
- Incorporate rights of the child/child protection in academic courses;
- Advocate and lobby for recognition of Social Work/Child Protection Work as professional discipline.

1. Introduction

Nepal is a country where children's rights are too often violated due to various factors, such as the extreme poverty of many families, social turmoil and fragmented political and social context. Many children are separated from their families or are at risk of being abandoned.

1.1 Vulnerable groups of children

The Government of Nepal (GoN) has defined 'children in need of special care and protection' as the children in the following conditions: i) absence of a father or mother or both and who has nobody who can take care of them; ii) deserted by father and mother, or separated, or absconded from house and whose father or mother could not be traced out; iii) victim of abuse and humiliation or without appropriate nurture from father and mother or guardians; iv) presence of father and mother but who have physical or mental [intellectual] disability that they are unable to take care of children; v) children who have no fixed house or place of residence¹. Among these categories of children in need of special care and protection, some groups of children are more vulnerable.

Street based children

It is believed that millions of children are growing up on the streets of the developing countries with uncertain future. According to the data collected by National Association of Organizations working for Street Children (NAoSC) in 2012, there are 2,958 children living in the streets. Out of them, 92.63% are boys and 7.37% are girls.²

In Nepal it is estimated that over 5,000 children are living in the streets. Despite several efforts to address this concern, the number is not decreasing due to homelessness, physical and mental exploitation, illiteracy, worst forms of child labor, attraction towards urban life, acute poverty, malnutrition, economically poor households having many children, and so on.

Children face many problems when they leave home and in most of the cases they have no other alternative than to live in the street. "Many boys and especially girls cannot be reintegrated into their community because they were discriminated by the community and their family. Most of the street children spent their childhood to teenage years in avenues, under bridges, warehouse underground passages, footpaths, open ground and bus parks³".

Due to rapidly increasing urbanization and concentration of opportunities and facilities in the urban areas, the vulnerable families and children tend to migrate to urban areas where they also face difficulties earning their livelihood. As such, "... the fact is that although most children want to get out of the street life and are ready to accept any chance of rehabilitation into the Nepalese society, there are very few who actually want to go back to their villages to live there.

¹ No 1.4(E) of Standards for Operation and Management of Residential Child Care Homes, 2012.

² NAoSC, The State of Children of Nepal (*in Nepali*), 2013, CCWB, p.60.

³The Street Children of Nepal: Anthropological and sociological Study of Social, Cultural and Communicational Practices, CPCS International, 2012, p. 98.

If with the help of an organization a positive contact can be made between a child and family, this will be a very important step in the social rehabilitation process of the child, who experiences this event as a big burden falling off of his/her shoulders⁴."

Child labour

Child labour in general, and its worst forms in particular, is a problem of Nepal. "A relative reduction has taken place, but still an incredible number of 1.6 million children aged 5-17 years are caught in a perpetuating cycle of prohibited child labour. Out of them, nearly 30 percent or 660,000 children between 5 and 17 years are directly engaged in hazardous child labour"⁵.

The National Master Plan on Child Labour, 2011-2020, highlights that "poverty, inadequate education, unstable political situation, legal and employment structures, little knowledge and awareness in society at large and parents in particular, social and cultural practices, including gender and ethnicity related discriminatory roles , are all major problems and are described as causes to child labour". To add on, "life in the rural Nepal is even more difficult where children have long working hours along with their parents in fields or at home. Until now poverty, illiteracy, informal economic activities and inadequate capacity of relevant institutions remain, the incidence of child labour will continue in Nepal".⁶

The National Master Plan on Child Labour 2011-2020 targets all forms of child labour in Nepal in alignment with the International Labour Office (ILO) Minimum Age for Employment Convention No. 138 and the ILO Worst Forms of Child Labour Convention No. 182. The National Master Plan expresses the commitments of the Government of Nepal to eliminate child labour by 2020 and its worst forms by 2016.

Children of parents living in urban slum areas

Families from rural areas migrate to urban areas in search of better earning for their livelihood and/or for getting employment opportunities. A big percentage of such migrant population ends up leaving in slum areas of the urban areas. As such, many children live with their families in slums and these children are at the risk of care and protection. Children who live in the urban slums are also at risk of harms against them. Some of them are vulnerable to various forms of exploitation, frequently victimized of sexual abuse and at risk of physical torture and trafficking. Many of the children living with their parents in the slums are deprived of their rights to education, health care, proper guidance and support from their parents.

Young Care Leavers (children graduated from residential Child Care Homes)

The term, 'Young Care Leavers' is used to describe children and youth who are graduated after living certain years in residential Child Care Homes. Generally, residential Child Care Homes is one of the temporary arrangements to the children without parental care. This means that children ought to leave the residential Child Care Homes once they reached a certain age, and/or have completed certain educational level, or when they are reunited with their family, or are placed in other care arrangements. Children and youths living in a closed setting during the significant years of their life are socialized differently. Thus, make them adjusting in totally different settings is challenging.

⁴The Street Children of Nepal: Anthropological and sociological Study of Social, Cultural and Communicational Practices, CPCS International, 2012, p. 62.

⁵ National Master Plan on Child Labour, 2011-2020, Ministry of Labour and Employment, Kathmandu.

⁶ Ibid.

As such, "[t]he process of transition from care to aftercare should take into consideration children's gender, age, maturity and particular circumstances and [should] include counseling and support, notably to avoid exploitation. Children leaving care [Child Care Home] should be encouraged to take part in the planning of [their] aftercare life"⁷. Therefore, "[s]pecial efforts should be made to allocate to each child, whenever possible, a specialized person who can facilitate his/her independence when leaving care"⁸.

Furthermore, "[o]ngoing educational and vocational training opportunities should be imparted as part of life skills education to young people leaving care in order to help them to become financially independent and generate their own income"⁹. But, many residential Child Care Homes do not have proper strategies for aftercare services to the young care leavers. The latter are facing challenges to continue their education, making their living arrangements and other life-based skills that make it difficult for them to adjust in the society.

Children living in Juvenile Correctional Centers

Juvenile Correctional Centers is the place where children in conflict with the law are placed. As per the section 42 of the Children's Act, 1992, Section 42 provides that minors who are accused of and in the process of formal justice system, or children who have been subjected to imprisonment for the juvenile delinquency shall be kept in a correction center.

There are three correctional centers currently in operation: one in Sanothimi, Bhaktapur, established in 2002; one in Sarangkot, Kaski, established in March 2012; and the other in Biratnagar, Morang, established in December 2013. All these correctional centers are managed by Underprivileged Children's Education Programme (UCEP) Nepal, with the funding support from the Ministry of Women, Children and Social Welfare and in cooperation with the Department of Prison, Ministry of Home Affairs (MoHA). As per the UCEP sources¹⁰, on an average, 130 juvenile delinquents are living in these centers. The children are provided with child friendly environment, formal education, counseling, moral education, health support, personality development opportunities, vocational training and family reintegration support.

Abandoned children

This term 'Abandoned Children' is used commonly for children who are left by their parents in public places (i.e. hospitals, roads or institutions). But, the existing laws do not allow the parents to abandon their children. The exact number of abandoned children is not known. However, children living in residential Child Care Homes are increasing and a significant percentage of these children are abandoned children¹¹. Likewise, some of the abandoned children do end up in the streets and do encounter several risks and lack of protection.

⁷ Para 132 of Guidelines for the Alternative Care of Children: A UN Framework, 2009.

⁸ Para 133 of as above.

⁹ Para 135 of as above.

¹⁰ Reference is made to www.ucep.org.np for further information. According to the State of Children of Nepal, 2013 (p. 45), out of the total, 126 are boys and 4 are girls.

¹¹ According to the study conducted by CCWB in 2008, there are over 12,000 children living in 454 residential Child Care Homes running in 37 districts of Nepal. The study report entitled 'Adopting the Rights of the Child' by UNICEF Nepal and Terre des hommes highlights that 58 per cent of these children have one or both parents alive.

One obvious reason is that poor financial conditions in the family have been blamed and in some instances pushing led many parents to abandon their children. The armed conflict that the country experienced in the past years (during 1994-2006) has deprived many children of the custody of their parents. This poses challenge to consider the increasing number of NGOs working with vulnerable children in Nepal and engaged in family strengthening.

Children living in residential Child Care Homes

A survey¹² carried out by the Central Child Welfare Board (CCWB) highlighted the situation of abandoned children living in residential Child Care Homes (CCH) operating in 37 districts of Nepal, while the number of these Children's Homes was counted to 454 units. The majority of these residential Child Care Homes were established in recent years, an indicator of the common approach that has been adopted by the Nepali society to tackle the problem of children living in vulnerable and fragile families, and children without family. As of January 2013, there are more than 759 residential Child Care Homes operating in the country and providing residential care services to over 12,000 children¹³.

Besides, there are many other groups of children who are at risk, including: children affected by HIV and AIDS, children of internally displaced families, children victims of harms against them, including those trafficked for sexual purposes.

1.2 Residential child care homes

The GoN has recently adopted the 'Standard for Operation and Management of Residential Child Care Homes, 2012'. This document defines that "Residential Child Care Homes are the homes established by the Government of Nepal or any other organizations as per the law providing care and protection to children who need special care and protection"¹⁴. In the global context, 'residential care' is defined as "care provided in any non-family based group setting, such as places of safety for emergency care, transit centers in emergency situations and all other short and long term residential care facilities including group homes"¹⁵. It is understood that the "Facilities providing residential [Child] Care Home should be small and be organized around the rights and needs of the child, in a setting as close as possible to a family or small group situations"¹⁶. However, "the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should afford the necessary protection and assistance so that it can fully assume its responsibilities in the community"¹⁷. Therefore, "Removal of a child from the care of the family should be seen as measure of last resort and should, whenever possible, be temporary and for the shortest possible duration"¹⁸.

¹² Report on Monitoring of Child Care Homes, June 2008, CCWB and Amici dei Bambini- Nepal.

¹³ Based on an interview with a Monitoring Officer of CCWB, Jan. 2012.

¹⁴ No 1.4(d) of Standard for Operation and Management of Residential Child Care Homes, 2012.

¹⁵ Para 29(iv) of Guideline for the Alternative Care of Children, A UN Framework, 2009.

¹⁶ Para 123 (p.25) of Guideline for the Alternative Care of Children, A UN Framework, 2009.

¹⁷ Preamble of the Convention on the Rights of the Child, 1989.

¹⁸ Para 14 (p.7) of Guideline for the Alternative Care of Children, A UN Framework, 2009.

UN CRC Committee's Recommendations for reunification of the children living in Child Care Homes to the families and their relatives

The UN Committee on the Rights of the Child (also known as 'CRC Committee'), in its "Concluding Observations" made in 2005 about Nepal¹⁹, has expressed its deep concerns about the situation that many families and infants are at risk of separation (from their parents and/or families), as well as about the growing number of children that are placed in residential centers (Child Care Homes), despite having at least one living parent or relatives who could take care of them. Therefore, the CRC Committee recommended that the country takes effective measures to facilitate the reunification of children with their families, that foster care may be introduced in the country, put in place programs that involve community structures aimed at supporting those vulnerable parents in fulfilling their parental responsibilities, and the condition of institutionalized children may be regularly monitored in accordance with the Article 25 of the Convention on the Rights of the Child, 1989.

Very few efforts have been made in the past years to promote the reunification of institutionalized children with their families, who often are found to be out of reach, absent or still in the same conditions that led to the authorization for temporary placement of the children in residential Child Care Homes. This phenomenon is creating the situation where a growing number of children do not have stable and reliable educational models and are not receiving proper care and protection.

Treatment of children in Child Care Homes

The document entitled "Adopting the Rights of the Child: A Study on Inter-Country Adoption and Its Influence on Child Protection in Nepal²⁰" states how the management of residential Child Care Homes very often adopts authoritarian models and educational styles. The so-called "caregivers" in fact exercise massive control on the children living in residential Child Care Homes, often using authoritarian approaches that sometimes result to corporal punishment, detrimental for the dignity of the child. All these are distressing towards the development of basic skills and aptitudes of the children. No matter where they are cared, all the children need proper protection, should be properly educated and cared for towards the fulfillment of their social, cultural, cognitive and spiritual needs. The same document highlights how there is a lack of strategy for either providing support to the biological family of the child who lives in care centers, or for supporting community based care and services, which are essential for reintegrating the child in a family environment. As such, the child once admitted into the residential Child Care Home will remain in such a condition of institutionalization for a long time.

The Committee on the Rights of the Child, in its 'Concluding Observations' made to Nepal in 2005, has stated that priority should be given to the development of social services for children and in particular in favor of vulnerable groups, so that the social services may undertake measures to ensure child protection.

¹⁹ CRC/C/15/Add.260, Concluding Observation of the Committee on the Rights of the Child, 3 June 2005

²⁰ This study was conducted jointly by UNICEF-Nepal and Terre des hommes Foundation in 2008.

1.3 Welfare services and professional services targeted to vulnerable groups of children

The social service targeted to vulnerable children and families in Nepal are limited in quantity, quality and variety, and all this hinders the effectiveness of the services offered to the beneficiaries.

Insufficient family strengthening services

There are insufficient mediation services and/or 'family counseling' services that put in contact the families in need with the services existing in the locality. Insufficient are also the services promoting temporary family relief, those supporting temporary foster care, 'kinship care' and national adoption as an alternative to the prolonged institutionalization of the child, as well as those supporting family reunification. All these are services that, in order to be put in place, need to be led and carried out by trained personnel.

Social service professionals

A study²¹ conducted by UNICEF Nepal (2005) has made an assessment about the capacity of the education and training system to respond to the significant demand for social workers by public institutions and NGOs in the country, as well as to the need of institutionalizing this profession.

The same study stated that, despite the need of the population and in particular of the childhood for social workers, the people working in the institutions are not sufficiently trained. They are working in institutions but have no specific knowledge, skills and experiences necessary to carry out the main tasks of professional social work, namely: need assessment, planning, service delivery, as well as 'case management'. The study highlighted how this shortcoming is particularly relevant in the case of residential Child Care Homes, as well as for those civil society organizations that deal with social welfare. In other words, these structures lack the professional social work knowledge and skills that are necessary to respond effectively to the needs and problems of the beneficiaries.

Training of social work professionals

In the recent years, the number of colleges that run social work courses is increasing²². However, there is no specialization course offered on child rights and child protection within the mainstream of social work courses. But, there is demand of trained social worker with specialized knowledge and skills for working with vulnerable children and families.

1.4 About the study

The present study was carried out within the framework of the project entitled 'EDU-CARE: Social Operators active in the protection of the childhood and in the promotion of the children's rights in Nepal'. The project was designed by Amici dei Bambini (Ai.Bi.) and implemented in Nepal in partnership with concerned agencies of the GoN, academic/training institutes and NGOs. The major goals of the project include:

²¹ Assessment of Social Work Education and Practice in Nepal, by Prof. Dr. Romeo Cortel Quieta and Prof. Dr. Ma Lyra T. Del Castillo of University of the Philippines, UNICEF-Nepal, 2005.

²² Over 32 colleges are running social work courses under Tribhuvan University. Besides, some colleges run under Kathmandu University and Purwanchal University also run social work courses.

- Preventing child abandonment and prolonged stay of children in institutions in the Kathmandu Valley;
- Promoting effective mechanisms to support poor households, especially those composed by young single mothers with children, living in marginal urban areas or in rural areas with a high risk of migration;
- Tackling the problem of street children, especially those that end up in the streets of Kathmandu due to internal migration flows;
- Promoting social inclusion of young care leavers who are about to leave the residential child care homes because they have reached adulthood;
- Strengthening child protection system through the enhancement of the human resources in the field of social work;
- Promote family and community based alternative care models for the deinstitutionalization of children who are currently living in institutions, and strengthen daycare provisions for children at risk of abandonment.

Objectives of the study

In line with the major goals of the project, the specific objectives of the study are as follows:

- Document policies and programs of the Government related to care and protection of children who are in need of care and protection;
- Identify existing social services programs in favor of children, map out the 'replicable practices' as well as weaknesses, overlaps and gaps of the services;
- Contribute to the increment of the capacity of professionals working at NGOs and government agencies (particularly at sub-district and district levels) in favor of children;
- Contribute to strengthening the capacity of the NGOs working to protect and support the orphans, street based children, children without adequate parental care, young people who are about to leave child care homes, children living in poverty or prevention of abandonment of children.

Expected outcome of the study

The results of the study will contribute to:

- Provide an informed opinion on the existing course and training programs of the St. Xavier's College and the Social Work Institute (SWI);
- Guide to provide assistance in designing the curricula (with focus on the rights of the child and child protection) of the two specialization courses in social work, to be delivered by St. Xavier's College to mid-level professionals and by SWI to social operators;
- Guide to organize the Training of Master Trainers from St. Xavier's College and SWI, as well as from concerned NGO partners;
- Develop manuals for teachers/trainers focused on the specialization courses on child rights and child protection within the perspective of social work;
- Support in enhancing the capacity of St. Xavier's College and SWI to manage and implement training courses on social work with adequate reference to child rights and child protection;
- Support in training around 80 participants to equip them with the technical skills necessary to ensure proper care and protection to vulnerable children and families;

- Implement a sequence of various small scale programs for ensuring care and protection of children and families in the selected 10 Village Development Committees and other communities, as well as develop a training course to train members of the Village Child Protection and Promotion Sub-Committees (VCPC);
- Provide first-hand recommendations and suggestions for policy makers, professionals and implementers to be considered in the work with vulnerable children and families.

1.5 Statement of the situation

Within the scope of the study, the Technical Team considered the following scenario while conducting the study:

- Many children are separated from their families or at risk of being abandoned;
- Many children are placed in residential care institutions, as per the recent data compiled by the CCWB in 2012:
 - Over 12,000 children are living in more than 759 Child Care Homes;
 - 58% of them have one or both parents alive (UNICEF and Tdh, 2005);
- There are limited social services provided to children and families at risk;
- Family preservation (including counseling) services hardly exists;
- The GoN is yet to develop policy for alternative care (including foster care, kinship care and placement of the child in families);
- There is dearth of trained professionals for delivering wider range of services, such as family preservation, family reunification and management of alternative care services;
- Social work is yet to be established as a profession in areas of services dealing with issues related to children and families;
- Many gaps exist in programs and services related to vulnerable children and families, as these fail to reach out to these target groups and meet their needs.

1.6 Management of the study

Under the overall coordination and guidelines of the Executive Coordination Committee (ECC)²³ of the project, the Technical Committee conducted and carried out the study. The Technical Committee was composed of three members: Mr. Chandrika Khatiwada, Child Rights Activist from Nepal; Prof. Dr. Maria Lyra T. Del Castillo, MSW, Ed.D., faculty member at the College of Social Work and Community Development, Department of Social Work, University of the Philippines; Mr. K. D. Mishra, faculty at St. Xavier's College.

²³ Ms. Lucia Maria Russo and Ms. Tulsa Kharel from AiBi, Fr. Arul from St. Xavier's College and Mr. Namaraj Silwal from SWI served as ECC members.

Mr. Khatiwada, on behalf of the Scientific Committee took the responsibility of coordinating among the team members, as well as with the members of ECC. Ms. Kushum Sharma, Institute for Legal Research and Consultancy, Kathmandu and Ms. Januka Khatiwada, Programme Officer at St. Xavier's College served as researchers to the study.

1.7 Key informants engaged in the study

For gathering the necessary information, the representatives of the following institutions and organizations were contacted:



The Central Child Welfare Board (CCWB) is a statutory body created by the Children's Act 1992. It is mandated with 'the overall responsibility of ensuring the realization of the rights of children of Nepal. It also looks after children's issues and works towards the promotion and protection of the children's rights. While fulfilling its mandated role, the CCWB works in collaboration and coordination with government bodies, development partners and civil society organizations to progressively meet the State's obligations towards children's rights, as per CRC standard'.

The CCWB has the DCWB as its district chapter in all 75 districts. As per provision of Children's Act, 1992 and its Regulation, 1995, the DCWBs are responsible to coordinate with concerned agencies and organizations to ensure the rights of the child in their concerned district. The DCWB has its board formed under the coordination of the Chief District Officer (CDO) and a Child Rights Officer (CRO) as its staff.



St. Xavier's College, Kathmandu, is an educational institution of higher learning established in 1988 and managed by the Nepal Jesuit Society. The primary service of the Jesuits in Nepal is education, the training of young women and men for a meaningful role in a peaceful and just Nepali society. Jesuits began their educational work in Nepal in 1951 with the opening of St. Xavier's School in Godavari, followed by the St. Xavier's School in Jawalakhel and the St. Xavier's School in Deoni.

St. Xavier's College is a leading institution for professional social work education in Nepal. Education at Xavier's prepares each student to live and lead in all the endeavors. It fosters critical thinking, positive action and service to others. It challenges students to go beyond career preparation. It encourages the student to be job creators rather than job seekers, creative designers of the future. St. Xavier's College is committed to promote formal courses on Social work (i.e. BSW, MSW) and specialization courses particularly focusing on children rights and child protection.



The **Social Work Institute (SWI)** was established in 1987 under the auspices of the Nepal Jesuit Society by br. James F. Gates, S.J. SWI aims at fostering the national development of Nepal by developing competent human resources through long and short-term training programmes and workshops. SWI is the only NGO that is conducting social work training course (both short and long term courses) for operators working in the field, particularly for the young professionals who are engaged in development work and social work in their own community. SWI's teaching methodology is inspired by a mixed

approach, aimed at enhancing the knowledge base, skills and capabilities so that the trained human resource is equipped with knowledge and skills to work with individuals, families and the community.

SWI also implements grassroots level and community development projects mobilizing its alumni and local partner organizations. The institute's primary focus is in empowering people to become interdependent in aspiring social and economic liberations, and to raise awareness against the repressive and oppressive elements of our society, in order to promote social justice. The institute is committed to further enhance Social Work training in Nepal, both by mainstreaming it with standard training curricula, as well as promoting it within academic courses.

Other main key informants were representatives belonging to the following organizations:

- UNICEF
- Terres des hommes (Tdh)
- Plan International
- Save the Children
- Child Workers in Nepal (CWIN)
- Concern for Children and Environment Nepal (CONCERN-Nepal)
- Divya Ankur Child Development and Promotion Research Center (Divya Ankur)
- Underprivileged Children's Education Programme (UCEP)
- Nepal Pollution Control and Environment Management Center (NEPCEMAC)
- Society for Solidarity of Children (SSC)
- St. Xavier's Social Service Centre
- Students of St' Xaviers and Social Work Institute (SWI)
- Children's Home (CH)
- Motherhood Care Nepal (MCN)
- Nepal Destitute Children's Home (NDCH)
- Shristhi Nepal
- Various NGOs and professionals working in the field of child protection and children rights.

1.8 Methodology

The study was essentially qualitative in nature, thus different techniques of qualitative research were used to study the plurality of activities implemented by the various agencies, as well as document the achievements made. As per the scope of the study, a cross-sectional descriptive study design was applied to increase the knowledge base on various issues of child protection and social services offered to the targeted groups of children and their families, particularly within the Kathmandu Valley.

The study used participatory tools for generating quantitative and qualitative data that were supportive for mapping the wider range of activities carried out within the scope of the study. The various tools included are: i) literature review and policy analysis; ii) questionnaires that were used for collecting primary data. Also, Primary data were collected through field level consultations by applying tools such as: i) consultation workshops with the project partners; ii) unstructured and semi structured interviews, including key informant interviews; iii) focus group discussion; iv) unstructured and structured observations; v) participatory visual methods (drawing and writing); vi) documentation and analysis of case stories.

The field level study was carried out with: i) the key staff of the concerned agencies of the government; ii) staff members of academic and training institutions, particularly those who are delivering courses on social work; iii) staff of UN agencies and international child focused organizations; iv) non-governmental service providers; v) staff and managers of residential Child Care Homes; vi) staff and managers of correctional center and vocational training center; vii) students who were studying social work courses at St. Xavier's College and SWI; viii) professionals (social workers, lawyers, psychosocial councilors, teachers etc.); ix) children and young people, including those who are living in residential Child Care Homes, young care leavers i.e. graduates of residential Child Care Homes, children of families living in slum communities.

Prior to conducting research meeting with particular group of respondents, the study team had prepared focused checklists for guiding the discussion (*reference is made to Annex-2 for the key areas of the study as well as for the checklist prepared for the study*).

The field study

The field level research meetings were conducted from February to August 2013 (*reference is made to Annex-2 for detailed list of study population*).

Documentation and Analysis of the data

A small team carried out the analysis of the data collected both from the primary and secondary sources. The Research Team had prepared notes of all the research meetings conducted with the different key informants. These notes as well as the documentation of the data collected from the secondary sources (literature review, and policy analysis) provided a strong base for the analysis, besides representing a good foundation for preparing the study report.

The draft report was shared with the members of ECC and the Technical Committee for their review, input and feedback. Then the report was reviewed and relevant inputs were incorporated. The revised draft was shared with the project partners for their review and input and then it was finalized to be shared externally.

1.9 Ethical considerations

An ethical consideration was applied throughout the study, particularly in preparing for and undertaking the field level research meetings to ensure safe, ethical and inclusive participation of men and women, girls and boys as key informants. At the beginning of each research meetings with adults and children, the Research Team shared with the informants the purpose of the project, the objectives of the study as well as the objective of the particular research meeting. The key informants were told about the use of the information collected through the particular research meetings as well as informed consent were sought.

The Research Team members particularly paid attentions to ensure safety and protection of children in due course of the research meeting (*reference is made to Annex-4 for detail information about the ethical consideration*).

1.10 Limitation of the study

The main limitations of the study were identified as follows:

- As the geographical area of the study was the Kathmandu Valley, findings and conclusions reflects this population and may not provide adequate base to generalize it in all the context across the country;
- As the study was qualitative in its nature, priority was given to gathering in-deep knowledge of the selected respondents for the study, rather than focusing on the quantity of the involved respondents;
- The team member's knowledge on the issue, skills to investigate, language proficiency may have posed limitations to the study.

1.11 Structure of the study

This study is organized in six chapters. Chapter one outlines the context, key respondents and methodologies of the study. Chapter two discusses about child protection related policies, structures, programs and services. Chapter three talks about project partners and their programs/services targeted to vulnerable children and their families. Chapter four focuses on capacity development of professionals working with vulnerable children and their families. This chapter also highlights the need of bringing a social work perspective into rights of the child and child protection, as well as the ongoing efforts to develop capacity of professionals. Chapter five provides discussion about findings and gaps. The chapter also presents the discussion related to policy, programs/services, institutional mechanisms, education and training as part of capacity building. Based on the discussion, this chapter also provides some suggestions regarding the specialization course on social work and child protection. The last chapter provides recommendations to take further for ensuring protection of vulnerable children as well as to educate and train professionals in the sector.

2. Child protection related policies, structures, programs and services

This chapter discusses about: i) existing child welfare policies; ii) child protection related structures and mechanisms at national, district and sub-district levels; iii) child welfare programs, services and practices in the field; iv) capacity development of the frontline workers.

2.1 Existing child welfare policies

Interim Constitution of Nepal, 2007

The Interim Constitution of Nepal, 2063 (2007) (hereafter called 'the Constitution') has guaranteed that every child shall have the rights to get cared, basic health and social protection as fundamental rights. The Constitution guarantees equality before the law and equal protection of the law to all citizens. More explicitly, Article 22 of the Constitution ensures the following rights of the child as fundamental rights:

Article 22:

- (1) Every child shall have the right to his/her own identity and name.
- (2) Every child shall have the right to get nurtured, basic health and social security.
- (3) Every child shall have the right against physical, mental or any other form of exploitation. Any such an act of exploitation shall be punishable by law and the child so treated shall be compensated in a manner as determined by law.
- (4) Helpless, orphan, mentally retarded, conflict victims, displaced, vulnerable and street children shall have the right to get special privileges from the State to their secured future.
- (5) No minor shall be employed in factories, mines or in any other such hazardous work or shall be used in army, police or in conflicts.

The Directive Principles and Policies of the State section of the Constitution proclaims that the state shall pursue a policy of making special provisions of providing social protection for single women, orphan, children, helpless, elder citizen, disabled and at risk tribal groups (Article 35.d).

Children's Act, 1992 and its Regulation, 1995

The Children's Act, 1992 (2048 BS) was enacted to protect the rights and interests of children and supports for physical, mental and intellectual development of all children. In general, the Act recognizes different types of welfare services based on the needs of children, such as:

Guardianship: Section 22 of the Act explains the process of appointment of the guardianship for the protection of the rights of the child who will go through this type of care. According to the provision of this Section, as a first step, for the purpose of handing over the guardianship of the child and his/her property, a close kin or relative should be identified or contacted. If there does not exist such relative, the child along with his/her property should be entrusted to institutions or persons interested in child's upbringing.

If no such arrangement can be made, the child must be handed over to the nearest Children's Welfare Home (the term basically means Child Care Home in the Act). The Children's Act, 1992 also defines: i) roles and functions of a guardian; ii) process of appointment, retirement and re-appointment of another guardian of a child; iii) management of income and expenses for providing care and protection of the child (i.e. if the income received from the child's property is insufficient or has no income at all; the guardian has to make arrangements in sending the child to a Child Care Home by informing the CDO's Office.

Children's Welfare Home: Children's Welfare Homes are established by the GoN to provide care and protection of the children who are abandoned and/or who are deprived of family care for various reasons (Section 34). The GoN, as per the regulations, shall grant permission to civil society organizations to establish and run child welfare homes. As per the provision of Section 35, the Child Welfare Officer²⁴ (CWO) and Police personnel shall handover an abandoned child they have found or handed over to them by any person, to the nearest Children's Welfare Home for care and protection.

Juvenile Reform Homes: Juvenile Reform Homes are primarily meant for children in conflict with the law. As per the provision of the Act: "(a) A Child accused of any offence and to be imprisoned pursuant to existing law for investigation or adjudication; (b) A Child to be imprisoned as per existing law" is to be kept in Juvenile Reform Homes.

Welfare Provisions: Chapter 4 of the Children's Act, 1992 contains welfare provisions for the protection of children who are in need of special protection services, including those without family and parents. Section 32 has the provisions of establishment of the CCWB (at the central level) and the DCWB in all the 75 districts. The Board shall work to offer policy advice to the GoN on matters related to children (the roles and functions of the CCWB and DCWB is discussed in the following chapter).

Child Labour (Prohibition and Regularization) Act, 2000 and its Regulation, 2062

The Child Labour (Prohibition and Regulation) Act, 2000 is concerned with child labour in the formal sector and has defined 'hazardous work'- activities in which the employment of children under the age of 16 is prohibited. This Act has the provision of establishing a 'Welfare Fund' to undertake educational and entertainment programmes to children working as labour, as well as library facilities for the children of working parents. The Act has the provision for the establishment of an advisory body, the Child Labour Eradication Committee under the leadership of the Secretary of Ministry of Labour and Employment (MoLE).

National Code (Muluki Ain), 1963

The Chapter on 'Poor' (*Garib Kangalko Maha*) has provisions which have obligated agencies from Village Development Committee (VDCs), Municipalities and the CDO to take care of children who are found abandoned, poor and whose ancestral property cannot sufficiently bring them up. No. 4 of the Chapter authorizes the CDO to allocate resources from the 'state trust' while assigning people to look after children. However, in practice CDO's office does not have specific budgets for the care and protection of children who require special care and protection. Moreover, the provisions do not speak about efforts in providing family-based care.

²⁴ The GoN has assigned Women Development Officer as CWO in all 75 districts.

The Chapter on Adoption has provisions of providing family-based care to children without parents and guardians. Adoption of a child by Nepali family requires to be registered at the Land Revenue Office and the adoptive parent/s should treat the adopted child as equal to his/her biological child. This means that the adopted child holds rights for inheriting parental property of the adoptive parent/s. These provisions are in favor of ensuring the well-being of the child. However, there are many conditions and criteria to follow to adopt a child by Nepali parents, which may pose restrictions to adopt a child following due process. Rather, adoption is taking place informally.

Juvenile Justice (Procedural) Rules, 2007 (2063 BS)

The Juvenile Justice (Procedural) Rules, 2007, enacted as per the authority given in Section 58 of Children's Act, 1992, has defended the processes for effective functioning of the Juvenile Bench. Some of the major provisions of the Rules include:

- assigning a separate unit in the police office with specialized police personnel to investigate juvenile cases (in which a child is accused of);
- defining investigation and prosecution procedures;
- defining procedure of formation of Juvenile Bench (i.e. Judge, Social Worker and Child Psychologist) and the qualification and selection criteria of Social Worker and Child Psychologist to work in panel with the Judge while hearing and deciding juvenile cases;
- informing the child (about his or her allegation) through his or her parents or guardians;
- procedure of hearing of juvenile cases in the Bench;
- process of collection and verification of proofs;
- process of verification of age of the child;
- preparation of a roster of service providing organizations.

The Rules also provides formation of Juvenile Justice Coordination Committee (JJCC) at the central level for giving advice and making recommendation to the GoN on laws and policies to strengthen Juvenile Justice System in Nepal.

Children (Development and Rehabilitation) Fund Rules, 1996

Children (Development and Rehabilitation) Fund Rules, 1996 regulates the planning and implementation of programs related to the rehabilitation and development of children. The Rules particularly describe procedures regarding the establishment of funds, collection of funds, and the use and management of the fund. The Rules also include guidelines for the members of the Management Committee who will use and mobilize the funds, as well as the responsibility, accountability and authority of the Committee.

National Children's Policy, 2012

National Children's Policy, 2012 was endorsed by the GoN on 16th April 2012 (2069-01-04 BS). In regards to child protection, the policy aims at: i) protecting children from physical and mental violence, harms, abuse, abandonment, neglect, exploitation and sexual exploitation; ii) eradicate discrimination against children. In the policy, it is stated that an appropriate program shall be introduced for care promotion and protection of neglected, abandoned children and children without families, and for reintegrating the children (who are living in different care settings) with their own parents and relatives. As such, the policy has given priority to provide care and protection of children within their family.

Child Rights Protection and Promotion (Implementation) Guidelines, 2065

'Child Rights Protection and Promotion Program (Implementation) Guideline, 2065 BS' was introduced by the Ministry of Women, Children and Social Welfare (MoWCSW) on behalf of the GoN to offer necessary guidelines and regulations to the programs for ensuring survival, protection, participation and development of children, to be implemented in collaboration between and among the Government agencies and non-governmental development partners. The Guidelines have assigned the roles and functions to 'District Child Protection and Promotion Sub-Committee' (DCPC) and 'Village/Municipal Child Protection and Promotion Sub-Committee' (V/MCPC) for ensuring care and protection of needy Children.

Standards for Operation and Management of Residential Child Care Homes, 2012

The GoN has issued 'Standards for Operation and Management of Residential Child Care Homes, 2012' with the aim to provide guidelines for operation of residential Child Care Homes. The Standards have adopted several measures (in-line with the Guideline for the Alternative Care: A UN Framework) to respect the principles of necessity and principles of appropriateness and to ensure child protection, child participation, dignity and best interest of the child. For the effective implementation of the Standard the GoN has taken the responsibility to support human, material, financial as well as other required resources.

The Standards clearly mention the admission procedure of the children in residential Child Care Homes, such as: residential care facilities; infrastructure and environment; realization of basic rights of the children living in residential care; promotion of child rights and child protection; pre-requisite for running a child care home and its management, financial and human resources; children's departure and reintegration/reunification plan; mechanisms and procedures for monitoring of residential Child Care Homes.

Moreover, the GoN has introduced Minimum Standards for Early Childhood Development Programmes with the view of standardizing programs/services aimed at ensuring early stimulation of younger children.

The Ministry of Peace and Reconstruction (MoPR) together with the MoWCSW have developed National Plan of Action (NPA) for Children Associated with Armed Groups. The Ministry has also developed the implementation guideline for the NPA.

2.2 Child welfare programs

The Approach Paper to the Thirteenth Plan (AFTP) - (F.y. 2013/2014-2015/2016)

The Approach Paper to the Thirteenth Plan (AFTP) sets as its objectives the protection and promotion of the overall rights of children; the eradication of all forms of violence and abuse against children and adolescents; the eradication of all forms of child labour.

To achieve these objectives, the AFTP contemplates the following operating policies: a) Child participation will be enhanced by providing opportunities for children and adolescents to express their opinions on issues that concern them; b) Legal and institutional provisions for ensuring that children will fully enjoy all types of child rights and fundamental freedoms without discrimination will be made effective; c) Programmes of relief, rehabilitation, family reunion, and legal and psychological counseling will be organised for trafficked children and adolescents;

d) The birth registration of children will be made compulsory and the early childhood development process will be made systematic; e) Nutrition programmes will be conducted for the protection of pregnant women and infants; f) Basic education will be provided to all children, and programmes will be conducted to retain children in school through effective cooperation with local bodies and communities; g) Counseling about matters of concern to children and adolescents will be initiated in schools, h) Child clubs will be provided with the support they need to mobilize child protection committees and operate child clubs; e) The government, private and non-government sectors will be encouraged to provide life skills training to adolescents.

The Twelfth Plan (2010-2013)

The Three Year Plan (2010-2013) 'has the objective of creating a child friendly environment appropriate to and conducive for the overall development of children and for protecting and promoting their fundamental rights'²⁵. The plan has adopted an action point of promoting alternative models of care for children without parental care and children who are at risk. It is explicitly mentioned in the document that the GoN had planned to formulate policy and an integrated law for promoting alternative models of care including kinship care, family support schemes, foster care and sponsorship as well as domestic and international adoption.

The National Plan of Action for Children, 2004/05-2014-15

The National Plan of Action for Children, 2004/05-2014-15 was implemented by the GoN in 2004 following the commitments made in UN General Assembly Special Session on Children, 2002. The objectives of the revised²⁶ plan include the following: i) promote the rights of each and every child; ii) end all forms of exploitation, abuse and discrimination of children; iii) promote child friendly environments by focusing on education, child development, health, nutrition and other relevant areas; iv) increase access for children to basic needs, facilities and services with a guarantee of quality. The plan has three broad areas: i) health; ii) education; iii) protection from abuse, exploitation and violence (including protection of children affected by HIV and AIDS).

National Master Plan on Child Labour, 2011-2020

An estimated 1.6 million children aged 5-17 years are still engaged in prohibited child labour, of which nearly 20 per cent are engaged in hazardous work (i.e. more than 600,000) that interferes with the child's education or is harmful to the child's health or physical, mental, spiritual, moral or social development. To address the situation systematically, the GoN has prepared a revised National Master Plan on the Elimination of (the Worst Forms of) Child Labour (2011-2020) with the aim of eliminating child labour by 2020 and its worst forms by 2016. The National Master Plan aims to bridge its commitments with preventive and curative action by providing an overarching strategic framework for all child labour work in the country, as well as an operational framework.

The National Master Plan aims to enable the Government, key multi- and bi-lateral partners, social partners, private sector and various entities from civil society at large to eliminate child labour timely in a coordinated, collaborative, multi-sectorial, sustainable and monitored and reported upon manner. The National Master Plan is in the process of getting formal approval from the Council of Ministers.

²⁵ NPA for Children, 2004/05-2014/15, revised on 2012, p4, Ministry of Women, Children and Social Welfare, Kathmandu, 2012.

²⁶ The revised document was approved by the Council of Ministers, GoN, on 3rd September 2012.

2.3 Child protection related structures and mechanisms

2.3.1 Child protection structures at national Level

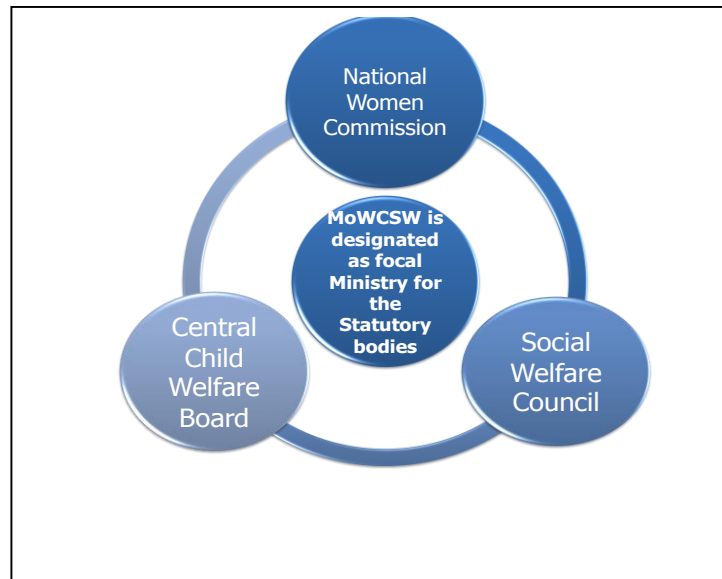
This section provides a brief information about child protection related structures at the national level and their mandated roles.

Ministry of Women, Children and Social Welfare

The MoWCSW is the focal Ministry and is carrying out the roles of coordination with relevant Ministries and Departments at the national level and the government authorities at sub-national levels. The MoWCSW holds the responsibility, among others: i) formulation and implementation of plans and policies concerning women, children and social welfare; ii) coordinate and liaison with national and international organizations working in social sector; iii) ensure protection and promotion of orphan children, vulnerable women, the aged and persons with disabilities. The Ministry is also responsible for child welfare and adoption related functions (in case of international adoption of Nepali children), and social welfare²⁷.

According to Nepal Government (Work Division) Regulation Act, 2069, the ministry is mandated with the following functions:

- Formulate, implement, evaluate and monitor the plans, policies and programmes related to women, children and social welfare;
- Carry out study and research, survey and trainings as well as organize National and International level workshop, seminars and conferences related to women, children and social welfare;
- Coordination with International, National and Regional organizations related to Women, Children and Social Welfare;
- Ensure protection of orphan, helpless, children with disabilities, women and senior citizen;
- Functions related to Social Welfare Council (SWC);
- Functions related to Social Welfare Centers;
- Functions related to Nepal Children's Organizations (NCO);
- Coordinate with the programmes implemented by government agencies, International and national non-government organizations related to women, children and social welfare;
- Functions related to adoption.



²⁷ Initial Report on the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography, GoN, 2009, parag. 84.

On behalf of the GoN, the MoWCSW is the focal ministry to coordinate the functions of three statutory bodies related to rights of the children and women. These are: i) Social Welfare Council; ii) Central Child Welfare Board; iii) National Women Commission (NWC).

Women and Children Department (WCD)

'Women Development Section' was established in 2038 BS under the then Ministry of Local Development (which is now under the MoWCSW). The Section was established with the objectives of uplifting the socio-economic status of Women.

As per the decisions of the Council of Ministers on 12 *Ashoj* 2067 BS concerning the change of name for Department to 'Women and Children Department' and the district offices shall be named 'Women and Children Office'. Under the Women and Children Department, there are district offices in 75 districts of Nepal. And, the GoN is in the process of revising the functions and mandate of the department as well as the district offices. However, at present the mandate of the department includes²⁸:

- Implementation of approved programmes related to women development;
- Assist the Ministry in formulating policies and legislation related to women development;
- Monitor and evaluate the programmes (being implemented) related to women and their development;
- Organize skill development trainings to women as required for their development;
- Carry out the activities for women empowerment;
- Perform the tasks to prevent trafficking of women, commercial sexual exploitation, domestic violence, as well as other forms of violence against women;
- Organize national and international level seminars, conferences and workshop related to women;
- Collection and publication of data related to women and their development.

Central Child Welfare Board

'The CCWB is a statutory body created by the Children's Act 1992 (2048 BS). It is assigned with the overall responsibility of ensuring realization of the rights of children of Nepal. It also looks after children's issues and works towards promotion and protection of the children's rights. While fulfilling its mandated role, the CCWB works in collaboration and coordination with the government bodies, development partners and civil society organizations to meet the State's obligations towards children's rights progressively, as per the CRC standard'. As mentioned in the previous paragraphs, the CCWB has DCWB as its district chapter in all 75 districts²⁹'

According to the Children's Act, 1992 and its Regulation, 1995 the roles and functions of the CCWB are as follows:

- Formulation of national plans and policies related to rights of the child and present the plans and policies to the Government of Nepal for approval;
- Coordinate the implementation of the programmes in line with the plans and policies through different related ministries;

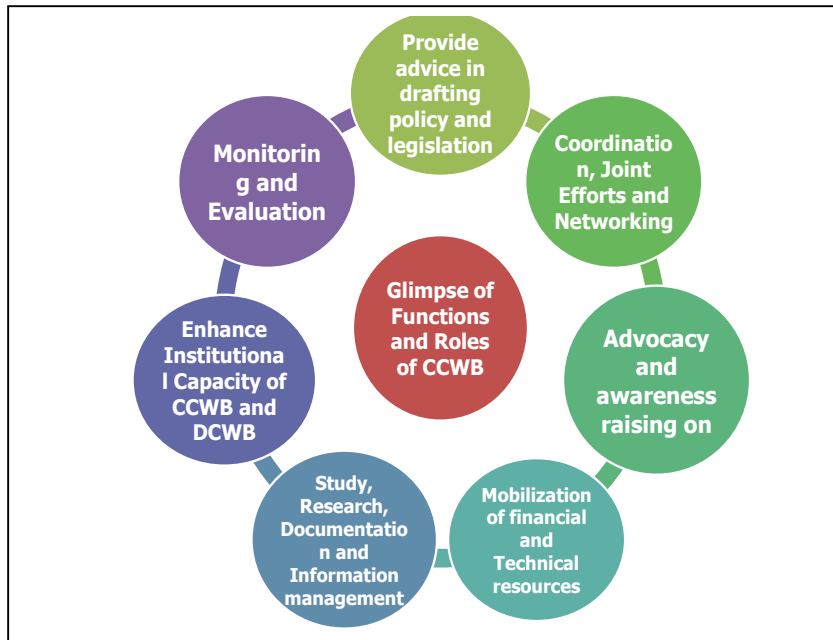
²⁸ Abstracted (and unofficially translated into English) from Annual Progress report (2065/2066 BS), Department of Women and Children, p29.

²⁹Initial Report on the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography, GoN, 2009, parag. 86.

- Implement the annual plans and programmes according to the approved policies and plan of actions, and do the appropriate task to ensure resource mobilization for the implementation of the programmes;
- Provide direction to the DCWB for coordination to implement the approved plans, policies and annual programme related to children for their protection and promotion of their rights at the district level;
- Carry out assessment, monitoring and evaluation of the annual programme of DCWB;
- Encourage individuals and organizations to provide support for the Children's Homes, orphanages and establish organizations/centers for the welfare of children;
- Provide directives to DCWB to collect and update data of children who are in difficult circumstances;
- Take measures for the abolition of harmful socio-cultural and religious practices which are against the rights of the child and support and encourage non-governmental and community based organizations for the same;
- Perform tasks for the promotion of the rights of the child and ensure child protection in coordination by mobilizing international government, international organization and national organizations, as well as institution as per the existing laws;
- Work as well as facilitate with the related institutions for creating awareness for the promotion of the rights of the child;
- Form different committees and sub committees in order to perform the above tasks by creating a team of experts by inviting specialists on the specific issues and social workers;
- Execute any other tasks that is deemed necessary for promoting rights of the child.

The National Center for Children at-Risk- 2006³⁰

The National Center for Children at-Risk-2006 was established in 2006 (2063/08/22 BS) in collaboration with MoWCSW, CCWB, Nepal Police and I/NGOs. The primary objectives of the center are to discourage and minimize criminal activities against children, and to collect information and ensure protection of missing and found children. The Center is running a toll free helpline telephone number 104 with the aim of receiving timely and prompt information regarding crime against children. From the very first day of its establishment, the Center is actively working for protection of children: missing, abducted, children found without care and children victimized by criminal acts.



³⁰ Also known as *Balbalika Khojitalas Samanya Kendra* in Nepali.

It supports the child for family re-unification. The Center does documentation of necessary information. It is engaged in raising awareness by providing information among children, parents, schools, communities and concerned NGOs with the aim of preventing and minimizing criminal acts against children³¹.

Child Helpline-Nepal

The Government of Nepal has launched a center called Child Helpline-Nepal with a toll free number 1098 (ten-nine-eight) for protection of children at-risk. The Child Helpline, inaugurated officially on 20th November 2007, is run by the MoWCSW in partnership with CCWB, Nepal Telecom, Save the Children Norway Nepal, Plan Nepal and CWIN-Nepal. It is aimed that the same toll free number would be expanded across the country gradually by handing over responsibility of day-to-day management of the Helpline to any child focused organizations as per the guidelines approved by the Ministry³².

2.3.2 Child protection structures at district level

District Child Welfare Board

As per the provision of Children's Act, 1992 and its Regulation, 1995, the DCWBs function under the line management of the CCWB³³. The roles and functions of DCWB in the district is very much in line with the roles and functions of CCWB at national level.

The DCWB has a board, having representatives of line offices in the districts, persons involved in social service, social workers, women social workers, medical practitioners, child psychologists and teachers. The DCWBs have their own office and have Child Rights Officer³⁴ as their full time staff.

Section 32: Constitution of Central and District Children Welfare Board:

(1) GoN shall, by publishing a notification in the Nepal Gazette, constitute a Central Children Welfare Board consisting of **twenty one members** at the maximum including the members from amongst the **social workers, woman social workers, medical practitioners, Child psychologist s and teachers**. The Board shall work subject to the policy and directives of Government of Nepal.

(2) A District Child Welfare Board shall be the persons, *inter alia*, as appointed by the **Chief District Officer** especially from amongst the following persons:

- (a) Persons involved in social service;
- (b) Social workers involved in works relating to rights and interests of children;
- (c) Women social workers;
- (d) Medical practitioners;
- (e) Child psychologists;
- (f) Teachers.

³¹ Initial Report on the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography, GoN, 2009, parag. 148.

³² Initial Report on the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography, GoN, 2009, parag. 149.

³³ However, the provisions of the Act and the Regulations have mandated them as a semi-autonomous status.

³⁴ The process of appointing Child Rights Officer in all 75 districts was completed in December 2012.

District Child Rights Promotion and Protection Sub-Committees

District Child Rights Promotion and Protection Sub-Committees (DCPC) are established under the DCWB in each district. And, the DCPC could be understood as an extended wing of the DCWB to address child protection related works in the district. According to the 'Child Rights Protection and Promotion Program (Implementation) Guideline, 2065 BS' with the following are the roles and functions of the DCPC:

- Collect and update data and information of children in the district on the basis of child right index form and disseminate them as required;
- Assess children who needs especial care and protection as well as to ensure interim/transitional protection of children;
- Raise awareness for promotion and protection of children's rights;
- Coordinate with the development partners and agencies at district level and to encourage them to work for promotion and protection of children's rights;
- Acquire information about cases of child's rights violations and support the child for legal process;
- Establish cordial relation with the concerned agencies/institutions that are working in monitoring of children welfare homes, emergency support facilities, legal assistance, and interim/transitional care of children;
- Prepare a list of persons or agencies and organization that are providing services related to Child Reform Homes as directed by the Juvenile Justice (Procedural) Rules, 2007;
- Prepare yearly plan based on the overall plan of DCWB and submit it to the CCWB, as well as submit progress report of program implementation on an annual basis.

2.3.3 Child protection structures at village/municipal level

Village/Municipal Child Rights Promotion and Protection Sub-Committees

Village/Municipal Child Rights Promotion and Protection Sub-Committees (also known as V/MCPC), are established under the guidelines adopted by the GoN with the responsibility of promoting child rights and protecting children against any sorts of harms. As per the data from the CCWB, there are V/MCPCs in 1,051 VDCs of 46 districts. V/MCPCs work closely with DCPC and are supervised by the DCWB.

According to the 'Child Rights Protection and Promotion Program (Implementation) Guideline, 2065 BS' with the following are the roles and functions of the V/MCPC:

1. Gather and update data concerning children in need of special care and protection in the concerned VDC/municipality, and submit it to the DCWB;
2. Prepare lists of the organizations, child clubs/forums/groups, child protection committees, paralegal committees, etc. operating in the village and conduct promotional works on child rights in coordination and cooperation with such agencies;
3. Carry out necessary coordination with different governmental agencies and development partners to support formulation and implementation of community based programs as per the need of local children; conduct supervision and monitoring of programs relating to children;
4. Conduct awareness raising activities for protection and promotion of child's rights;
5. Encourage local organizations to work in children's sectors and provide necessary advices, suggestions and guidance for program implementation;

6. Refer the reports received from concerned agencies about violation of child rights and coordinate to address the issues raised in such reports;
7. Arrange for the provision of emergency assistance to children as required;
8. Advocate for child protection and help DCWB to be effective in child protection;
9. Submit progress report on activities/programs implemented in the community/VDC/Municipality.

2.4 Capacity development of child protection workers in the field

The concerned agency of the GoN is implementing capacity development programs to enhance the capacity of the Child Protection Workers in the field. The capacity development trainings are being conducted both at national level as well as at the district levels. The CCWB is conducting a series of training on child rights and child protection targeting to the CROs and CWOs. In 2012, the CCWB was conducting a phase-wise training to CROs and CWOs based on the designed curriculum. Inter-agency Working Group (a team of child focused UN agencies and international NGOs who have provided a basket funding to the CCWB and DCWBs) are providing financial support to CCWB to implement the training plan.

The CROs and CWOs in the district are conducting training to develop the competences of the members of DCWB and DCPC as well as to V/MCPC to enable them to address child protection issues and concerns.

As such, efforts are made (at national, district and village/municipal levels) to: i) develop a knowledge base on various issues, including protecting children from sexual abuse, exploitation, discrimination and neglect; ii) enhancing skills on leadership and organizational management; iii) enhancing knowledge and skills on conducting situational analysis, documentation and case reporting; iv) providing immediate support to the child survivors of abuse/exploitation and referrals and coordination for ensuring access to basic services; v) enhancing knowledge base to take forwards the child protection cases.

Despite these, capacity development of Child Protection Workers in the field is a critical issue for Nepal. And, there is a demand of initiating a systematic and strategic process of enhancing capacities of the front-line workers as well as managers for ensuring protection of all children. It is particularly important because the civil society organizations have crucial role to support the efforts of the Government for ensuring protection of children in the community. The civil society organizations could work in raising awareness in the community as well as providing services to the vulnerable children and their families.

3. Project partners and their programs/services for children and families

This chapter provides brief information about the partner organizations of the project entitled 'EDU-CARE: Social Operators active in the protection of the childhood and in the promotion of the children's rights in Nepal'. Moreover, the chapter provides an analysis of the continuum of child welfare services in relation to the services offered by the project partners.

3.1 An Overview of the project partners

The following paragraphs describe about the partners of the project, with particular regard to the ongoing work of the project EDU-CARE.

Amici dei Bambini (Ai.Bi.)

The project interventions of Amici dei Bambini (Ai.Bi.) are aimed at supporting the vulnerable children and strengthening the families of these children. Ai.Bi. is working to strengthen child protection structures and mechanisms. Through the project EDU-CARE, AiBi has initiated a systematic process of capacity development of human resources to provide specialized services to vulnerable children and families. Ai.Bi. is the lead organization to execute the project EDU-CARE in Nepal.

Central Child Welfare Board

The Central Child Welfare Board (CCWB) is the statutory body established by the Children's Act, 1992. The CCWB is functioning to strengthening the capacity of child protection structures at the district and village levels for implementation of child protection programmes at district and sub-district levels. Being a central agency for the promotion of the rights of the children and for ensuring child protection, the CCWB has the mandate of ensuring functional coordination with concerned agencies of the GoN as well as NGO service providers. In the context of the project EDU-CARE, a partnership was created with the CCWB with the aim of strengthening the capacity of the village and community based child protection mechanisms, as well as develop a proper system for child protection. Moreover, the partnership with the CCWB also aimed at strengthening the functional capacity of three DCWBs within the Kathmandu Valley.

St. Xavier's College

St. Xavier's College is an educational institution and a pioneer college in Bachelor and Masters level courses on Social Work in Nepal. In partnership with the project EDU-CARE, St. Xavier's College is running the Specialization Course for Child Rights Managers on 'Social Work Perspective on Child Protection and Child Rights'.

Social Work Institute

Social Work Institute (SWI) is the only NGO that is running both short term and long term training courses on social work in Nepal. The training primarily targets the youths engaged in developmental and social work in their communities. The organization considers training as a process of empowerment of youths by enhancing knowledge, skills and attitudes. In partnership with the project EDU-CARE, SWI is running the Specialization Training Courses for Child Protection Workers on 'Social Work Perspective on Child Rights and Child Protection'.

Concern for Children and Environment-Nepal

Concern for Children and Environment Nepal (CONCERN Nepal) is a non-governmental organization founded in 1993 by a group of experts promoting children's rights and environment protection in order to alleviate the suffering of the most disadvantaged children. Its main objective is to support children and, at the same time, improve the living conditions of people who work in dangerous situations in Nepal. Child Labour is the main target population of Concern Nepal. While executing its projects, the organization give emphasis to 3 'Es', namely: i) Education; ii) empowerment of children; iii) Economic Sustainability. We need to focus on all three Es-interfaces of the three Es which is 'Success in Children's Life'. Concern Nepal is functioning with a strong orientation on research and activist vision. As such, the project EDU-CARE has entered into partnership with Concern Nepal with the aim of establishing and strengthening the capacity of the V/MCPC within Kathmandu Valley.

Underprivileged Children's Educational Programs

Underprivileged Children's Educational Programs (UCEP) Nepal is a NGO established with the mission of supporting the disadvantaged children and young people. The goal of the organization is to protect and promote the rights of disadvantaged children and young people, especially by providing them formal and non-formal education and vocational training. The target population of UCEP includes: child laborers, street based children, children who have dropped out from their school, and children in conflict with law. The project EDU-CARE has entered into partnership with UCEP with the objective of providing: a) Education support; b) Technical and vocational training; c) child protection programs to the children living in juvenile correction centers.

Society for Solidarity of Children

Society for Solidarity of Children (SSC) is a non-governmental organization founded in 2008 in Kathmandu, active in the municipality of Jadibuti. The organization is working to prevent abandonment of children due to poverty. The SSC has established a Day Care Center with the aim of providing education, health care, food and safer place during the daytime (while parents are working to earn their livelihood) to the children (age between two to five years old) of the parents living in slum areas. Moreover, the organization also works with the families with the aim of supporting them to enhance their economic status through vocational training so that they could take care of their children. The project EDU-CARE has entered into partnership with SSC to provide day-care service to the children of working parents, living in slum areas in the Jadibuti neighborhood and supporting the families to be self-sufficient through vocational training and livelihood support.

Divya Ankur Child Development and Promotion Research Centre

Divya Ankur Child Development and Promotion Research Centre (*Divya Ankur*) is a NGO managed and promoted by a group of professional women. The Centre aims to provide opportunities for the holistic development of children and empower of parents and women through educational and training programs. The Primary objective of Divya Ankur is to achieve comprehensive socio-economic development of the country by providing quality care and stimulation from the early childhood years. The project EDU-CARE has entered into partnership with *Divya Ankur* with the objective of providing early stimulation to the early childhood aged children and enhancing the parenting roles of the parents and train the primary level teachers/facilitators of early childhood development centers.

Nepal Pollution Control and Environment Management Centre

Nepal Pollution Control and Environment Management Centre (NEPCEMAC) is a non-profit organization founded in 1997. The main goal of the organization is to contribute to social development through environmental cleanliness related efforts. The organization is focusing its interventions on health awareness, construction of drinking water projects in schools and educational support to the children of working parents. The project EDU-CARE has entered into partnership with NEPCEMAC with the aim of providing education and health care to the children of working parents (particularly those who are engaged in waste management in the Kathmandu Valley).

St. Xavier's Social Service Centre (SXSCC)

St. Xavier's Social Centre in Jawalakhel, Lalitpur has been serving children and families who are marginalized in one way or the other ever since it was founded in 1970 by an American Jesuit, Fr. Thomas E. Gafney S.J. The founder was inspired to set up the Centre by being concerned about the many homeless people in Kathmandu. The Centre offers residential facilities, education and income-generating opportunities to homeless boys and boys with disabilities. Located at the heart of the city, the Centre is providing educational support to the boys in public schools.

Children's Home

Children's Home (CH) is a non-profit social welfare organization founded in 1989. The organization is dedicated to providing residential care for orphaned, abandoned, underprivileged and needy children. Children's Home operates in Kanchanpur district since 1995. The organization aims at offering development opportunities for backward regions. The organization established residential Child Care Homes for boys and girls in the Kathmandu Valley in 2005. The project EDU-CARE has entered into partnership with CH with the aim of providing livelihood training to the Young Care Leavers.

Motherhood Care Nepal

Motherhood Care Nepal (MCN) is a nonprofit organization founded and registered in 2003. The organization provides residential care to the children who are in distress. The organization focuses its activities on the protection of children who are at risk. The organization particularly focuses on the promotion of the right to family and providing education and access to health care to vulnerable children. Moreover, the organization is dedicated to raise awareness through education and training, and empowering families through entrepreneurship development support. The project EDU-CARE has entered into partnership with MCN with the aim of providing education to children and providing opportunities to the families for their economic enhancement.

Nepal Destitute Children's Home

Nepal Destitute Children's Home (NDCH) is a nonprofit organization that works for providing care and support to needy children since 1994. The organization is implementing interventions in favor of 'street based children' with the aim of ensuring their protection. The organization is running residential Child Care Homes and works to provide education and care support to the children living in prison with their parents as dependent child. The project EDU-CARE has entered into partnership with NDCH with the aim of providing education and care to the street based and working children.

Shristi Nepal

Shristi Nepal is a NGO based in the Kathmandu Valley. The organization was established in 2007. The target population of the organization is abandoned and conflict affected children. Shristi Nepal runs a residential Child Care Home in Lalitpur to provide residential care and protection of the abandoned children. In early 2013, there were 16 children residing in residential Child Care Home. The project EDU-CARE has entered into partnership with Shristi Nepal to provide care and protection to the abandoned children.

3.2 Categories of children served as primary target groups

Categories of children cared in Child Care Homes

Among the partner organizations that are running residential Child Care Homes, CH, NDCH, MCN and Shristi Nepal are providing care and protection to: i) orphaned children; ii) abandoned children; iii) street based children; iv) children affected by armed conflict; v) children of economically poor families. The NDCH, in particular provide residential care and educational support to the children living in prisons with their father or mother as 'dependent child'. The residential Child Care Homes run by these organizations provide care to both boys and girls. The CH is running home for boys in Kanchanpur and homes for girls in Lalitpur. Whereas the residential Child Care Homes run by St. Xavier's Social Service Centre admits street based boys only. In the recent years, the Centre is giving priority to the children with disabilities.

Group of Children who are provided with care and support in the family and community settings

Divya Ankur works for promotion of children's rights, especially in the age of 2 to 5 years old. SSC also works with younger aged children (i.e. 2-5 years) and primary school age children (i.e. 5-12 years) as its main target groups. UCEP targets children aged between 14-18 years old for their education and vocational training related programmes, whereas children above the age of 14 are provided residential facilities in juvenile reform homes.

Most of the partner organizations give priority in their programmes to orphaned children, abandoned children, street based children, child labour, children of single parents, victimized children and children of parents who are economically poor and living in slum areas. NEPCEMAC provides support to the children of the mothers who are working as sanitation workers in urban areas.

Process of Selecting the Target Groups (Children):

- Recommendations made by agencies and organizations about orphaned child and children of single parents;
- Organizing home/community and workplace visits to collect further information about the child/family;
- Conducting surveys to explore the economic condition of the family;
- Through recommendations from different schools (particularly where the programme is running);
- Some organizations do organize home visits to ascertain that the information provided is correct.

3.3 Continuum of child (and family) welfare services and programmes/services

This section provides analysis of the range of child and family welfare services offered by the partners (of the project) in line with the continuum of child welfare services. The programmes/services of partners are categorized into: i) Supportive: '1st line of Care'; ii) Supplemental: '2nd line of Care'; iii) Substitutive: '3rd line of Care'; iv) enabling the service providers for care and protection of children.

The first line of care services basically covers: i) financial assistance to the families; ii) family counseling; iii) parental education, and others. These services, aimed at providing support to remain the family, intact even in the situations where there is stress (e.g. marital conflicts and domestic violence) and preserve and/or strengthen the families in their child-care roles. The second line of care service covers: i) day care services; ii) financial assistance to the families; iii) protective services, and others. These services are aimed at maintaining parent-child relationship, even in the conditions when it was somewhat impaired and to offer support to families and children so that they could continue living with the family. The third line of care services covers alternative models of care to the children without parental care (i.e. Foster Care, Residential care, Adoption, etc) and provide legal guardianship. These services are provided when the situation in the family is so dramatic and requires either temporary or permanent dissolution of parent child relationship.

The following table provides an overview of the programmes/services of the partner organizations in respect to 'Continuum of Child Welfare Services'.

Table: An Overview of Programmes/Services of Partners in line with the Continuum of Child Welfare Services

Continuum of Child Welfare Services	Programs/Services of Partners
<p><u>Supportive "1st line" of care</u></p> <ul style="list-style-type: none"> • Family remains intact but subject to stress e.g. marital conflict • Preserve or strengthen families 	<p><u>Education and Educational support to children</u></p> <ul style="list-style-type: none"> • Providing education to children (SSC, MCN, Shristhi Nepal, UCEP); • Urban out of school education programme to child labour (Concern Nepal); • Educational support and non-formal education to drop out children (Concern Nepal, Divya Ankur); • Non formal education for disadvantaged children and young people (UCEP);
<p>Services:</p> <ul style="list-style-type: none"> ○ Financial assistance ○ Family counseling ○ Parent education ○ Respite care 	<p><u>Health education and health care support</u></p> <ul style="list-style-type: none"> • Providing health care to children of economically deprived families (SSC, NEPCEMAC); • Engaged in the field of health and environmental education through the construction and maintenance of sanitation service (NEPCEMAC); • Provide safe drinking water to the children in public schools and children homes (NEPCEMAC); <p><u>Parenting Education</u></p> <ul style="list-style-type: none"> • Parenting education and parental support programmes to enhance the capacity of the parents to provide better care to their children (SSC, Divya Ankur, NDCH); <p><u>Strengthening the Capacity of Families</u></p> <ul style="list-style-type: none"> • Organize vocational training course, literacy for adults, psychological and legal counseling (SSC); • Working for prevention of abandonment of children through parental support programme (SSC); • Micro credit, income generation, livelihood and entrepreneurship development support programme for the families to enhance their economic status (SSC, Concern Nepal, Divya Ankur, MCN); • Working to enhancing economic condition of poor single mother through vocational training (SSC); • Vocational Training to parents (Divya Ankur) and micro-credit fund for children (MCN);

	<p><u>Reintegration/rehabilitation of children into their family and community</u></p> <ul style="list-style-type: none"> • Promotion of social inclusion of young care leavers and strengthening child protection system (Concern Nepal); • Reintegration of children with their parents once they are released from the prison (NDCH); • Successful reintegration of juveniles (UCEP); • Skill development training for young care leavers for their rehabilitation (CH); <p><u>Advocacy for policy reform</u></p> <ul style="list-style-type: none"> • Raising awareness about the importance of education targeting to parents and lobby for increasing access of education (SSC, Shristi); • Support to increase awareness of the parents about their parental role (Divya Ankur, Concern Nepal); • Awareness on CRC at community level (Concern Nepal); • Research study, survey and awareness raising campaigns (Divya Ankur); • Publication of resource materials (Divya Ankur) ; • Capacity development through training programmes to various stake holders (Divya Ankur and Concern Nepal).
<p><u>Supplemental "2nd line" of care</u></p> <ul style="list-style-type: none"> ○ Parent-child relationship is somewhat impaired but with supplement the child, s/he can continue living at home without harm ○ Services augmentation or discharge, some parental roles inadequately covered 	<p><u>Establishment of Day-Care Services and Socialization Center for children:</u></p> <ul style="list-style-type: none"> • Running Day-Care Center for children between two to five years old (SSC, Divya Ankur); • Establishment of the socialization centre for children at risk and focus on street children (Concern Nepal); <p><u>Management of Juvenile Correctional Home</u></p> <ul style="list-style-type: none"> • Running Juvenile Correction homes (UCEP); <p><u>Vocational training to children</u></p>
<p>Services:</p> <ul style="list-style-type: none"> ○ Day care ○ Financial assistance/income Maintenance ○ Protective services 	<ul style="list-style-type: none"> • Conduct technical education and vocational training (UCEP); • Skill development and vocational support to the disadvantaged children and young people (UCEP);

<p><u>Substitutive "3^d line" of care</u></p> <ul style="list-style-type: none"> ○ Used when the situation is so damaging as to require either temporary or permanent dissolution of parent child relationship ○ Services are designed to provide substitute parental care for children temporarily and permanently ○ Services: <ul style="list-style-type: none"> - Foster Care - Residential Care - Adoption - Legal Guardianship 	<p><u>Establishment of Residential Child Care Home:</u></p> <ul style="list-style-type: none"> • Establishment of residential Child Care Homes for children without parental care (CH, MCM, NDCH, <i>Shristi</i> Nepal) to avoid risk of kidnap, child labor, slavery, prostitution or remaining in the streets; • Educational services to these children; • Shelter for abandoned children, child protection programs to the street based street children; • Providing care and educational support to the children living in prisoners as dependent child with their parents (NDCH); • Promotion of domestic adoption (<i>Shristi</i>).
<p><u>Creating a care and protective environment</u></p> <p>Enabling the Context for care and protection of vulnerable children and their families</p>	<p>Strengthening capacity of Child Protection Structures and/or Service Providers</p> <ul style="list-style-type: none"> • Coordinating for support in obtaining birth certificate for children (SSC); • Formation of VCPC in 8/10 wards of <i>Ichangu</i> VDC (Concern Nepal); • Formation of child clubs, Support to form self-help groups/ catalyst groups (i.e. Children's Clubs, Mother's Groups) in the community (Concern Nepal, <i>Divya Ankur</i>); • Establishment of a community health centre (NEPCEMAC); • Promotion of social inclusion of vulnerable children (<i>Shristi</i>);

3.4 Prevention of family separation

Prevalence of poverty and violence in the families and family breakdown are the major causes of family separation. The partner organizations are running wide range of programs to address the causes of family separation. These include:

- i) Providing education (formal and non-formal education, support programs to reintegration out of school children to school) and educational support (materials support, counseling and training to teachers for child friendly teaching-learning etc.);
- ii) Providing health education and health care support (health, hygiene and environment education, provide clean and safe drinking water in schools and community);
- iii) Providing parenting education and enhancing the capacity of the family to provide better care and protection (awareness raising, education and counseling support);
- iv) Economic and livelihood support to the targeted families (vocational training, micro-credit, training to entrepreneurship development, formations of groups and cooperatives).

Based on the discussion with the participants in different research meetings, the following are the factors that force a child to leave his or her family:

- Conflict within the family and between the parents (in some cases it is also associated with the poor economic conditions of the family);
- Lack of access of basic services, children deprived of education and health care because of the low economic situation of the family;
- Political conflict and armed conflict;
- Peer influence;
- Children born out of wed-lock (unmarried mother or *Abibahit Aama*);
- Family breakdown (single mother, family separation, remarriage of either father or mother, step mother/step father);
- Wish (of the child and/or the parents) for getting better education in urban areas;
- Parents sending their children to Child Care Homes to get free from their caring responsibilities so that they could earn their livelihood;
- Some people are working as agent to illegally take out the children from his or her family by making false papers and promises to the parents to bring them to urban areas from remote villages.

The Role of Government Agencies

The discussion with the partners running residential Child Care Homes highlighted that the concerned agencies of the GoN should take strategic efforts to address the problems encountered by families particularly in remote areas to prevent separation of children from families. Decentralization of services and opportunities (including job opportunity) in the districts would prevent many families to migrate to urban cities (with their children) especially for job opportunity.

The respondents of the research meetings highlighted that there is a need to functionalize mechanisms at VDC/Municipality level to address the problems of vulnerable children and families to minimize the risk of family separation.

Moreover, the GoN should develop strategy to fulfill basic rights of children and families (i.e. education, health, income generation, etc.) and introduce family strengthening strategy particularly targeting to vulnerable children and families. And, priority should be placed to provide education to all children as it enables them as they grow and widen their opportunities in life. Education also empowers people to protect him or her from different sorts of harms. At the same time, efforts should be made to educate children about the value system that are supportive for protection of children and preserving the family intact. Concentrated efforts should be made to make the VDC Secretary aware about the rights of the child and to persuade them to encourage the families to keep their children with them.

Civil society organizations, particularly child focused organizations should maintain transparency while mobilizing financial resources. The organizations should emphasize parental support programs so that parents become capable of taking care of their children. They should focus on promoting family and community based models of alternative care as opposed to separating children from the family. The children who need institutional care should be given priority for residential Child Care Homes rather than caring all categories of children. The organizations need to work with schools for supporting to improve quality of education at rural areas so that children need not move to urban cities with the dream of better education.

3.5 Care and protection support services to the children in family and community settings by the project partners

Maximizing Child Protection

It has been found that the following are some of the ways to maximize child protection: i) mobilization of concerned authority (for example, police) for providing emergency support to the children who are at risk; ii) incorporation of rights of the child in general and child protection in particular in the school level curriculum; iii) training of professional human resource to work with vulnerable children and their families; iv) establishment of system and structures with professionally trained human resource to work on child protection. Also, it is suggested that there should be: i) structure/mechanisms for child protection at VDC/Municipality level for ensuring protection of children; ii) existing local level structures such as V/MCPC, Child Club, Youth Club, Mothers' Groups and School Management Committee should be strengthened; iii) child friendly hotline services (in every districts with basic services); iv) Social Worker should be appointed in the VDC/Municipalities with the mandate of taking care of social issues.

According to the views of the respondents, the following are the reasons that pushes children to risk of care and protection:

- Lack of parenting education (giving birth to a child without proper preparation, children born as an unwanted child);
- Lack of awareness among the families and children living in remote areas about the rights of the child and parent's responsibility towards children;
- Prevailing poverty in the families particularly in rural areas and in slum areas;
- Inadequate policy, laws and system to protect vulnerable children and their families, while the implementation of the existing policy and laws is weak;

- Family break-down (number of children is high, remarriage of one of the parents, domestic violence);
- Shortage of skilled human resources to work with children and families;
- Excessive use of corporal punishment in school (resulting to high number of school dropout children);
- There lack mandated structures/mechanisms to respond when children are at risk, child friendly reporting system, and environment where children can express themselves (their problems, issues and concerns) freely.

Developing Capacity of Child Protection Structures

The partner organizations are engaged in raising awareness among the parents and lobby for increasing access of vulnerable children and families to basic services including education and health care. They are raising awareness about the rights of the child targeting to children, parents and professionals. They are also conducting research and studies on the issues and concerns of children and documenting the situation of children in the wider community. The findings are used to lobby with the concerned authorities for providing better services to the targeted children and families. They are conducting trainings for child protection structures at the community (i.e. V/MCPCs).

3.6 Services to children in residential child care homes

Admission and Offering Services to the Children in Residential Child Care Home

As responded by the participants during the research meetings, the majority of the residential Child Care Homes run by the partner organizations admits the children who are referred from VDCs and Municipality. In the same manner, social organizations working in the field of child protection could also refer children to Homes who are in need of residential care facility. Following the prescribed guidelines of the GoN, the residential Child Care Homes ask copy of citizenship and other identity cards of the person who bring the child to the Home. In the case of Shristi Nepal, the organization maintains individual file of every child by recording information related to the child at the time of admission. A copy of the files is made available to concerned DCWBs and the CCWB.

The children came to the residential Child Care Homes at different age. The majority of them entered at the age between 4-8 years old. The lowest age to enter into the residential Child Care Homes was 3 years and highest age was 12 years.

Arrangements for Medical Facilities and Recreational Activities

As shared by the participants, the residential Child Care Homes arrange medical facilities by arranging visit of medical professionals directly in their premises, as per need in coordination with the local hospitals (it was found that some of the partners have signed formal agreement with hospitals). The St. Xavier's Social Service Centre has hired a CMA as full time staff and a Physiotherapist on part-time basis. But, none of the residential Child Care Homes have trained human resource for counseling services to the children and their families. However, the Centre has made an agreement with Centre for Mental Health Nepal, an NGO specialized in psychosocial service, for counseling services to the children as and when needed.

Child Clubs in residential Child Care Homes

All the respondents expressed that there were no child clubs/groups in the residential Child Care Homes during their stay. But, St. Xavier's Social Service Center has the practice of forming informal groups such as football groups, dancing groups and singing groups. It would be good to have child clubs/groups so that children could work together, learn together, gain understanding about their rights and make them responsible towards others.

As shared by the children in the Focus Group Discussion (FGD), the kind of activities they would like to participate during their long holidays are:

- Visiting new places and going shopping;
- Celebrating festivals such as *Dashain*, *Tihar* and other festivals;
- Going for picnic;
- Watching television;
- Visiting their own home and meet with the parents;
- Playing matches, organizing competitions.

All the residential Child Care Homes organize picnic, take children to visit public places or religious places during long holidays for recreational purpose. But, there is no practice of taking children to community (for organizing interactions with them).

Child Protection Policy (in Homes)

As informed by the Managers of residential Child Care Homes run by the partner organizations, there is no written Child Protection Policy. However, some homes have prepared 'DOs' and 'DON'Ts' in written form.

Leaving residential Child Care Homes

As shared in the research meetings, most of these residential Child Care Homes provide residential facilities to the child till s/he reaches to 18 years, whereas in the case of Shristi Nepal, the organization has the policy of allowing children to live in the Homes till 20 years of age, in case of special circumstances of the child. However, none of the residential Child Care Homes has a clear policy that defines age limit of children to reside in the Homes. In most of the circumstances, decisions of graduation of children from residential Homes are taken by the management on ad-hoc basis. For example, some adolescent girls over the age of 20 years old were still living in the Home run by CH in Lalitpur.

Reintegration to Family and Community

It was understood that once children or adolescents leave the residential Child Care Homes, most of the partner organizations have made efforts to reintegrate them in the family and/or with their relatives (Kinship relation). St. Xavier's Social Service Center does make efforts to rehabilitate the children (to their family, extended family or encourage children to live independently) after they complete their School Leaving Certificate Examination. But, the Centre provides support to continue education till Bachelor's level.

In the process of reintegration, most of the residential Child Care Homes do arrange the visit of the child to his or her family and maintain link with the family (and extended) members, particularly to prepare the child as well as the family (for reintegration). St. Xavier's Social Service Centre has experienced that as the child visits his family or kins during "Dashain Festival", the child feels the importance of family life. Hence, some boys feel better to live with their family than in institution.

As shared by the participants in FGDs with the Managers of residential Child Care Homes, they have experienced the following challenges during the reintegration of children to their families:

- Unwillingness of the child (as some of the children find the facilities at residential Child Care Homes better than his/her family) to go back to his or her family;
- Attraction of city life and the facilities available in urban settings discourage many children to go back to their families in rural areas;
- Parents are unwilling to take their children back (as some of them are concerned about providing better education to their children and in other situation, concerns is raised regarding continuation of education after re-integration);
- Some residential Child Care Homes do not allocate sufficient funds to provide support to the child for some time, once they are reintegrated;
- In case of some children, it would be difficult to trace the family and in some other cases, the extended family members do not cooperate to take the child back (they might be guided by ill-motives, such as capturing the property);
- In the case of abused children, society/community does not want them back because of social stigma. Whereas in case of domestic child labor, most of the family are economically poor and do not have other means for livelihood. As such, once the child is re-integrated in the family, the families themselves send them to another place for work. Thus, this requires counseling at the family and school level;
- In the case of UCEP, once children are sent back to the family, they do not find similar facilities in comparison to the institution. As such, they do not want to stay at home. Similarly, the child who gets particular kind of vocational training prior to returning back to the family, do not find job opportunities relevant to his or her skills. As such, reintegration is challenging.

As expressed by the participants, re-integration should be done with a holistic perspective, ensuring basic rights of the children, and establishing and functionalizing support mechanisms at the family and community level. Similarly, awareness should be raised among the parents regarding the disadvantages of institutional care for the proper development of children (many parents think that the child will have better life in institution rather than in the family).

3.7 Juvenile correctional centres

The Juvenile Correctional Centre was started in 2001 BS in partnership with the MoWCSW and the Department of Prison Administration, Ministry of Home Affairs (MoHA). UCEP is managing the centers. The primary objective of the center is to provide care and protection, education, health care/services, counseling, vocational trainings and to support successful reintegration of the juvenile delinquents into the society.

At the beginning, there was only one correctional center in Bhaktapur with the capacity of 50 children. Now, there are two additional centers: one in Sarangkot (Kaski, started in 2012) with the capacity of 30 children and another in Biratnagar (started in December 2013). These centers are providing care and protection to over 130 children in conflict with the law.

The MoWCSW provides regular fund for the correctional centers. Moreover, as per the experience of UCEP Nepal, the available fund is not enough for providing care, protection, education and health and other services to these children. As such, the organization is mobilizing volunteer for supporting its education programme for the children living in the centers. UCEP Nepal has a full time Psycho-social Counselor who collects detailed information about each individual child, carries on case work and provides counseling service as needed. The organization has a full time Legal Officer/Counselor for dealing with the legal matters.

Challenges for Re-integration of children living in correctional centers

UCEP Nepal has encountered many challenges for successful reintegration of children into their families and community. First, UCEP Nepal does not have qualified human resources to plan and look after the process of re-integration. Second, counseling with the parents is very important before reintegrating the child back to his or her family. The other challenge is that the community discriminates the child as well as the family after he or she goes back to the family by criticizing them for the mistakes he or she made in the past. As such, if the family does not support the child, then it would be difficult for him or her to be adjusted in the community.

3.8 Young care leavers and the support needed

Children Home (CH) is supporting the 'Young Care Leavers' in many different ways. Some of the youths graduated from residential Child Care Homes are living in rented accommodations independently. Few are living with their relatives, whereas adolescent girls are staying in the hostel run by the organizations in Lalitpur. These young care leavers are still getting certain support from CH. But, the graduates from St. Xavier's Social Service Centre are earning their living on their own.

In the research meeting, the majority of the young care leavers expressed that they have difficulties to sustain themselves when they leave the residential Child Care Homes. It was particularly because they have to manage everything by themselves with minimum support provided by the organization. As such, they have realized that they need proper guidance regarding different aspects of social life during their stay in residential Child Care Homes. Such preparation would be supportive for them to adjust in social life after they are graduated from residential Child Care Homes. In the case of St. Xavier's Social Service Centre, the organization provides vocational training to the young adults who could not continue their formal study due to various reasons. The young care leavers expressed that the residential Child Care Home should support them find a job and provide training on life skills and livelihood skills.

As shared by the Young Care Leavers in the FGD, the following are the ways by which the GoN could support them (for their reintegration):

- Providing support for continuing education and providing job opportunities;
- Providing vocational training targeting to the graduates of residential Child Care Homes;

- Providing financial support so that children/youth could earn their livelihood;
- Reintegrating in the family and community and helping children/youth to trace out their family, relatives and their place of origin;
- Running empowerment activities targeting to adolescent girls;
- Making the residential Child Care Homes to maintain proper record system of individual child living in the home which would be valuable to get basic services (including citizenship certificate);
- Supporting for establishment of youth organization giving priority to the graduates of residential Child Care Homes.

The ways by which Social Organizations could support Young Care Leavers:

- Making the children/youth capable enough to live their life independently;
- Reuniting and/or reintegrating the children/youth to their family or relatives;
- Providing vocational training as per the interest and capacity of individual youth prior to reintegrating them;
- Providing the children/youth with detailed information about their family at the time they leave the residential Child Care Homes;
- Support the children/youth in finding appropriate job;
- Admitting only those children who are in need of institutional care;
- Providing the children/youth the relevant documents which will help them to get their citizenship card and Supporting the children/youth for getting their citizenship card;
- Supporting for finding a safe place for adolescent girls for their accommodation, and empowering them with life skills and livelihood skills.

There are not many programmes targeted to Young Care Leavers. It is so particularly because that it is new area of intervention. As such, there is a need to develop systematic intervention plans and programmes, as well as capacity development of front line workers/professionals.

3.9 Funding for the programmes/services

The residential Child Care Homes are managed by the fund raised from the donors (individual sponsors, external development agencies-NGOs, association of adoptive parents) but only few of them have received financial support from the GoN and local government bodies.

Divya Ankur has been successful in mobilizing funding from District Development Committee, Lalitpur to run two Early Childhood Development (ECD) centers in the district. Likewise, some partner organizations have worked in collaboration with Municipalities particularly to support children working as labourers and to support the activities of Child Clubs. UCEP is receiving regular fund from the MoWCSW to manage the expenses of Juvenile Reform Centres.

SSC has organized training on 'Child Friendly Learning' for the teachers of schools in their working areas. The training inspired the teachers to ban corporal punishment and they did so in reality. The teachers expressed their satisfaction for being given the opportunity to teach students in a friendly manner.

4. Capacity development of professionals working with vulnerable children and families

4.1 Child welfare/child protection as a profession

Professionals who are working, as well as who are willing to work in child welfare/child protection should be equipped with knowledge about various concepts and approaches in the same field. Child welfare/child protection workers require to follow methodological processes and should be aware of the rights of the child. They need to understand the dynamics of children as well as theories of social change to comprehend how the environment affects the overall development and personality of the child.

"Service to [vulnerable] children and [their] families run on a continuum from preventive to protective in nature. In general, preventive child welfare services denote basic provisions intended to allow children to grow into responsible adults within their families. This refers to general services such as health, education, assistance to diminish general effects of poverty, poor parenting and neglect. On the other hand, protective services suggest that in case of family breakdown a specialized assistance focused on shielding the child from the resulting harm should be offered³⁵".

"It is crucial to underscore that services should be extended to prevent separation of the child from the family of origin and that the child is assured of quality life once removal from the family is clearly indicated. Otherwise, the child is more "at risk" rather than protected when the out-of-home care environment, whether temporary or permanent is equally or more detrimental to his\her well-being"³⁶.

As shared by the students of BSW & MSW of St. Xavier's College and by the Managers of residential Child Care Homes during the research meetings, the following qualities are needed in a person/professional working with vulnerable children and the family:

- Interested in working in social sector;
- Able to take social responsibility;
- Should have qualities such as soft spoken, being cooperative and patience;
- Having skills in raising awareness in the community;
- Positive attitude to bring changes in the society;
- Willingness to adjust with the given environments.

The Child Protection Worker/Managers need to be prepared to intervene at different levels, from direct child welfare work with the vulnerable children and their families to development of child welfare policies, and to administer child welfare programmes. As such, child welfare/child protection work is emerging as a profession on its own as well as 'among the traditional field of Social Worker's practice'.

³⁵ Prof. Dr. Romeo Cortel Quieta and Prof. Dr. Ma Lyra T. Del Castillo, Assessment of Social Work Education and Practice in Nepal, unpublished report submitted to UNICEF-Nepal, 2005, p12.

³⁶ *ibid*, p14.

4.2 Multi-disciplinary collaboration in child welfare/child protection work

Child Welfare/Child Protection Work is complex in nature and requires multi-disciplinary team to address the enormous issues and concerns. It necessitates systematic approach, processes and tools as well as functional collaboration among the actors and stakeholders to serve vulnerable children and their families. Professional intervention is essential to: i) advocate for and comply with the policy measures for standards of services; ii) systematize service delivery mechanisms and processes to the targeted groups of children and families; iii) develop strategic plan for ensuring care and protection of children including case management; iv) manage permanent planning and child care/placement; v) monitor and documentation of steps/processes followed and progress made. Moreover, it is crucial to conduct researches and undertake documentation of child welfare/child protection works including 'case management' as well as advocacy efforts.

The partner organizations who participated in the research meetings expressed how an agency/organization engaged in child welfare/child protection work requires many different kinds of technical/professional human resources, such as: i) Livelihood Specialist; ii) Education Specialist; iii) Child Protection Specialist; iv) Psychosocial Counselor; v) Lawyer; vi) Early Childhood Specialist and Parenting Education Specialist; vii) Child Psychologist; viii) Social Worker; ix) Fund Raiser; x) Reintegration officer.

4.3 Blending the perspective of 'Social Work' and 'Child Protection'

As discussed earlier, social work practice with children is among the traditional field of work that focuses on the interactions between children and the larger social environments. Child welfare/child protection work basically brings human rights perspectives for ensuring protection of children from any sorts of harms. Child welfare/child protection work is the combination of preventative, protective and rehabilitative efforts. As such, blending methods and skills of 'social work' with 'child protection' would be instrumental to provide better care and protection to vulnerable children and their families.

However, the professional areas of 'social work' and 'child protection' are yet to be recognized in Nepal. For example, "[t]here is an absence of demonstrated professional practice of knowledge and skills in assessment, planning, intervention, and in the management of cases of children particularly in the residential care institutions and in the social welfare agencies". Likewise, "Professional social workers are not visible in the residential care institutions or in programs that attend to the needs and problems of children like juvenile offenders³⁷".

The participants of research meetings expressed that the following knowledge, skills, capacities are required in residential Child Care Homes:

- Skills to deal with the children according to their age and maturity;

³⁷ *ibid*, p22 and 23.

- Knowledge and skills to ensure care and protection of children according to the standard;
- Enhanced understanding about the rights of the child;
- Knowledge about first aid, primary health care and personnel hygiene;
- Skills to work with children particularly to empower them with life skills;
- Skills on psychological care/support and processes to promote moral/ethical values among children;
- Managerial skills such as fund raising and fund mobilizing skills, knowledge and skills on project cycle management, and project proposal writing.

Likewise, capacity development needs to enable the staff of child welfare/child protection agencies to work with vulnerable children and their families include:

- Psychosocial Counseling;
- Parenting education for better parental care;
- Principles and provisions of the rights of the child, particularly the provisions of national legislation and international instruments related to children.

4.4 Stipulation of international instruments related to the rights of the child to train professionals

Convention on the Rights of the Child, 1989

Article 42 of the Convention on the Rights of the Child states that:

"States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike".

Concluding Observations: Nepal, 2005

The Concluding Observations (CRC/C/15/Add.261 dated 21 September 2005) of the Committee on the Rights of the Child considering the second periodic report of Nepal (CRC/C/65/Add.30) has made following recommendation to Nepal to undertake systematic education and training:

"The Committee recommends that the State party strengthen its efforts to ensure that the provisions and the principles of the Convention are widely recognized and understood by adults and children alike. It also (addresses) the State party that it undertakes systematic education and training on the rights of the Convention for children and their parents, as well as all professional groups working for and with children, in particular parliamentarians, judges, magistrates, lawyers, law enforcement officials, civil servants, personnel working in institutions and places of detention for children, teachers, health personnel and social workers. In this regard, the Committee recommends that human rights education be included in the official curricula, at all levels of education. The Committee also recommends that the State party consider seeking technical assistance from UNICEF and OHCHR in this regard" (Para 32).

Guideline for the Alternative Care of Children: A UN Framework, 2009

UN Guideline for the Alternative Care of Children, 2009 states that:

"Special attention should be paid to the quality of alternative care provisions, both in residential and in family-based care, in particular with regard to the professional skills, selection, training and supervision of carers. Their role and functions should be clearly defined and clarified with respect to those of the child's parents or legal guardians".
(Para71)

Likewise, para 73 establish that:

"All providers should be appropriately qualified or approved in accordance with legal requirements to provide alternative care services".

These provisions clearly stipulate that systematic efforts should be made to educate and train professionals who are responsible for child welfare/child protection services.

4.5 Ongoing courses on child rights/child protection

Teaching 'child rights/child protection' is a relatively new stream in the academic arena in Nepal. Growing number of colleges under different universities are integrating child rights/child protection into their curricula.

There are currently two levels of child rights (and child protection) courses:

- 1) Short courses on Child Rights to practitioners;
- 2) Child rights integrated in the curriculum of existing courses in universities and training institutes.

Short courses have been developed by many NGOs and offered to various stakeholders (practitioners, police, army, government staff, teachers, others). Many of these are offered on an ad-hoc basis. There is a potential to streamline these kinds of short courses on child rights.

Child rights courses have been integrated to the curriculum of several disciplines in various universities (such as social work, law, psychology and the National Police Academy). There is a potential to improve the existing child rights courses offered to make them more comprehensive, and to integrate child rights into the curriculum of more disciplines (such as development studies, education, and others). There is also a potential to integrate more specific child rights courses in the Army Academies and schools.

In order to offer students high quality child rights courses, the academia seem dependent on continuous support of NGOs, both technical support and initially financial support also. Previous experience shows that where NGOs give initial support and then pull out, the projects stagnate. In addition to supporting curriculum development and streamlining child rights courses, four other specific recommendations are provided to support comprehensive child rights teaching in higher education in Nepal. These are:

- To establish and facilitate a child rights academia network (consisting of academia, NGOs and government bodies);
- To support the development of standardized training material for students in higher education;
- To improve current Child Rights Resource Centers;
- To develop "incentive packages" to students of child rights (including guest lectures, internships, research assignments and career opportunities).

Source: Child Rights Teaching in Higher Education in Nepal, 2010 by Kristine A. Hanes prepared for Save the Children, p.4&5

4.6 Education and training of child protection worker and/or social workers (by the project partner agencies)

Among the project partners, AiBi, CCWB, St. Xavier's College and SWI are engaged in education and training to develop professionals to work with vulnerable children and their families. They are running: i) formal/academic courses (i.e. Bachelor in Social Work and Masters in Social Work by St. Xavier's College); ii) accredited and non-accredited training courses (i.e. Child Protection training run by CCWB and 3 months Social Work training to youths by SWI); iii) issue-specific training to the frontline workers (i.e. case management training by CCWB and community mobilization training by SWI). The lead organization of the project, in partnership with St. Xavier's College and SWI is in the process of developing two different but complementary Specialization Training Course on 'Social Work Perspective on Child Rights and Child Protection', targeting to Child Protection Workers and Managers.

The range of education and training courses (being offered and planned to run shortly) primarily aims at enhancing knowledge base, skills, and attitudes of professionals and enhancing the competences of the agencies and organizations that are offering services to vulnerable children and their families.

The project partners engaged in education and training are now concerned about blending the perspective of 'Social Work' and 'Child Protection Work' into one with the objective of preparing both managerial and front line professionals, who are properly equipped to work with vulnerable children and their families. 'Designing and executing specialization training course' is one among the four components³⁸ of the project EDU-CARE which is being carried on in the country by Amici dei Bambini (Ai.Bi.) and implemented in collaboration with St. Xavier's College and the Social Work Institute (SWI).

³⁸ The other components are-i) capacity development of partner agencies and organizations to deliver new courses on Social Work in favour of children, ii) increase the capacity of SWI to train youths from remote hilly districts of Nepal, and iii) advocacy activity in favour of social interactions in the framework of services and the projects that are supporting vulnerable children and their families.

4.7 Perspectives about Social Work Courses

Students who are pursuing their degree in Social Work shared that there are several reasons for choosing the course, such as: it is a practical course blended with learning theories in the classroom, so that one could get opportunity to work in the field (community). Some of the respondents of the research meetings also shared that social work course would support them to get jobs in social organizations.

The scope of the social work course is different in various settings like: child setting (early childhood care, working with vulnerable children), educational setting, and in the setting of non-government organization engaged in different sectors. The respondents expressed that the scope of Social Worker should be realized in the social development works carried by the Government as well. But, Social Work is yet to be recognized by the Government as a separate professional discipline in Nepali context.

Regarding the knowledge and competences that are required to become a professional social worker, the participants responded that:

'the Social Worker need to be accountable, have empathy, have knowledge on case work/case management, group work, knowledge on psychology, understandings of principles and values of Social Work and have to have knowledge on problem solving methods.

While working with the vulnerable children and families, a Social Worker should conduct need assessment to identify the causes why the children are at risk and/or without parental care. Then, the family should be offered counseling service to make them realize the importance of raising children in family environment. Social Workers should organize home visits, community visits particularly to raise awareness among people about 'rights of the child to live in the family'. Social Worker should be proactive to mobilize the existing systems and mechanisms for protecting children from all sorts of harms. A Social Worker should have a goal of decreasing the number of orphanages, while families should be given first priority for caring the child.

4.8 Number of colleges running social work course

There are above 32 colleges that are offering Social Work course under different universities. However, there is no proper coordination and functional collaboration to enhance the quality of Social Work teaching. The students of Social Work courses expressed that there should be one forum of these colleges for maintaining functional coordination.

5. Discussion on key findings and gaps

5.1 Policy context regarding the child welfare service to children and their Families

As discussed in Chapter-2 of this study, the Interim Constitution of Nepal, 2007 has guaranteed that every child shall have rights against physical, mental and any other forms of exploitation. The provision explicitly mentions that 'Helpless, mentally retarded, conflict victims, displaced, vulnerable and street children shall have the right to get special privileges from the state for their secure future'. Such provisions are yet to be realized. Moreover, social security (including education and basic health) of children is recognized by the Constitution itself. But, there are no specific laws or mechanism and/or budget allocation to implement such provisions.

The MoWCSW and the CCWB are very committed to develop policies to ensure care and protection of vulnerable children and their families.

5.2 Programs/services to vulnerable children and their families

Different programs/services are being implemented by GoN and NGOs in Nepal targeting to vulnerable children and their families. These programs/services are not adequate to address the magnitude and patterns of issues of vulnerable children. But, there lacks proper coordination and collaboration between and among the programs/services being implemented by different actors and stakeholders. The programs/services are limited in quantity, quality and variety and the coverage is low. As such, it is challenging to ensure effectiveness of the services offered to the vulnerable children and their families.

A certain level of awareness has been raised in the community regarding the rights of the children as well as for care and protection of children particularly those who are at risk. The existing programs/services focus more on providing curative services to serve the immediate needs of vulnerable children and their families as opposed to work on prevention and rehabilitation with the long term perspectives.

Most of the programs/services are planned and implemented with 'project approach' leading towards immediate or short-term intervention. This might not help understand and address the very need of the vulnerable children and their families and explore sustainable interventions.

The participants of the research meetings expressed that national plans should provide programmatic direction and funding to child welfare/child protection programs/services.

5.3 Family preservation, care and protection of children without parental care

There are insufficient programs/services aimed at preservation of families as well as enhancing the capacity of vulnerable families to enable them to provide care and protection to their children. Moreover, there is no specific policy for preservation of the family as a means to minimize the number of children without parental care. The GoN is in the process of drafting guidelines for alternative care having specific focus on family preservation and family based care models.

Some of the partner organizations of the project EDU-CARE have implemented some specific programs/services with the objective of preservation of families. These programs/services provide mainly: i) parenting awareness and education; ii) vocational training, livelihood support, entrepreneurship development support and micro-credits; iii) psychosocial support, counseling and legal aid; iv) training interactions dialogue and discussions on child rights and child protections issues and concerns. These programs/services are being implemented in limited areas of the Kathmandu Valley. The coverage of these programs/services need to be expanded in the areas where there is a need.

Often families are quick to place children in orphanages as there are no other alternatives to assist them to provide for their children's welfare. Despite being an easy solution for the family, however institutional care does not address the reasons that led a family to place its own child in an institution. Institutional placement of the child will have a devastating effect on the child's further development. To prevent a family from making the decision to abandon or give its child up, support could be provided to the family in terms of socio-psychological counseling, access to other types of services or to short term funding for assisting the family until a better solution to its problems can be found. Other preventative measures to assist families to remain together can be represented by interventions aimed at providing education and training to the parents to enhance their skills for employment opportunities, but also parenting education to help parents understand their role as parents and their children's needs.

5.4 Institutional mechanisms/structure for child welfare/child protection

In the recent years, the Government has established some structures and mechanisms that are particularly responsible for protection of children. The MoWCSW, Women and Children Department, CCWB, National Centre for Children at Risk (established in 2006) and Child Helpline 1098 are some institutional structures. Likewise, Juvenile Correction Centers are established to provide care and protection of children in conflict with the law. Several child focused agencies and organizations have established several mechanisms with particular objectives of serving the vulnerable children besides their efforts to advocate the issues of child rights violations.

In the district level, DCWB is working as focus agency for children. Under the umbrella of DCWB, all 75 districts have formed DCPC at the district and V/MCPCs at VDCs and Municipality levels. Child Helpline 1098 is operational in 14 urban cities of Nepal.

These mechanisms and structures are functional with the mandate given to them. One common challenge is that all these organizations are encountering with the lack of resources (financial, human/technical and materials). As such, these organizations face difficulties in providing child welfare/child protection services to vulnerable children and their families. Another issue that was raised constantly during the research meetings was that there are gaps and overlaps in the mandates of these mechanisms/structures.

5.5 Capacity of service providers and professionals

The discussions with the agencies and organizations working in child protection work highlighted that there are not sufficiently trained human resource to plan, execute and monitor program interventions. In particular, the professional skills such as case work/case management, permanency planning and other skills necessary for working with the families are not easily available. As such, the service providers are bound to deal with the specific issues from the 'generalist approach'.

During the research meetings the participants highlighted that most of the child welfare/child protection service providers are in need of training in the field of case work/case management. Likewise, concentrated efforts are needed to enhance the capacity of service providers and professionals to access and/or to make referrals to specialized child welfare/child protection services (case work, psychosocial support, legal support etc.).

It also emerged how child welfare/child protection service providers need to enhance their knowledge, skills, tools and processes for the reintegration of children without parental care in their families, relatives and communities. The entire process of reintegration is very much linked with coordination, referral and linkages with concerned agencies and organizations having a 'support system' in place. Likewise, it requires a systematic process for backstopping and monitoring between agencies and stakeholders from community level to national level.

In case of many service providers, the organization and delivery of issue specific and thematic trainings has been so far the main approach to develop the capacity of agencies and their staff. This approach might not have not been functional for imparting knowledge and skills in a comprehensive manner. Realizing this fact, the CCWB for example, has designed a phase-wise capacity development plan to train Child Rights Officers (CRO) and Child Welfare Officer to function as Child Protection Case Managers in the districts.

5.6 Education and training of social workers/child protection workers

Among the partners of the project EDU-CARE, St. Xavier's College and SWI are the educational and training institutes. St. Xavier's College is running academic courses in Social Work whereas SWI is providing 9 months diploma courses on social work targeting the youth, with the aim to develop them as para-professionals. The training includes 4 months of residential courses, 2.5 months for practicum, and 2.5 months of independent study.

However, the social work courses offered by St. Xavier's College and SWI do not cover specific courses on child rights and child protection.

The CCWB is involved in developing the capacity of CROs and CWOs in the districts. The CCWB has designed a three-phase training plan to train CROs and Child Welfare Officers to enable them to work as Child Protection Managers in the district. The first phase of the training has been completed, while the remaining two phases are being planned. The course primarily focuses on issues and concerns related to child protection and case management.

However, different groups of people who participated in the research meetings have expressed the need for developing a comprehensive training course by bringing the perspective of the Social Work into the field of child rights and child protection. Such training requires to be delivered by academic and/or training institutes in a systematic manner, so that human/technical resources could be developed with a long-term perspective. Moreover, such training requires to be accredited over the time, so that graduates could be employed within the system of the Government.

A previous assessment carried out in 2005 by UNICEF had also highlighted that "there is an absence of demonstrated professional practice of knowledge and skills in assessment, planning, intervention, and in the management of cases of children particularly in the residential Child Care Homes and in the social welfare agencies". As such, strategic efforts should be made to provide education and training of professionals and para-professionals in a systematic manner.

5.7 Suggested topics for specialization course on social work and child protection

The following topics were suggested by different respondents of the research meetings to be incorporated in the 3-months specialization course on Social Work perspective into the field of child rights and child protection:

- Interview skills
- Psychological skills and basic counseling skills
- Skills required for management and coordination
- Situation analysis skills
- Leadership skills
- Rapport building skills
- Communication skills (including behavior change communication)
- Referral skills
- Research and survey skills
- Case work/group work skills
- Monitoring and Reporting (including knowledge about child friendly reporting tools)
- Skills required for documentation and recording of case studies
- Knowledge about laws, policies related to children in the Nepalese context
- Principles and provisions of the CRC and other international instruments related to children
- Knowledge and understanding about child rights based programming approach.

The course should be practical, while the theory part should be given first following intensive practice in the field.

6. Recommendations

The research findings showed major areas where there are gaps in the child welfare/child protection services. The recommendations made in this chapter will help to lower down the identified gaps. These recommendations, some of which are common to every actors/stakeholders and some others are specific to the nature of services, will contribute to influence the strategy of the GoN, residential Child Care Homes, NGOs working with vulnerable children and their families in communities, as well as academic/training institutions engaged in delivering social work courses.

✦ Build collaboration at national level for promoting child welfare/child protection system.

Child welfare/child protection is a complex work and requires 'system approach' as opposed to 'case by case approach'. There needs to have policy, structures, programs/services and resources (financial, human and materials) in place. This would contribute in bringing the mandated agencies (and structures) and duty-bearers close to vulnerable children and their families. As such, efforts should be made to have a child welfare/child protection system with adequate authority, institutional capacity and resources.

✦ Advocacy in favor of social work/child protection interventions for vulnerable children and their families.

The project partners, particularly those engaged in promoting social work/child protection education and training, need to engage in advocacy activities to promote the values of developing trained professionals to uphold the rights of vulnerable children and their families. Advocacy efforts should aim at building synergy to lobby for creating enabling environments in favor of children at risk and strengthening child protection system in the country.

✦ Monitoring of child welfare/child protection programs/services.

The CCWB at the central level and the DCWBs at the district level have initiated a process of monitoring residential Child Care Homes. As reported by the CCWB, a large number of residential Child Care Homes do not fulfill the standards defined by the GoN. As such, the system of monitoring should be made rigorous to ensure protection of children living in residential Child Care Homes. It is equally important to monitor the process of reintegration of children with their families.

✦ Expand programs/services to vulnerable communities in rural/remote areas.

Expansion of child welfare/child protection programs/services to vulnerable communities in rural/remote areas would prevent children and families moving out from their villages and communities, as well as discourage parents to send their children outside for education.

✦ Support the training of professional human resources.

There is an urgent need to develop well prepared human resources and/or para-professionals (such as social workers, child protection workers, psychosocial counselors etc.) as front line workers to provide child welfare/child protection services to vulnerable children and families. As such, it is very important to develop partnership with academic institutions and training providers to design and deliver a comprehensive training to Social Workers/Child Protection Workers.

✦ Encourage the hiring of trained social workers/child protection workers.

Agencies and organizations engaged in promoting child welfare/child protection programmes/services should be encouraged to hire trained social workers/child protection workers. At the same time, the existing staff members should be offered opportunities to join in-service trainings to enhance their knowledge base and skills on social work/child protection work. The number and frequency of short term 'specialization training course' should be increased.

✦ Support reintegration of young care leavers.

Agencies and organizations engaged in child welfare/child protection programmes should provide support to young care leavers for: i) continuing their education; ii) vocational training; iii) finding a job. The residential Child Care Homes have to identify and establish functional collaboration with vocational training institutes and/or big business houses for the job placement. The residential Child Care Homes in coordination with the CCWB and DCWB should take specific measures to reintegrate the young care leavers in the family and community.

✦ Creating opportunity for mutual learning and sharing.

Each agency and organization engaged in child welfare/child protection work should employ individuals who have basic knowledge and skills to work with the children and families. The agencies and organizations should create mutual learning and sharing platform among the staff. This would support the staff to gain practical skills required while working with vulnerable children and families and dealing with various issues of children.

✦ Supporting the formation of Children's Clubs in residential Child Care Homes.

Residential Child Care Homes should provide opportunity to children to form children's clubs and/or groups. Through the clubs, they could exercise their participation rights within the Homes as well as plan activities for promotion of their own rights.

✦ Develop and make visible Child Protection Policy.

Every agency should prepare child protection policy. The organization should prepare child protection policy in line with Standards for Operation and Management of Residential Child Care Home, 2012. The policy should be visible to every person who visits the Homes.

✦ Incorporating Child Protection in Academic Course.

Academic/training institution should incorporate content related to child protection in the regular courses (i.e. Social Work, Social Sciences, Education, Law). The courses should deal with understanding of child protection and skills needed to work with vulnerable group of child.

✦ Lobby for getting recognition of the Social Work profession.

Despite the fact that over 32 colleges are running social work education under different universities, Social Work profession is yet to be recognized in Nepal. Being pioneer social work college and training institute, St. Xavier's College and SWI should take lead role to initiate the process to make the profile of social work professional. Creating forum of colleges that are delivering social work course and establishing association of Social Workers would be the entry points in this regard. Moreover, dialogue with the concerned authority should be established to develop professional profile of social work profession.

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Annex- 1: Key Areas of the Study

The key areas of the study are as follows:

Mapping the Context

- i. What are the existing Child Welfare Policy of the Government of Nepal including the relevant provisions of international instruments to which Nepal is a State Party to and programmes (of the Government and civil society organizations)?
- ii. What are the structures and mechanisms at national, district and sub-district levels for welfare of children and families?
- iii. What are the existing services/practices in the field of child welfare and family preservations?

Alternative Care for Children

- i. What are the existing models of alternative care being used to provide care of children without parental care? Description of international and local laws applicable.
- ii. What are the current policies and practices from admission to discharge?
- iii. What is the composition and structure of the governing body of the models of alternative care?
- iv. What are the funding sources and what are their budgetary outlays? and
- v. What is the size and qualification of staff?

The Beneficiary Group

- i. What are the demographic characteristics of children currently in different models of alternative care?
- ii. What are the circumstances that push and pull these children to alternative care (reasons for being without parental care)?
- iii. What sort of efforts have been made to prevent their (children's) separation from parents? (If applicable)
- iv. What sorts of services are offered to children in the care service? Benefits to the children?
- v. What is the permanency plan for these children? and
- vi. What are the strengths and weaknesses of the alternative care model (where children are placed)?
- vii. What are the provisions for issues and problems of the 'Young-Care-Leavers' (youths over 18 years of age leaving the institutions)? What process is being followed for their reintegration/rehabilitation?

Management and Resources

- i. Who are the services providers?
- ii. What sorts of external resources are mobilized for the management of alternative care models?
- iii. Are there any policies and mandated bodies for managing and sustaining alternative care models? What and which agency?
- iv. What in the provisions for linkages with vital entities such as the court; civil registry; hospital, schools, etc.?
- v. What are the sources of funding? Govt. funding, donor funding and/or private funding?

- vi. Is there any norms and/or standards for resources (human, financial and materials/physical)?
- vii. What are the provisions of support from the local authorities to alternative care models?

Strengths and Weaknesses of Programmes and Services

- i. From the point view of service users;
- ii. From the point of view of service providers; and
- iii. From the point of view of concerned Government agencies?

Group of Informants and Checklist

Groups	Checklist	Remarks
5.1 Concerned agencies of the Government of Nepal		
<ul style="list-style-type: none"> • Ministry of Women, Children and Social Welfare, • Department for Women and Children, • Central Child Welfare Board and the District Child Welfare Boards (cover all three DCWBs within Kathmandu valley and take at least two DCWBs outside the Valley (potential DCWBs include DCWB Kaski, DCWB Chitawan and DCWB Sindhupalchowk), • District Office for Women and Children, • Local Government bodies (i.e. Village Development Committee, Municipality and District Development Committee), • Women and Children Service Directorate of Nepal Police • Various child protections structures formed and functional at sub-district and district levels (i.e. Village/Municipal Child Protection and Promotion Sub-Committee-V/MCPC, District Child Protection and Promotion Sub-Committee-DCPC) • Juvenile Justice Coordination Committee-JJCC (at the Central level), • Ministry of Education (MoE), Ministry of Health and Population (MoHP), National Planning Commission (NPC) and National Human Rights Commission (NHRC), 	<p>I. <u>Policy/Structures:</u></p> <ul style="list-style-type: none"> • What are existing Child Welfare Policy of the Government of Nepal (including the relevant provisions of international instruments to which Nepal is a State Party)? • What are the structures and mechanisms at national, district and sub-district levels for welfare of vulnerable children and families? • Is there any norms and/or standards for resources (human, financial and materials/physical)? <p>II. <u>Alternative Care and the Service Providers:</u></p> <ul style="list-style-type: none"> • What are the existing models of alternative care (in practice) to provide care of children without parental care? • What are the existing services/practices in the field for child welfare and family preservations? By the government agencies, by child focused agencies? <p>viii. Who are the services providers?</p> <ul style="list-style-type: none"> • Is there any initiatives taken by business community (Private sectors, industries) for providing care and protection of children? • What sorts of services are offered to children in the care service? Benefits to the children? <p>ix. What are the provisions of support from the local authorities to alternative care models?</p> <p>III. <u>Funding and Resource Allocation:</u></p> <ul style="list-style-type: none"> x. What are the sources of funding? Govt. funding, donor funding and/or private funding? xi. What sorts of external resources are mobilized for the management of alternative care models? • What is the ratio of resource allocation by the Government/local government bodies and other agencies for care and protection of children without parental care? <p>IV. <u>Factors Pushing Children to Alternative Care and Efforts made for Family Preservation:</u></p> <ul style="list-style-type: none"> • What are the circumstances that push and pull the children to alternative care (reasons for being without parental care)? 	

	<ul style="list-style-type: none"> • What sort of efforts are there to prevent them (children) separation from parents? • What are the roles of the State for preventing separation of children from their family? • What are the roles of different stakeholders for preventing separation of children from their family? <p>V. <u>Sustainability of Alternative Care Models:</u></p> <ul style="list-style-type: none"> • Are there any policies and mandated bodies for managing and sustaining alternative care models? What and which agency? <p>VI. <u>Monitoring of the Placements:</u></p> <ul style="list-style-type: none"> • What sorts of monitoring mechanisms should be in place to monitor Child Care Homes and other forms of alternative care services? 	
5.2 Academic and Training Institutes that are delivering Social Work Course		
Groups	Checklist	Remarks
<ul style="list-style-type: none"> • St. Xavier's College and Social work Institute (these two institutes are also the key partners of the project), • One or two Colleges that are teaching Social Work, 	<p><u>Ed-I. Child Rights, Child Protection Related Course:</u></p> <ul style="list-style-type: none"> • Do you have any course related to child rights/children in your curriculum? If yes, what are the contents? If, No are you planning to incorporate this in the near future? • What are your main goals of delivering particular course on Social Work? Do you deliver 'tailor-made' courses on top of the regular courses? If yes, what are they? What inspired you to do so? • What has been the response (to the courses offered by your institution) from the market so far ? • Do you organize any programmes related to child rights? If yes what kind of programme: <ul style="list-style-type: none"> • Seminar on children’s issues • Celebration on specific Children’s day • Paper presentation on children related issues • Invite for guest lectures on child rights issues • Others • Is there any process of amending/incorporating in the existing course/curriculum by analyzing the market (sorts of capacity needed)? <p><u>EdII. Research and Resources:</u></p> <ul style="list-style-type: none"> • Do you have Child Rights Resource Centre in your college/institution? If yes, what are the resources available there? Who could access them? • Are there any research conducted by your institution related to rights of the child, child protection and other 	

	<p>related topics? If yes, what was the purpose and what are the key findings?</p> <p><u>EdIII. Human Resource for Child Welfare, Child Protection and Family Services:</u></p> <ul style="list-style-type: none"> • In your opinion how can we develop trained human resource who will work in future for the promotion of child rights and protection? • In your opinion how the academic institution of Nepal could contribute for the promotion of child rights and child protection? • What are the major areas where the graduates are engaged in? <p><u>EdIV. Challenges and Gaps:</u></p> <ul style="list-style-type: none"> • What are the challenges (of the courses that you are delivering)? • Have you identified any areas which need improvements (of the courses that you are delivering)? 	
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5.3 UN Agencies and International Child Focused NGOs *(those engaged in child protection works and are implementing programmes to support to the children without parental care),*

Groups	Checklist	Remarks
<ul style="list-style-type: none"> • UNICEF- Nepal, • International Labour Office (ILO), • Terre des homes Foundation, • Save the Children International, • Plan Nepal, • World Vision International, • Next Generation Nepal, • Hope for Himalayan Kids, • Shangrila Homes, • The Umbrella foundation, etc. 	<p>I. <u>Policy/Structures:</u></p> <ul style="list-style-type: none"> • What are the existing Child Welfare Policies of the Government of Nepal? • What are the structures and mechanisms at national, district and sub-district levels for welfare of children and families? • Are there any norms and/or standards for resources (human, financial and materials/physical)? <p>II. <u>Alternative Care and the Services Providers:</u></p> <ul style="list-style-type: none"> • What are existing models of alternative care (in practice) to provide care of children without parental care? • What are existing services/practices in the field for child welfare and family preservations? By the government agencies, by child focused agencies? • Who are the service providers? • What sorts of services are offered to children in the care service? Benefits to the children? • What are the gaps in the policy that hinder the de-institutionalization process? • How can we support Foster Care, Kinship Care for creating loving and caring environments? • Which models of community based alternative care can we follow for meeting the needs of different categories 	

	<p>of children- street children, disabled children, HIV/AIDS affected children, abandoned children etc.?</p> <ul style="list-style-type: none"> • What are the provisions of support from the local authorities to alternative care models? <p>III. <u>Funding and Resource Allocation:</u></p> <ul style="list-style-type: none"> • What are the sources of funding? Govt. funding, donor funding and/or private funding? • What sorts of external resources are mobilized for the management of alternative care models? • What is the ratio of resource allocation by the Government/local government bodies and other agencies for care and protection of children without parental care? <p>IV. <u>Factors Pushing Children to Alternative Care and Efforts made for Family Preservation:</u></p> <ul style="list-style-type: none"> • What are the circumstances that push and pull the children to alternative care (reasons for being without parental care)? • What sort of efforts have been made to prevent them (children) separation from parents? • What are the roles of the state for preventing separation of children from their family? • What are the roles of different stakeholders for preventing separation of children from their family? <p>V. <u>Sustainability of Alternative Care Models:</u></p> <ul style="list-style-type: none"> • Are there any policies and mandated bodies for managing and sustaining alternative care models? What and which agency? • What should be done by the State for the promotion of national adoption? <p>VI. <u>Monitoring of the Placements:</u></p> <ul style="list-style-type: none"> • What sorts of monitoring mechanisms should be in place to monitor Child Care Homes and other forms of alternative care services? 	
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5.4 Non-Governmental Service Providers *engaged in protection and support of orphans, street based children, children without parental care, children leaving institutions or children living in poverty (including those who are partners NGOs of Amici dei Bambini)*

Groups	Checklist	Remarks
<ul style="list-style-type: none"> • Society for Solidarity of Children (SSC), • Concern for Children and Environment-Nepal, • Divya Ankur Child Development and Promotion Research Center, • Nepal Pollution Control and Environmental Management Center, • Underprivileged Children's Educational Programme, • SoS Children's Village, 	<p><u>VII. Beneficiary Group of Children:</u></p> <ul style="list-style-type: none"> • # of children who are benefiting from the service • What are the categories of children being served by the organization? (i. street based children, ii. child labour, iii. children living in institutional care, iv. Young Care Leavers, v. younger age children of migrant families-living in squatter settlements, and vi. children living in correction center and vii. other groups of children without parents care-abandonment children) • Does the organization prefer any particular category of children? If yes, which category? • What is the minimum and maximum age for admission in your programme? • How many children are there at present? (a. Boys, b. Girls) • Has the number of children seeking admission increased, decreased or has remained the same in the last years? • How long children stay with your organization? • What are the process (tools) used by the care providers (agencies) to assess the need and situation of children? Does the agency have specific procedure (tools, formats and mechanisms) to assess the situation and need of the children? Who is involved in the assessment process? <p><u>(VI). Monitoring :</u></p> <ul style="list-style-type: none"> • What are the processes followed to maintain documentation of individual file of the child living in care homes? <p><u>(IV). Factors Pushing Children to Alternative Care and Efforts made for Family Preservation:</u></p> <ul style="list-style-type: none"> • What are the reasons (for children) for leaving home and coming to residential care homes? • What sort of efforts have been made to prevent their (children's) separation from parents? <p><u>VIII. Services for Children:</u></p> <ul style="list-style-type: none"> • Types of educational activities (Formal schooling, NFE, Vocational training and others) 	

	<ul style="list-style-type: none"> • What kind of illness do they suffer from, mostly? What kind of Health facilities are provided to them when they get sick? • What kind of recreational activities are available to them ? • Type of Community Welfare services provided to the children <p>IX. <u>Reunification, Rehabilitation (including Deinstitutionalization):</u></p> <ul style="list-style-type: none"> • What kind of activities do they involve themselves in, immediately after the Rehabilitation? • How often do they visit their Homes? <p>X. <u>Human Resources and their Capacity Development:</u></p> <ul style="list-style-type: none"> • # of Staff at the residential Home (a. male and b. female)? • Is there any norms and/or standards for resources (human, financial and materials/physical)? • Current challenges faced by the Residential Home? <p>XI. <u>Children's participation:</u></p> <ul style="list-style-type: none"> • Is there any system/practice of consulting with children during re-integration process? • Have your organization followed any mechanisms for the preparation of a child for the adoption? 	
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5.5 Residential Children's home *(including those who are partners of Amici dei Bambini)*

Groups	Checklist	Remarks
<ul style="list-style-type: none"> • Children's Home, Khokana, Lalitpur, • Nepal Destitute Children's Home, Lalitpur, • Motherhood Care Nepal, • Shristi Nepal, 	<p>VII. <u>Beneficiary Group of Children in the CCH:</u></p> <ul style="list-style-type: none"> • # of children who are benefiting from the service • Who are the categories of children being served by the organization? (i. street based children, ii. child labour, iii. children living in institutional care, iv. Young Care Leavers, v. younger age children of migrant families-living in squatter settlements, and vi. children living in correction center and vii. other groups of children without parents care-abandonment children) • Does this institution prefer any particular category of children? If yes, which category? • What is the minimum and maximum age for admission in the Child Care Home? • How many children are there in the home? (a. Boys, b. Girls) • Has the number of children seeking admission to the home increased, decreased or has remained the same in the last years? • How long children stay in this home? 	

	<ul style="list-style-type: none"> • What are the process (tools) used by the care providers (agencies) to assess the need and situation of children? Does the agency have specific procedure (tools, formats and mechanisms) to assess the situation and need of the children? Who involve in the assessment process? <p><u>(VI). Monitoring :</u></p> <ul style="list-style-type: none"> • What are the processes followed to maintain documentation of individual file of the child living in care homes? <p><u>(VII) Services for Children:</u></p> <ul style="list-style-type: none"> • Types of educational activities (Formal schooling, NFE, Vocational training and others) • What kind of illness do they most suffer from? What kind of Health facilities are provided to them when they get sick? • What kind of recreational activities available to the children? • Type of Community Welfare services provided to the children <p><u>(IV) Factors for Children being without Parental Care and Efforts made for Family Preservation:</u></p> <ul style="list-style-type: none"> • What are the reasons for which the children are placed in homes? • What are the reasons for children leaving their home? • Are there any efforts made to protect traditional family and value system (of Nepali society) for preventing family separation? • What are the roles of the state for preventing separation of children from their family? Other organizations? <p><u>(IX) Reunification, Rehabilitation (including Deinstitutionalization):</u></p> <ul style="list-style-type: none"> • What arrangements have been made to maintain contact (of parents) at least for a period of time with the child's current placement (be that foster family placement or institutional) • What sorts of mechanisms should be there for reintegration of children in a stable family environment? • What are the gaps in the policy that hinder the de-institutionalization process? • What has been your policy regarding family/community reintegration plan for the children currently living here? 	
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	<ul style="list-style-type: none"> • What kind of programmes/incentives could be provided to the family who are economically poor for taking care of children? (State level, organization...) <p>(I) <u>Policy/Structures:</u></p> <ul style="list-style-type: none"> • What could be done as an alternative care for children rather than institutionalizing them? • What sorts of child protection structures are needed to ensure protection of children? • How can we strengthen the different existing structures of the child protection at different level? • What are the provisions of support from the local authorities to alternative care models? <p>(II) <u>Funding and Resources Allocation:</u></p> <ul style="list-style-type: none"> • What are the sources of funding? Govt. funding, donor funding and/or private funding? • How do you manage resources for running the institution? • Are there any additional services that your organization/ institution needs to organize deinstitutionalization process? <p>XII. <u>Policy to Support Young-Care-Leavers:</u></p> <ul style="list-style-type: none"> • How you support 'young care leaver' group of children after they leave institution? • In your opinion what can be done to the 'young care leaver' for their adjustment in the social life. <p>(XI) <u>Human Resource/Capacity Development:</u></p> <ul style="list-style-type: none"> • What skills or new knowledge, skills and approaches would your staff need for the proper care and protection of the child? • What can be done to enhance the skills and capacity of care givers for providing better service for children? • What can be done to build the capacity of child protection practitioners? (Social worker, police, teacher, Govt. Officials) • Are there any norms and/or standards for resources (human, financial and materials/physical)? 	
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5.6 Children		
Groups	Checklist	Remarks
Some groups include— <ul style="list-style-type: none"> • Street based children, • Child labour, • Children living in institutional care, • Young Care Leavers, • Younger age children of migrant families-living in squatter settlements, • Children living in correction center, and • Other groups of children without parents care (abandonment) 		
5.7 Other concerned institutions and professionals form local and central government, civil society organizations, as well as donor community will be covered in the scope of the study (as agreed by the Project Executive Coordination Committee and the Scientific Committee)		

Annex- 2: The Study Population

The study approached different agencies and stakeholders for collection of data for the purpose of the study. Among others, they include:

Concerned agencies of the Government of Nepal

- Ministry of Women, Children and Social Welfare
- Department for Women and Children
- Central Child Welfare Board and the District Child Welfare Boards (cover all three DCWBs within Kathmandu valley and take at least two DCWBs outside the Valley³⁹ (the potential DCWBs include DCWB Kaski, DCWB Chitawan and DCWB Sindhupalchowk)
- District Office for Women and Children
- Local Government bodies (i.e. Village Development Committee, Municipality and District Development Committee)
- Women and Children Service Directorate of Nepal Police
- Various child protections structures formed and functional at sub-district and district levels (i.e. Village/Municipal Child Protection and Promotion Sub-Committee-V/MCPC, District Child Protection and Promotion Sub-Committee-DCPC)
- Juvenile Justice Coordination Committee-JJCC (at the Central level)
- Ministry of Education (MoE), Ministry of Health and Population (MoHP), National Planning Commission (NPC) and National Human Rights Commission (NHRC)

Academic and Training Institutes that are delivering Social Work Course

- St. Xavier's College and Social work Institute (these two institutes are also the key partners of the project)
- Other Colleges that are teaching Social Work

UN Agencies and International Child Focused NGOs (those engaged in child protection works and are implementing programmes to support to the children without parental care),

- UNICEF-Nepal
- Terre des homes Foundation
- Save the Children International
- Plan Nepal
- World Vision International

Non-Governmental Service Providers engaged in protection and support of orphans, street based children, children without parental care, children leaving institutions or children living in poverty (including those who are partners NGOs of Amici dei Bambini)

- Society for Solidarity of Children (SSC)
- Concern for Children and Environment-Nepal
- Divya Ankur Child Development and Promotion Research Center
- Nepal Pollution Control and Environmental Management Center
- Underprivileged Children's Educational Programme
- SoS Children's Village

³⁹ Could be among DCWB, Kaski, Chitawan and/or Sindhupalchowk.

Residential Children's home (including those who are partners of Amici dei Bambini)

- Children's Home, Khokana, Lalitpur
- Nepal Destitute Children's Home, Lalitpur
- Motherhood Care Nepal
- *Shristi* Nepal

Other concerned institutions and professionals form local and central government, civil society organizations, as well as donor community will be covered in the scope of the study (as agreed by the Project Executive Coordination Committee and the Scientific Committee).

Annex- 3: Ethical guidelines

Ethical issues which will be considered and applied⁴⁰ during the study include:

- **Principles of child rights:** The study will be conducted in a manner which ensures respect for children's rights in general and children's rights to participation, non-discrimination and action in their best interests in particular.
- **Ensure effective communication and co-ordination** systems are in place between the study team, the partners and communities to ensure timely sharing of information about planned field visits to enable informed voluntary participation of key stakeholders.
- **Informed consent** - participation by different stakeholders, including children must be both relevant and voluntary. All stakeholders must be given clear information about the purpose of the field visits. Participants must be aware of their rights – for example, to withdraw from the study activities at any time. It is also important to gain consent, understanding and acceptance from parents/ caregivers and the wider community.
- **Avoiding harm to participants** – the study team are responsible for making sure that the study is conducted in a manner that will do no harm to children or adults. The team members are responsible for protecting all participants from any potential emotional or physical harm that might occur as a result of their involvement in the study and to protect their rights and interests.
- **Harm can arise from methods that cause participants to recall distressing experiences or feelings.** Participants will not be asked to talk about personal experiences of violence or abuse, but rather about general protection issues affecting girls and boys in their community. The team members will avoid asking insensitive questions or probing for information when it is clear that participants would prefer not to answer. Discussions may be stopped if they become distressing or upsetting to participants. Before the field visits begin, the team members in consultation with the members of SC and Executive Coordination Committee will agree what actions will be taken, in accordance with agency child protection procedures, should a child disclose abuse (actual or potential).
- **Child Protection Code of Conducts** will be followed to ensure that behaviour with children is always respectful and protective. As discussed above, standard child protection procedures will be followed in cases of disclosure of significant protection concerns by girls or boys during the study.
- **Confidentiality**– as a general rule, confidentiality must be maintained at all times and participants' identities must be protected. All participants should be informed as part of the introductory explanation that their views will be kept confidential. Their answers will be summarized in the analysis, but respondents will not be identified by name. Wherever possible interviews and focused group discussion will be conducted in a quiet, private setting without

⁴⁰ Adapted from Save the Children Norway (2008) Ethical Guidelines for ethical, meaningful and inclusive children's participation in participation practice. Feinstein, C. and O'Kane, C.; and from Child Frontiers Ethical Considerations section in 'Research Manual: Child Protection Systems: Mapping and Analysis in West and Central Africa, August 2010'.

interruptions. All information collected will be anonymous. However, in contexts where children or adults have shared positive experiences regarding their collective experiences as a Community Protection Group the consultant should discuss with them whether they want their real community name to be included, or whether anonymity is maintained.

- **Minimize power imbalance, and conduct the evaluation in a non-discriminatory and inclusive way** which particularly allows the voices of some of the most marginalized girls, boys, women and men to be heard. An ethical approach acknowledges power differences between adults and children, and among adults, and ensures respect and appreciation for the contributions of all adults, young people and children, whatever their age, ability, background etc. It requires awareness and consideration of the local and national socio-cultural, religious and political context. Participatory methods will be used which encourage more stakeholders to express their views and experiences in a less threatening manner during group discussions. Furthermore, as described earlier special efforts will be made to meet separately with children, including opportunities for some separate discussions in girls and boys groups.
- **Trust building, respect for different perspectives and openness in sharing:** It is beneficial that the field visit and data collection process enables different stakeholders to express themselves freely, without fear of negative repercussions if they share challenges or weaknesses in the programme. Thus, trust building and creating a safe, open atmosphere where everyone's views are respected is integral to the approach and the process.
- **Wider accountability** – this includes providing feedback on results and findings to children, partners, and other stakeholders who participate, acknowledging their strengths and responding to and acting upon their concerns. A user friendly summary report will be prepared to ensure accountability to children, parents and other stakeholders.

