

Effort against Child Rights Violation & for Peace Education

ACHIEVEMENT REPORT

2014-015



Together for Human Rights



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Supported by

Kindermissionswerk, Germany

Vision

HURF envisions a civilized and prosperous society.

Mission

HURF actively works for establishing sustainable peace and justice through protection and promotion of human rights

Goals

- An increasing number of people, especially marginalized, minorities and poor people live in a just and human rights based society without any kind of discrimination, where they have better access to social justice and practice their rights.
- Increasing number of people who is aware and educated on their socio-cultural, economic and environmental rights, burning/contemporary issues/public concerns, GoN's policies and laws and enabled them to play significant role in effective implementation of the GoN's policies, programs, and procedures.
- Enhancing and mobilizing physical and human resource competencies of the organization to ensure the goals of its thematic programs through research, knowledge transformation, fund raising, relationship building and collaboration with existing and new partners and different level stakeholders.

Objectives of the Second Strategic Plan Period 2014- 2018

1. Rights-holders get assistance from the concerned stakeholders to ensure their human rights and other rights (civil, political, socio-cultural, economic, legal, health & environmental rights etc. guaranteed by the international and national laws).
2. Rights-holders especially women & single women, girls, child, Dalits, conflict affected, persons with disability, sexual minorities, Adibasi/Janajati & ethnic minorities, senior citizen, poor and vulnerable groups get assistance to prevent and reduce violence and all kinds of discrimination, and get social justice.
3. Rights-holders are aware and able to get and practice their rights (guaranteed in the international and national laws, and GoN's policies) and concerned stakeholders are motivated and more accountable to ensure their rights through democratic practices.
4. Community people and stakeholders are aware on the burning/contemporary issues/public concerns and actively play role to address these issue in democratic way.
5. Along with sufficient infrastructures and equipments, HURF's Human resources are developed, managed and effectively mobilized to ensure its organizational and programmatic goals through revised existing policies, developing new policies (as required) and implementing effectively.
6. HURF's relationship with existing and new partners is well-developed (become stronger) in order to increase fund and technical supports for the programs and organizational development.
7. Issues related to the HURF's working areas are identified through research and knowledge transformation, and publication and dissemination to contribute and consolidate in achieving its organizational and programmatic goals.

Major Thematic Areas

- Human rights and Rights
- Conflict, Peace and Justice
- Gender and Social Inclusion
- Democracy and Governance
- Research and Publication

HURF's Projects and cooperation with different National and International Partners

SN	Name of The Project	Thematic Area	Funding Partner	Cooperation Since
1	Women Rights Program	Rights and Human Rights, Democracy and Governance, Gender and Social Inclusion	GIZ/SUNAG	2008
2	Peace Building and conflict Transformation	Conflict, Peace and Justice	Civil Peace Service ZFD-GIZ	2008
3	Awareness on Positive discrimination	Democracy and Governance, Gender and Social Inclusion	Stiftung Umverteilen, Germany	2007
4	Awareness on Citizen Charter and Effective Service Delivery	Democracy and Governance	Chemonics Int'l/ USAID	2011
5	Human Rights Education, Monitoring and Documentation	Rights and Human Rights	INSEC	1998
6	Human Rights	Rights and Human Rights	National Human Rights Commission	1998
7	Community Mediation Program	Conflict, Peace and Justice	DFID/ESP/CIVICT	2001
8	Mediation for Peace and Social Justice	Conflict, Peace and Justice	Swish Agency for Development Cooperation(SDC)	2011
9	Capacity building of Mediators and Psychosocial Counselors	Conflict, Peace and Justice	Civil Peace Service ZFD-GIZ	2008
10	Forum Theatre (awareness on social issues)	Conflict, Peace and Justice	Civil Peace Service ZFD-GIZ	2008
11	Effort against Child Rights Violation and for Peace Education	Rights and Human Rights	Kindermissionswerk, Germany	2013
12	One VDC One HR Defender Campaign	Rights and Human Rights	Civil Peace Service ZFD-GIZ	2014
13	Capacity Building in Conflict Transformation and Mediation	Conflict, Peace and Justice	Civil Peace Service ZFD-GIZ	2014

HURF Regular Services:

- Human Rights Monitoring, Documentation
- Mediation
- Psychosocial Counseling and Support
- Emergency Shelter support for Women and Children
- Legal Counseling Support

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Introduction

Human Rights Forum Nepal (HURF Nepal) is the first human rights based NGO and one of the leading NGOs in Eastern Nepal working in the field of rights & human rights since 1998. HURF Nepal is working in 5 major thematic areas:

- Rights & Human Rights;
- Conflict, Peace and Justice;
- Democracy and Governance;
- Gender and Social Inclusion; &
- Research and publication.

HURF Nepal has been working in specific rights under Rights and Human Rights theme. Women rights, child rights, rights of marginalized, rights of Dalits and rights of senior citizen and persons with disabilities are some area of specific groups and their rights. HURF regularly monitors and documents human situation, conducts awareness and advocacy. HURF has its VDC level defenders in all VDCs and municipalities of 3 districts of Mechi zone. Likewise, HURF provides legal, psychosocial, emergency rescue and shelter support, community mediation, and conducts trainings to develop community mediators, facilitates peace dialogues and provides expertise supports for conflict sensitivity and risk management. HURF Nepal has developed more than 2000 community mediators in 6 districts of Eastern Nepal. Likewise, HURF trains women rights groups, conducts awareness and capacity building activities in several issues like caste based discrimination, untouchability, gender, social inclusion, legal awareness, positive discrimination, democracy, and sensitizes the stakeholders for good governance through trainings, workshops, social audit, public hearing etc. HURF Nepal is a member of human rights alliance (a nation-wide network), founder member of Eastern Network against Domestic Violence (a regional level network), Community Mediator's Society Nepal and the member of NGO federation.

Child Rights

HURF Nepal has been working to raise awareness, capacitate, and raise advocacy on the issues of children since its establishment. It formed first child rights group in Ilam in 1999. Since then, HURF has been conducting several projects and campaigns in children issues. HURF's modality for child protection has been accepted and implemented by Children Welfare Council can be taken as an example as the achievement of HURF's campaign. HURF has been promoting team effort to ensure child rights in eastern Nepal.

Status of children in Eastern Nepal

Traditional social setting is one of the major barriers to establish child friendly family, as the family setting is based on hierarchy that creates power disparities. As a result, children are regarded as the dominant family members, inferior, and believed and behaved that they know nothing. The same influence is in society. Consequently, caste based discrimination and unequal economic distribution hampers the poor and marginalized children. As a result, corporal punishment, child abuses especially child rapes, sexual abuses are the major effects. Child marriage and child labor are also caused due to tradition.

Poor economic condition of their families as most of them depend on agriculture and due to unfertile land in hilly region often hampers their access to basic rights such as survival, safety and securities. Many children do not have access to schools.

Community perception on child rights is still narrow even most of them are unknown which escalates errors that they are committing child rights violation unknowingly. Likewise, the local level stakeholders are not aware on the issues of children and their rights which is resulting the misuse of the child budget and resource and services provided by the government.

After the terrible shock of the Gorkha earthquake and its innumerable aftershocks displaced many families, and also increased the probability of landslides in hilly region. The natural disasters escalated poverty in family which hampers children health, education, security and mental health. Trafficking is in increasing trend.

The government of Nepal has already brought several laws to better the situation. But the laws are not effectively implemented. Due to absence of elected body at local level, political dominancy is often practiced in decision making. This lacks the effective and fare distribution of local resources. On the other hand the decision makers are not aware on child rights and services of children as per the government law and policies. Thus the definition of the law is personalized and often manipulated that influences the misuse of resources.

Introduction to the Project "Effort against Child Rights Violation and for Peace Education"

HURF Nepal with funding support of Kindermissionswerk has been implementing this project in the field of child rights for 2 years. The cooperation has worked in 25 community managed schools of 25 VDCs in 2013-2014. This project is the extended phase of the same project and reached in 65 VDCs including 40 new VDCs/schools.

HURF Nepal has conducted this project in 65 schools/VDCs of 7 districts namely Ilam, Jhapa, Panchthar, Taplejung, Terhathum, Sankhuwasabha district of the eastern Nepal. In the first phase, the project covered 25 schools of the 25 VDCs of 4 districts, which were Ilam, Jhapa, Panchthar and Taplejung. Based on the project achievement and demand of the community, it was extended in 40 new VDCs/schools in the second phase/year. This project report deals the overall progress of the project conducted in the second phase i.e. 2014-2015 in 7 districts in Eastern Nepal.

Project Site :

SN	Name of the District(Zone)	Phase I No of VDCs/Municipalities	Phase II No of VDCs/Municipalities
1	Ilam (Mechi)	10	20
2	Jhapa (Mechi)	5	10
3	Panchthar (Mechi)	5	10
4	Taplejung (Mechi)	5	10
5	Terhathum (Koshi)	-	5
6	Sankhuwasabha	-	5
7	Dhankuta	-	5
	Total	40	65

Project Concept:

Project Summary

Name of the Project : Effort against Child Rights Violation and for Peace Education

Project Area : 7 districts in Eastern Development Region (Ilam, Jhapa, Panchthar, Taplejung, Sankhuwasabha, Terhathum & Dhankuta)

Project Period : 1 year (15 August 2014- 15 July 2015)

Number of Staff : 16 (1 coordinator, 7 district coordinators, 7 activists, 1 admin & finance officer)

Coverage : 65 VDCs/municipality & 65 Schools

The project concept was brought after the several participatory need assessments with community people, students, children, Dalit children, journalists, and district level stakeholders. The project was focused to address the gap between prevailing laws and the existing community practice.

The project focused to aware community and stakeholders about child rights and existing laws enabling local bodies formed by government on planning. Likewise, awareness and capacity building of children through child club formation, capacity building and mobilizing them with their plans. Another important thing was to provide curative services like legal, psychosocial, rescue and shelter support to the victim of violence. The project focused on motivational and technical supports such as skills on legal awareness and child friendly planning to the local level decision makers; rights based awareness; planning, advocacy, group mobilization, social mobilization, lobbying; and creative activities like wall magazine training, library management training, leadership, to the child clubs.

The project also focused on the concept of peace education and peaceful practice of rights. Rights are ensured in the documents but community people are fighting while practicing their rights. So the project focused conflict sensitivity while practicing rights. Likewise, the project established library to promote motivation on study to the students.

The project mainly focused to address the following gaps:

- *Allocated VDC's annual budget for children is not effectively implemented.*
- *No effective planning in the field of child rights in VDC level although policy is there.*

- No practice of proper planning for children and misuse of budget instead (child budget is used for infrastructures like road and other).
- Less knowledge on participatory planning among stakeholders.
- Lack of knowledge on effective child friendly education, need of peace education in community level.
- Lack of common consensus on child rights among stakeholders and teachers.
- Issues of child rights are shadowed due to focus on physical development regarding the development. (road construction is known as development, for the public)
- Rare presences of national and local organization working in the field of children rights, most of the available NGOs are focusing in district headquarter only.
- Existing policies and laws are not effectively implemented.
- Lack of the practice of the values and norms of democracy effectively.
- Political dominancy in planning and budget allocation process.

To address the above mentioned problems the project attempted to address the situation having its goal and objectives.

Project Goal and Objectives:

Project Goal	The needs and rights of children are better considered in Eastern Nepal		
Outcomes	1 Children get better assistance in cases of Child Rights Violation	2 Children profit better from physical, mental, emotional and intellectual development.	3 Local bodies, police and other stakeholders feel enforced to act for Children Rights
Outputs	Output 1.1 Children and stakeholders are more aware about child rights. Output 1.2 Needy (conflict and violence affected) children get psychosocial, legal, rescue and shelter support regularly. Output 1.3 Stakeholders are sensitized to be prepared to implement school's overall management through Child Rights Based approach.	Output 2.1 Extra Curricular activities are conducted regularly Output 2.2 Children participation is increased in team work and recreational activities. Output 2.3 Children profit from knowledge sharing and practice.	Output 3.1 Children and stakeholders are more aware about child rights. Output 3.2 Referral and support mechanism is developed in district level. Output 3.3 Coordination with similar organization (Govs/ NGOs) is developed and mobilized. Output 3.4 Importance of child rights, peace education, and conflict sensitivity are widely discussed through local and national level media.
Gender & Social Inclusion	Gender mainstreaming and social inclusion is prioritized in all aspects of the project as a cross cutting issue.		

Target Groups:

School children of 7 districts especially girls, Dalits, marginalized and minorities are the primary beneficiaries of the project. The project focused the local child clubs, Village Child Protection Committees, VDCs and Protection Teachers as intermediaries. Likewise, local political parties, community based organizations, groups, school administration, teachers, district level line agencies, political parties, media, journalists are the stakeholders of the project.

Support

Kindermissionswerk, one of the leading organizations in Germany working for child welfare, provided financial support to make this campaign successful. Kindermissionswerk funded the project in both phases.

Coordination Partner Organizations from respective 6 districts namely Human Rights and Community Development Center (HUCODEC) Nepal in Panchthar, Mahila Janachetana Kendra (MJK) in Jhapa, Environment and Community Development Forum (ECDF) in Taplejung, Community Development Forum (CDF) in Dhankuta, Deurali Society in Terhathum and The Society Touch Committee (TST) in Sankhuwasabha districts provided their coordination support to implement the project more effective.

VDCs/Municipalities provided their technical support while coordination. VDCs, specially, supported to organize meetings, trainings, dispatching letters, disseminating publications and providing regular feedbacks to the project, organization and coordination partners.

ACTION & ACHIEVEMENTS

1. Child Rights

Contribution to ensure the child rights in local level was the central theme of the project.

The project conducted several awareness activities on the issues of child rights. The project conducted awareness workshops in district and VDC level, broadcasted weekly radio program in 7 districts, trained protection teacher took weekly classes in schools, IEC materials were published and disseminated in community level, and the messages were published and broadcasted in local and national media. Thus, the project created massive awareness.



Achievement

Children started to claim their rights. They started to seek for budget and service from the VDCs and other line agencies. Community people and local political leaders have started to prioritize children issues, started to participate children in their committees – particularly in social works. VDCs started to allocate budget as per the government's rule. Children started to raise their voice for their rights. They started to work in team for fighting against children abuse. Furthermore, Child Clubs started to support for formation of other child clubs in other neighboring schools in their VDCs.



2. Peace & Justice

The second core theme of the project is to promote peace in communities. Total 65 Child Clubs and 65 Village/Municipality Child Protection Committees and 65 Protection Teachers were trained on child rights and peace education. They were mobilized to

work for peace. Peace education was practice in classroom. The teachers were encouraged to adopt non-violent action like dialogue, counseling, talks. Likewise, distributive leadership, developing routine to increase equal access to all resources for all students was promoted.

Achievement

Community felt the need of peace. They realized the need of school as peace zone and the education system should focused peaceful culture. The project could train and mobilized more than 1,500 peace workers (members of CC, VCPC & Protection teachers) in 7 districts. The 65 VCPCs and 65 CCs are working to promote peace education in their communities.



3. Governance

The project also focused to address the good governance in local level. The project initiated public hearing on children issues in all 65 VDCs and municipalities. Likewise, equal participation of girls and boys, participation of children representatives in different bodies/committees in local level was prioritized. The VDCs and municipalities were sensitized and encouraged to implement existing laws and acts in local level. The stakeholders were aware on child rights, existing laws, government's policies and plans and process of effective implementation.

Achievements

The VDCs/municipalities started to implement VDC budget as per the guideline. They started to prioritize children project while mobilizing children budget. Annual public hearing of VDC services, planning and budget allocation is conducted. VDCs started to invite children representatives in their activities and different



We got our budget for our project

Kishor Khatri

Krishna H.S.S, Terhathum

I joined child club for the first time in 2071 formed by HURF Nepal and Deurali Society with the project Effort against Child Rights Violation and for Peace Education. I got training on child rights through this project. I learnt about the children budget and its implementation in the training. After the training I got back to school and aware all my friends about the child rights, peace education, process of CC mobilization and how we can utilize local resource. We started to publish wall magazine, conducting ECA, environmental sanitation etc. in our school premises. We started to organize CC meeting where we discussed problems of children and we develop our plan to address those issues. We met children from other schools and made a plan to attend VDC budget allocation meeting. Then, 4 of us from different school attended the VDC's meeting. During discussion, when the issues of child budget were started, all the stakeholders started to deal with their plans and all of them were based on construction such as road, electricity. That made me sad that nobody asked what our real problem was. Then, we four representatives of children raised our issues and explained what the exact procedure of VDC guideline was. Finally, all the stakeholders were agreed to allocate 10% budget of children for children projects and needs. And, after the decision, we made an agreement to work in coordination with a local organization named HORD Nepal. We implemented our project successfully. Since then, there is a change in attitude among stakeholders and they started to trust children. We also feel we are respected by the community and accepted as a member of society. It inspires us in our daily activities and motivation to the social work.

committees. Concept of Child Friendly Local Governance is being highlighted as the first need in most of the VDCs. The VDCs mobilize VCPCs for protection of children.

The school administration started to mobilize child clubs to conduct extra-curricular activities. CCs are getting leadership. Children are getting different responsibility and leadership role in their schools & clubs. CCs started to form and mobilize sub committees in different thematic issues such as environmental sub -committee, literature sub-committee, sports sub-committee.

The CCs are regularly updated every year. Children started to cast their vote while nominating members in the CC. So the democratic practice is initiated among children as well. CCs keep record of the annual budget, financial details of activities they conducted, and submit report to the concern authorities and release report among children as an aspect of social audit.

District and VDC level stakeholders are more accountable in the case of children. The district police response immediately in case of child rights, abuses. Likewise, District Women and Child Welfare Committee provide immediate support to the children. District level NGOs and line agencies jointly working for rescue, legal, psychosocial support to the children which speaks the accountability of the stakeholders.

4. Capacity Building

Another focus of the project focused is capacity building, which included several issues to promote child rights and peace education through awareness, developing leadership, promoting new culture, providing skills to mobilize local resources, to establish structures and their operational skills etc. The project trained more than 700 children, more than 500 VDC level stakeholders, orient more than 100 journalists, 65 teachers, 65 CCs, 65 VCPCs in different issues.



Stakeholders were capacitated on laws, policies, child rights, child friendly planning, project development, proposal writing, peace education etc. Likewise, Protection teachers were trained on child rights, peace education, child club mobilization, conflict sensitivity, psychosocial support etc.

All child clubs were trained on child rights, peace education, group mobilization, library management, wall magazine writing, project development, governance, social justice, positive discrimination, leadership and leadership distribution, coordination and public relation, active participation and campaigning etc.

The project staffs were trained on several project issues, and project coordination, mobilization, human rights, Human Rights Based Approach, conflict sensitivity, positive discrimination, issues of marginalize, social justice, governance, peace, gender and social inclusion etc.

Achievement:

Members of child clubs are now recognized as the child rights activists. The project staffs are now known as the resource persons on child rights and children issues in district level. CCs are now perceived as the messenger of peace education and they work for children welfare. Community and stakeholders perceive them as the platform for children. Children perceive CCs as the

Children support to the victim of Ranke Blaze

12 houses in Ranke bazaar, a market place on the boarder of Ilam and Panchthar caught fire on 19th Kartik 2071. Child Club in Jalsingh HSS, Pauwasartap organized an emergency meeting and decided to collect fund for the victim of the blaze on 20th Kartik, next day. The campaign started from the children of the school and teachers. The CC coordinated with the Armed Police Force Camp which is near to the school. Now the campaign became joint and reached to market place. The market administration committee joined the children campaign and collected more than 100,000 rupees in a day. Finally, they handed over the fund for the victims of the blaze with a formal ceremony.

platform to share and exchange their sorrows and happiness, they discuss their problem, design new activities, get involved on their activities, mobilize themselves and develop their leadership.

CCs prepare their academic calendar, mobilize groups in social works like environmental sanitation, conduct extracurricular activities, join in public work such as health camps, and mobile service camp in local level. Likewise they provide humanitarian support such as collect fund for victim of disasters

CCs publish wall magazine that includes issues of children and creativity of children. CCs run library, collect books, and encourage children to visit library. CCs conduct 'Return to School' campaign to the drop out and children who are out of school. Children aware and counsel parent to send their children to school. They collect fund to support the children in need especially they fund poor children for their school uniform and stationary.

Protection teachers are now recognized as the resource person for child rights in VDC level. Most of them are nominated as a member of VCPC. VCPCs are now actively working to advocate the need of children, need of child rights and policy implementation. These all supported to raise awareness on child rights, peace education, and conduct dialogue and discussion in formal and informal sitting in local level.

VDC level stakeholders started to allocate child budget and ask proposal to submit according to the procedure whereas CCs and VCPCs prepare their plans and submit proposals for their activities and the VDCs prioritize budget for the children proposals.

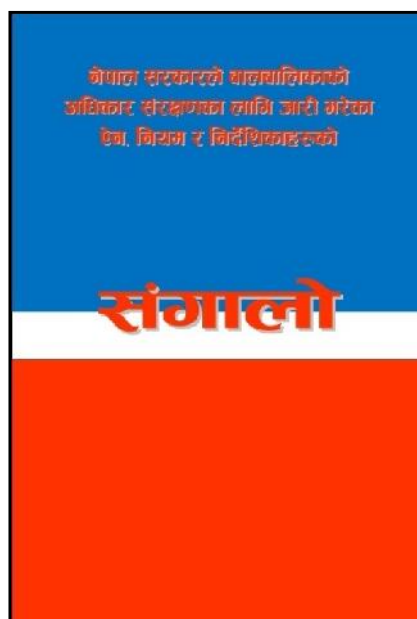
5. Awareness & Sensitization

The project focused on awareness to the community and



target groups along with capacity building and mobilization. The project aware communities through awareness raising

activities like workshops, awareness training, child to child, child to community approach, weekly classes by protection teachers, radio airing, publication and



dissemination, bulletin, leaflets, booklets, trainings and media (broadcast & print media). The project highlighted the importance of child rights, peace education and practice of peace education to reduce violence and corporal punishment inside the school premises.

Achievements

Increased awareness in communities in the issues of child rights, child rights education, peace education, child related laws and provisions and need of peace education. This could bring change in communities, children started to raise voice against child rights violation, they raise their voice on the children budget, demand service and securities from the state. They advocate about the child friendly local governance. Likewise, VDC level stakeholders invite

children representatives as a members and or representative in their council meetings and decision making bodies. It has supported to increase active children participation in local level which has been promoting inclusive and governance. Consequently, children leadership skill is improved.

6. Social Mobilization

Social mobilization is one of the major strategic activities of the project. The project focused to mobilize the groups in community level. The project mobilized child clubs, Village Child Protection Committees (VCPCs) to create massive awareness, to work for children and issues of marginalized and to ensure child rights in community and VDC level. Likewise, district and VDC level

CC establishes school for Dalit Children

By Bhagiswor Limbu, (Fellow journalist), Terhathum

Dalit children Loguwa a village of Oyakjung VDC-4 in Terhathum got access to alphabets and books with support of a literacy school (Pre primary) established by child club. Dalit children in Loguwa had to walk for more than 2 hours to reach the nearest school. Now, the CC built a hut with local bamboo and a tent as a school. 18 Dalit children come to school with their cushion & mattress as their furniture of their class room. They have to pay 100 rupees per month for their teacher salary which is now becoming problem to their family due to their poverty. A lady Chandra Kumari Limbu from the same village provided land free of cost for the school. District Education Officer, Dirgha Dhoj Chapagain said that DEO can manage a literary assistant if the community wants to promote the school. The CC coordinator Deuman Darji said that they were facing challenge to manage salaries to the teacher. They managed a teacher for the school.



stakeholders were joined in the campaign. The project encouraged child clubs to conduct awareness raising activities through extracurricular activities where they reflect the need of child rights.

Achievements

VCPCs and CCs were active in community level. They aware and sensitized the communities, stakeholders and line agencies. They supported to form child



clubs in other schools and ward level. Likewise, they formed and mobilized VDC level children network. Need of school as peace zone was widely discussed. Many VDCs were declared Bandh Free School (No strike at school). VDCs started to provide fund to the child clubs and

children plans. VDC level stakeholders started to prioritize children activities.

Stakeholders started to prioritize awareness, creative activities in planning (as there used to be perceived that development as physical development only and they used to prefer on construction of road, provide salary for the teacher from

(Success story)

How I became a Leader

Tayami Rai, CC leader, Bhedetar, Dhankuta

I was fond of talking in a group with my friends. Even, I always stand first in my class since pre school to now. Now, I am a student of class 8. I got a chance to be a class captain when i was in grade 4. It was my first time, I was nominated as a member of Green Club of a Student Partnership Worldwide program in 2068. Latter, I joined community based child club named Kopila Bal Samuha, where I learned problems of children, many children left their school due to poverty, domestic violence especially many children left their home due to quarrel between their mother and father. This I learned from community based child club. But still we did not have any knowledge on child rights. I joined child club in 2068 and worked as a member. The CC was updated in 2071 with support of HURF Nepal and I was elected as secretary. This CC covered the whole VDC and to be secretary of this CC was an opportunity for me. I got 4 days residential training through the project of HURF Nepal. The training was held in Dhankuta and CC representatives from Dhankuta, Terhathum, and Sankhuwasabha participated. I got chance to share my experiences and learn from other besides the training. There, we met senior personalities such as Chief District Officer, District Education officer and DSP, LDO and other personalities that gave me courage. I learnt about our rights, process of mobilizing child clubs, how to be a leader in community. My social and intellectual skills are improved and the training skills were supportive for my Nepali and social studies classes, I hope they are supportive in higher studies as well. I never imagined that I would be a social worker at the age of 12. I am able to write minute, organize and conduct meetings, anchoring etc. I can design a project for CC, write simple proposal, keep financial record and documentation of CC, and way of dealing in other organization and office. One day, I with my 5 friends went to VDC office with our proposal to deal our project. The VDC secretary went through the proposal and finally he handed me a cheque of the sum of NRs 30,000. I was confused when I got a small piece of paper instead of money. Latter the VDC secretary told me in detail that it was a cheque which I could cash from Nepal Baniya Bank in Dharan. We learnt about the cheque and trust upon us. We all were happy and expressed our commitment to complete our project successfully. I felt responsible and the responsibility of a person in a council and the member of a club. And, finally, all these things were possible with the skills of the training and motivation of the project staffs, our protection teacher and support of my friends.

children budget.). CCs have formed and mobilize sub committees. The CCs are working for school sanitation, gardening, social and humanitarian work like donation collection for victim of fire, landslide, earthquake, maintenance of drinking water supply at school. Those activities promote culture of team work, social welfare, motivation to constructive community work and peace.

7. Policy Advocacy and implementation

The project focused on policy advocacy. There are several laws, acts, plans and procedures in the field of child rights but neither the representatives of line agencies nor the stakeholders and beneficiaries informed about the existing laws and services. On the other hand, the existing policies were misinterpreted where and as per the favor of the local stakeholders. In this regards, the project collected all existing/prevaling laws and plans in Nepal as a booklet. The booklet was published and disseminated. The stakeholders, target groups and community people were oriented on the existing issues and process of implementation. Likewise, concept of peace education, gaps and drawback of the traditional education system were widely discussed and raised pressure to mainstream peace education in school curricula. Child clubs sensitize local stakeholders

Achievement

Developed child rights activists in community level. Members of child clubs, protection teachers and teachers, VCPC members, and local political leaders were oriented and mobilized. As a result, improved implementation of VDC Budget Allocation Guideline, Child Protection Act 2048, Local Self Governance Act

Case Study

Dorchee got scholarship

Taplejung

Dorchee Sherpa 10, a boy from Tasigaun, Lelep VDC, Taplejung was working as a slave to return the loan taken by her mother Dawaphutti Sherpa to preform death ceremony of his father 6 month ago. His father Dhan Bahadur Sherpa died due to lack of treatment of jaundice. Dorchee had to feed 3 cows and their calves everyday in his master's cow shed. The name of his master is Prem who lended 60,000 rupees to his mother. Dorchee was kept as a slave so that 10,000 rupees would be paid per year as his salary. Dorchee was the student of class 1 in Lawajin Primary school and had to leave his study.

As the project Effort against Child Rights Violaton oriented journalists on local issues, local fellow journalist in Taplejung, Mr. Aanand Gautam carried out the issues of Dorchee and prepared the report. The report was published on The Kantipur Daily and got national wide. Mr. Gautam, journalist, made another follow up report, with sharing the kind hearted people list and their donation. The donors from students unions collected fund, several businessmen provided donation, paid the loan and a school in Kathmandu, named Mount Glory Boarding School, Tahachal expressed it commitment to provide all scholarship and free ship for the study of Dorchee up to his 12 Class. Likewise, District Administration Office Taplejung, invited concern parties, Dorchee's family and concerns to take legal action and to manage Dorchee's future education.

and it has enforced to implement Child Friendly Local Governance National Strategy, reduce corporal punishment at school and declare School as Peace Zone. Being impressed from this campaign, all schools in Panchthar districts were declared as peace zone, some of the schools in other districts are declared and remaining schools and VDCs have planned to declare peace zone. Likewise, creating pressure for mainstreaming peace education in school curricula is increased.

8. Service Delivery

HURF Nepal has been providing services for different target groups. HURF mainstreamed its services in project along with the project services. The aims of such services were to support the victims and person in need as curative measure. The project provided psychosocial counseling, legal-aid, rescue, emergency shelter, and free telephone complain registration for the children. Likewise, demand based expertise support on issues of child rights, peace education, child friendly planning were provided.



Achievement

Community and children started to seek support from HURF and its coordinating partners in their respective districts. The organizations are recognized as the service providers in communities. District level stakeholders especially Women and Children Development Office refer victims children to HURF in Ilam. Vulnerable children were rescued and handed over to their parent. Victim of rape were rescued and got justice from the court. children started to complain via toll free telephone which improved access to justice and service to poor and marginalized children from remote village, on the other hand community people were aware that they feel that children can complain and they might be punish in case of child abuse. Psychosocial support has saved lives of the children



and increased motivation to study. Library reading is increasing in trend and schools and children took ownership on the library.

9. Gender mainstreaming & Social Inclusion

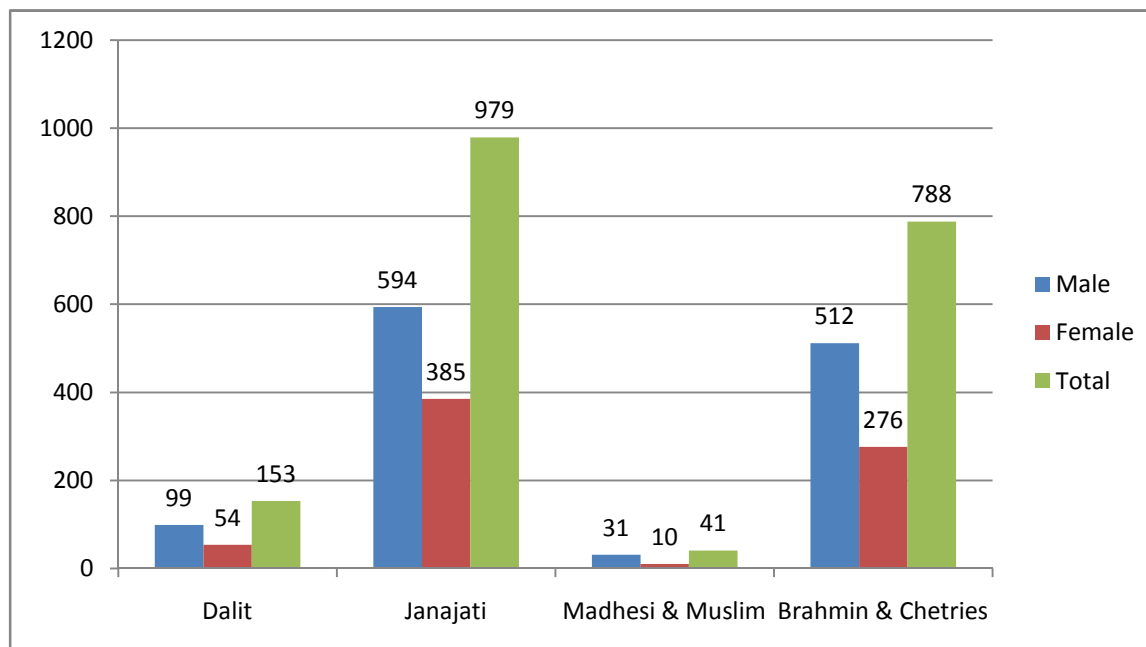
Gender mainstreaming and social is one of the cross cutting issues of HURF Nepal and it is applied in all aspects of HURF activities. In this regard, the project addressed this issue throughout the project cycle. The project documents, project team, and outreach activities were focused on GESI issues.



Achievements

The project could form and mobilize local level groups which are GESI friendly/sensitive. Leading role of girls in CCs are found fruitful that girls are now motivated to work in groups, and boys and parents are also positive that a girl can handle the group, can mobilize group and can complete her responsibilities. So, positive faith on girls (female) leadership is developed in communities especially among parents and teachers. Likewise, culture of GESI sensitive group approaches are initiated in schools/ and among children. The meaning of inclusive became clear as they practice at their schools.

Diversity of the program participation



Overall Achievements

HURF Nepal, raising campaign in issues of children has achieved a lot which are fruitful for community, and target groups. With the campaign of child rights and peace education in these 2 years, HURF project could bring some important achievements.

- **Formed and Functional Trained Groups in local level:** The total 65 Child Clubs and 65 VCPCs were formed and are now active in VDC and Municipality level in 7 districts. The groups are inclusive and working to promote child rights, peace education, reduce child rights violation, child abuses, governance and child participation and motivation to social work.
- **Increased Awareness:** Awareness on child rights and peace education is increased in community level, among children, parents and stakeholders. The CCs, VCPCs, VDCs/municipalities, teachers, schools and local political leaders and other stakeholders are aware on child rights and needs and importance of peace education, child rights violation, legal provisions, existing policies and child friendly planning. It encouraged acceptance of children participation, and priorities to the children needs in local level activities.
- **Developed and mobilized Peace actors:** The members of CCs and, VCPCs are working for children welfare and peace education. More than 700 children and in the same number of the stakeholders are actively working for peace and peace education in VDC level. These CCs and VCPCs are mobilizing children and communities for promoting peace zone.
- **Increased team work, collaboration and coordination:** The CCs and VCPCs are working jointly and in team as role model to deal with the child rights violation and to promote child rights and peace education. These groups are also working for social activities and campaigning against several social evils, humanitarian support and development activities. The CCs and VCPCs have formed and mobilized CCs in other schools, CC networks in VDC level. These groups/clubs are also working for child rights.
- **Increased access to justice to the children of poor and vulnerable groups:** Victim of child rights violation are getting support from CCs, child activists, VCPCs in local level. Likewise, HURF and its coordinating partner organizations are providing their support to the children in need. Likewise, police and other district level stakeholders are providing support to the children in need which promoted access to justice for children especially poor and marginalized groups.
- **Platform for Personality shaping& Creativity for children:** CCs are now used as a platform for the voiceless children where they can share their problems, practice and expose their creativity through extra-curricular activities, monthly meetings, involving, organizing and participating in activities. It supported to develop leadership among children.

- **Promotion of Culture of democratic practice and Inclusiveness:** The children are practicing democracy in their activities. They update their CCs and form sub-committees in democratic way. Likewise, all CCs prioritize gender and social inclusion while forming their committees and organizing activities as well.
- **Priority to Good Governance is increased:** The CCs organize public hearing on children budget, raise their voice on children issues and implementation of policies related to children, and sensitize the local stakeholders for child friendly planning and child friendly governance in local level. Likewise, the VDCs and stakeholders started to invite children representatives and or members in their council meetings and different committees. School management committee invites children representatives for their social audits.
- **Improved local resource mobilization:** The project mainly focused to reduce the misuse of children budget in VDC level. At the moment, VDCs started to allocate budget for children projects. Likewise, VDCs allocate budget of target groups budget as well. Child clubs are mobilizing local resources; they collect funds and organize several extra-curricular activities.
- **Organizational Development:** The project supported to promote organizational capacities in local level. 65 CCs, 65 VCPCs, 65 Libraries and organizational human resources in coordinating partner organizations are prepared and functional. Coordinating partners and HURF are known as the resource centre for child rights and peace education in the respective districts. Likewise, CCs are operating their daily activities in formal basis. They have their rules, regulations, and procedures. They are adopting basic principles of mobilizing committee/ their bodies. Even, they formed and functional sub-committees and networks.
- **Improved support mechanism:** As increased numbers of child clubs, VCPCs, coordination among stakeholders now the support to victim is increased. These different level stakeholders are ready to support to the children, now they have those groups, clubs and stakeholders in their VDCs and schools. Furthermore, they can register complain and seek support from telephone. Likewise, district level stakeholders are more active to act for children.
- **Support to the Government's Efforts on Peace Campaign:** The project has supported the issues, laws, plans and policies of the government of Nepal. The project directly supported to implement Child Protection Act 2048, where VCPCs were formed, capacitated and mobilized. Likewise, implementation of VDC budget allocation guideline and Local self governance act 2054. The project has created motivation to implement Child Friendly Local Governance Strategy, supported to declare "School as Peace Zone". Practice of inclusive, child friendly education, education for all international campaign and accountable governance via public hearing are some key area that the project could address and contribute.

Lesson Learnt

- Success, effectiveness and sustainability of the project depend on the necessity and active participation of the beneficiaries, stakeholders and coordination organizations.
- For effective implementation of the project and ownership feeling, consultation, coordination with and participation of the concerned stakeholders is necessary.
- Practical strategies are very crucial for both effective and efficient implementation of the project as well and mobilization of the beneficiaries.
- Flexibility of the project plan is important for producing intended outcomes and purpose of the project even in changing context and address new issue and need of the beneficiaries. For example, training on library management and wall magazine was added in the second phase for child clubs based on their need and demand that made them more creative and active to continue child clubs.
- Variety of relevant activities is necessary to address the different needs of the target groups and respond relevant issues of the stakeholders.

Future Plan

- Continuation of this of project and replicate in new VDCs.
- Back support to the CCs, CC network, V/MCPCs for their institutional strengthening and sustainability
- Participatory monitoring of the CCs, V/MCPCs by the concerned stakeholders
- Frequent Interaction/discussion among local level stakeholders
- Awareness, sharing and sensitization campaign (radio program, community level activities)
- Motivational supports to the CCs (rewards & honour)
- Establishment of CR resource center at least one (CC-school) in each project VDCs
- Research and publications on children issues
- Media fellowship & collaboration
- Collaboration and coordination among GOs, NGOs, media, communities etc.
- Invite and collaborate with national and international partners to work on the children issues.

Name of the new 40 VDCs/Municipalities and Schools

S.N.	District	VDC/ Municipality	Schools' Name
1	Taplejung	Limkhim	Shree Siwa HSS.
		Khokling	Shree Moti HSS
		Change	Shree Change HSS
		Thechambu	Shree Thechambu HSS
		Nangkholyang	Shree Kalika HSS
2	Panchthar	Pauwasartap	Shree Jalshing SS
		Fakthep	Shree Ghurbishe Panchami HSS
		Phidim Municipality	Shree Gadhi SS
		Yashok	Shree Prithivi HSS
		Ranitar	Shree Ranitar HSS
3	Ilam	Dhuseni	Shree Bhagawati HSS
		Sumbek	Shree Sumbek SS
		Laxmipur	Shree Saraswati HSS
		Soyak	Shree Balkanya SS
		Nayabazar	Shree Amarkalyan HSS
		Gokhey	Shree Singhadevi SS
		Shreeantu	Shree Janak HSS
		Maimajhuwa	Shree Shyambal SS
		Ivang	Shree Ivang SS
		Mahamai	Shree Laxmi Adarsha SS
4	Jhapa	Bahundangi	Shree Mechi Janasadharan HSS
		Budhabare	Shree Buddha Adarsha HSS
		Dhaijan	Shree Saraswati Balkalyan SS
		Shantinagar	Shree Ganesh SS
		Duhagadi	Shree Sahid Dasharatha Chand HSS
5	Dhankuta	Aankhisalla	Shree Thakur Devi HSS
		Khoku	Shree Pancha Krishna HSS
		Bhedetar	Shree Gramin Janata HSS
		Fakshib	Shree Sita Devi SS
		Chintang	Shree Chintang Devi HSS
6	Terhathum	Sankranti Bazar	Shree Krishna HSS
		Dangapa	Shree Singhabahini SS
		Myanglung Municipality	Shree Singhabahini HSS
		Jaljala	Shree Shankar HSS
		Simle	Shree Mahakali HSS
7	Sankhuwasava	Savapokhari	Shree Triveni HSS
		Chainpur Municipality	Shree Saraswati SS
		Jaljala	Shree Jaljala SS
		Mamling	Shree Rameshwor HSS
		Aankhibhuin	Shree Amaruwa HSS

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मेवांनगर। बालबालिकाका क्षेत्रमा खोजमूलक समाचार लेखेर योगदान पुर्याएवापत मानव अधिकार मन्त्रालयले भ्रामाका दुई पत्रकारलाई लेखनवृत्ति पुस्कार प्रदान गरेको छ।

कौकरभिट्टाको महिला जनचेतना केन्द्रमा महाश्वर आयोजित एक कार्यक्रममा राससकर्मि अम्बीका भण्डारी र लोकतन्त्रकर्मि विमर्श उप्रेती पुस्कुत भएका छन्। मानव अधिकार मन्त्रालयले गत बर्ष नै भ्रामाका एक महिलासहित दुई पत्रकारलाई लेखनवृत्ति पुस्कार प्रदान गर्ने घोषणा गरेको थियो। लेखनवृत्ति पाएका दुवै पत्रकारलाई नगद ५ हजार रुपैयाँसहित

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मंगलवार २९ कातिक २०७५, Tuesday 28 October 2014

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इलाम पोष्ट संवाददाता
इलाम, असोज १६

एक वर्षदेखि इलाममा सन्मानित बालअधिकार तथा शान्ति शिक्षा कार्यक्रमको अनुगमन गरिएको छ ।

किन्नर मिसनले सहयोगमा बालअधिकार पुन्ज इलामले सञ्चालन गरिएको कार्यक्रमको जिम्मास्मित सरोकारवाला निकायका प्रतिनिधिहरू अनुगमन गरका हुन् । शुक्रबार व्यक्तित्वको डम्बरवीस माविमा कार्यक्रमले परेको प्रभावको बारेमा जानकारी लिइएको छ ।

कार्यक्रमको महिला बालकालिका कार्यलयी प्रमुख रिस्कम थोप्रे, जिन्ला शिक्षा कार्यलयका विद्यालय निरीक्षक द्रोण पौडेल, जिन्ला प्रहरी कार्यलयका प्रहरी निरीक्षक इन्दर थापा, पत्रकार महासंघका कोषाध्यक्ष खाम भुजेल, जिन्ला समितिका प्रेम पाण्डे,

गाविस सचिव निजना बिष्ट, बालअधिकार तथा शान्ति शिक्षा कार्यलयका संयोजक डाक्टर श्रेष्ठ र मन्थका योजना तथा अनुगमन शाखाका योगराज सापकाको लगायतको टोलीले कार्यक्रमको प्रभाव मूल्याङ्कन गर्ने अनुगमन गरेको थियो ।

विशार्थी तथा शिक्षकले कक्षा र पाठ्यपुष्तिका आकाको परिवर्तनका बारेमा जानकारी गराएका थिए । इलामको २० गाविसका २० विद्यालयमा शान्ति शिक्षा बालअधिकार तथा शान्ति शिक्षा कार्यक्रम अन्तर्गत विद्यार्थी र शिक्षकलाई तालिम दिने, भिनेपत्रका प्रकाशनमा सहयोग गर्ने, विद्यालयमा पुस्तकालय स्थापना गर्ने लगायतका विकासकारो भद्रकृतको कार्यक्रम संयोजक डाक्टर श्रेष्ठले जानकारी । कार्यक्रम सञ्चालनपछि बालबालिकाको अन्तला विकासमा सहयोग पुरेको विद्यालयले जनाएका छन् ।

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सर्व सामाजिक समस्त मंग
त प्रीतिनिधि सार्वभौमिक
निक मुमुक्षुको कार्यक्रम मने
ने प्रगती गर्छ ।
विचार इनप्रथा पछा
लोकताको समस्त मंगमा
सर्वोपर पुन्यहुनु आवश्यक ।
सर्वोपर