Naya Bato Naya Paila
Combating Exploitative Child Labor Through Education in Nepal
2009-2013
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LETTER FROM THE PROJECT DIRECTOR

Great strides have been made over the last decade in reducing the Worst Forms of Child Labor in Nepal. Millions more children attend school every day with greater prospects of a healthier and more productive adult life. Despite such progress, many children continue to work in extremely hazardous and exploitative conditions. Government policy makers and service providers are increasingly challenged as the children that are still trapped in child labor often face complex challenges, and are under the control of the most exploitative and uncooperative employers. To sustain the gains made to date, and to make further progress to address child labor, requires tenacity and creative responses. The Naya Bato Naya Paila Project has responded to these changing needs by working to develop new program responses to the needs of working children; and to work closely with the education and child protection systems and other related stakeholders to provide holistic, systematic and comprehensive interventions.

The Naya Bato Naya Paila Project integrated a strong learning component with in-depth research, continuous tracking of working children, and a participatory review process at all levels. This solid knowledge base enabled project partners to develop more tailored responses to specific child labor sectors and to rapidly expand case management to all child laborers.

Project partners worked closely with each other and with the government to develop new program activities. Pre-vocational skills were integrated with formal education curricula to make school more relevant for the most at-risk children. NGOs from child laborers’ home communities coordinated with those supporting children in the brick factories to create more effective ‘home and away’ programs for seasonally migrating child laborers. Terre des hommes Foundation (Tdh) worked with partners to develop more holistic case management for the girls in commercial sexual exploitation. The Naya Bato Naya Paila partners also closely collaborated with UNICEF to integrate the child labor issue into capacity building activities of the child protection system.

Partnering with UNICEF and the Ministry of Education, the Naya Bato Naya Paila Project supported the education system to: mainstream best practices under the Child Friendly Schools Initiative; mainstream madrassas to increase formal education access for Muslim children; and for the identification, mapping and planning for more than 150,000 out-of-school children. Working with the ILO and the Ministry of Labor and Employment, partners supported the new national plan for child labor and various policies and actions to respond to different child labor issues.

The Naya Bato Naya Paila Project provided educational and other support to more than 20,000 children, giving them the opportunity to access education, and other necessary services to prevent or remove them from exploitative child labor. This report provides an overview of the project’s major activities and documentation of most the significant outcomes. Considering the project’s complexity and scope, the report cannot cover in detail all aspects but rather summarizes the main features.

The success of this project would not have been possible without the cooperative efforts of so many dedicated individuals and organizations. We would like to thank the United States Department of Labor and the United States Embassy in Kathmandu for their continued support to eliminate child labor in Nepal, the commitment of the Government of Nepal, the staff of Tdh, UNICEF, ILO, the NGO partners and all of the volunteers in the communities without whom this project could not have had such an impact.

Chij Kumar Shrestha
Project Director
# Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>CAR</td>
<td>Children at Risk</td>
</tr>
<tr>
<td>CC</td>
<td>Coaching Class</td>
</tr>
<tr>
<td>CCWB</td>
<td>Central Child Welfare Board</td>
</tr>
<tr>
<td>CDS</td>
<td>Child Development Society</td>
</tr>
<tr>
<td>CFSI</td>
<td>Child Friendly School Initiative</td>
</tr>
<tr>
<td>CPC</td>
<td>Child Protection Committee</td>
</tr>
<tr>
<td>CPS</td>
<td>Child Protection System</td>
</tr>
<tr>
<td>CPO</td>
<td>Child Protection Organization</td>
</tr>
<tr>
<td>CSEC</td>
<td>Commercial Sexual Exploitation of Children</td>
</tr>
<tr>
<td>CWISH</td>
<td>Children Women in Social Service &amp; Human Rights</td>
</tr>
<tr>
<td>CWIN</td>
<td>Child Workers in Nepal</td>
</tr>
<tr>
<td>CWES</td>
<td>Children &amp; Women Empowerment Society</td>
</tr>
<tr>
<td>DCPC</td>
<td>District Child Protection Committee</td>
</tr>
<tr>
<td>DCWB</td>
<td>District Child Welfare Board</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Office</td>
</tr>
<tr>
<td>DIC</td>
<td>Drop-In Center</td>
</tr>
<tr>
<td>FCHV</td>
<td>Female Community Health Volunteer</td>
</tr>
<tr>
<td>GATE</td>
<td>Girls’ Access to Education</td>
</tr>
<tr>
<td>GIS</td>
<td>Geographic Information System</td>
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<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<td>ILO</td>
<td>International Labour Organization</td>
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<tr>
<td>JSSN</td>
<td>Jana Sewa Samaj Nepal</td>
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<tr>
<td>NBNP</td>
<td>Naya Bato Naya Paila</td>
</tr>
<tr>
<td>NCED</td>
<td>National Center for Educational Development</td>
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<tr>
<td>NFE</td>
<td>Nonformal Education</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<tr>
<td>PCF</td>
<td>Per Capita Funding</td>
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<td>PTA</td>
<td>Parent Teacher Association</td>
</tr>
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<td>SEEEP</td>
<td>Self-Employment and Economic Program</td>
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<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>SSRP</td>
<td>School Sector Reform Plan</td>
</tr>
<tr>
<td>STD</td>
<td>Sexually Transmitted Disease</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Children Emergency Fund</td>
</tr>
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<td>USDOL</td>
<td>United States Department of Labor</td>
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<tr>
<td>VDC</td>
<td>Village Development Committee</td>
</tr>
<tr>
<td>WFCL</td>
<td>Worst Form of Child Labor</td>
</tr>
</tbody>
</table>
**Key Achievements**

| Provided 10,202 working children with education to withdraw them from child labor. |
| Prevented 9,831 at-risk children from entering child labor through education and other services. |
| 12,467 children at-risk of entering child labor benefit from improved quality of education in public schools (through direct support of disadvantaged schools). |
| Developed strong case management system for the removal of children in commercial sexual exploitation. |
| Created integrated programming combining education with psychosocial care, health and legal referrals and other support for children in the adult commercial sex industry. |
| 6,324 families were supported to improve their livelihoods and reduce indebtedness through financial literacy training; microfinance; livelihood skill training and business start-up support to reduce their dependence on exploitative child labor. |
| Developed a pre-vocational education program integrating practical skills with the secondary school curriculum in collaboration with the Ministry of Education’s Curriculum Development Center. |
| Developed innovative ‘Home and Away’ program for seasonal migrant children in the brick industry. |
| Improved school safety and the physical conditions of resource limited schools in child labor prone communities. |
| Built the capacity of government to identify and plan for Out-of-School Children; Free and Compulsory Education; to mainstream Muslim children through madrassas; and to expand use of best practices through the Child Friendly Schools Initiative in collaboration with UNICEF. |
| Built the capacity of the government child protection agencies including Central Child Welfare Board and the Ministry of Labor and Employment to plan for child labor and to rescue and rehabilitate children from the most extreme exploitation. |
| Built the capacity of local government stakeholders including District Development Committees, Women and Children’s Offices, District Child Welfare Boards, District Education Offices and Child Protection Committees to fulfill their roles to prevent child labor, reduce out-of-school children and respond to the needs of working children and their families. |
| Conducted rapid assessments for six child labor sectors; carried out action research for children in the zari industry; and, in collaboration with the ILO and the Kathmandu Medical College, conducted a major occupational safety and health study of children in the brick industry to inform program design and for advocacy. |
INTRODUCTION

Naya Bato Naya Paila or New Path New Steps (2009 – 2013) was a United States Department of Labor funded project to support elimination of Worst Forms of Child Labor (WFCL) in Nepal in six sectors – Domestic servitude, Commercial Sexual Exploitation of Children (CSEC), Zari Embroidery, Brick Factories, Portering and Mining - through services for 8,000 child laborers, and preventing the entry of 7,000 Children At Risk (CAR) into Worst Forms of Child Labor.

Overall, the project aimed at promoting increased relevance of educational interventions; strengthening government engagement on child labor issues; increasing community and child participation to combat exploitive child labor through action and advocacy; and promoting long-term sustainability of project interventions.

Programs were implemented by 22 local non-governmental organizations (NGOs) in 27 districts, 17 of them priority districts, to achieve project goals through four key components including:

- **Service Delivery and Strengthening Child Protection Systems**: Reduced barriers to the success of children withdrawn from or at risk of Worst Forms of Child Labor in formal and nonformal school systems and increased access to case management systems.
- **Policies and Laws**: Refined and operationalized policies and laws to increase access to education and other child protection services for children withdrawn from or at risk of Worst Forms of Child Labor in formal and alternative school systems.
- **Community Mobilization**: Increased stakeholder commitment to address the needs of children withdrawn from or at risk of Worst Forms of Child Labor in formal and alternative school systems.
- **Knowledge Building and Research**: Increased knowledge base on child labor related issues.

### Guiding Strategic Approach

**Creating a comprehensive systems approach linking direct services, policy and public awareness informed by relevant research**

**GOAL (Development Objective)**

Overall number of children engaged in exploitive child labor in Nepal is reduced through direct education and other services

**Immediate Objective**

Targeted children withdrawn from exploitive child labor or prevented from entering exploitive child labor are retained in and/or complete quality and relevant education programs

|---------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|------------------------------------------|-----------------------------------|

**SUSTAINABILITY MECHANISM**

- Institutionalization through country capacity building
- Coordination/partner linkages

- Building on local structures as a key service delivery modality
- Advocacy and dissemination
SITUATION OF CHILD LABOR IN NEPAL

There are an estimated 620,000 children (below 18 years of age) working in the Worst Forms of Child Labor in Nepal. Overall, the numbers of children in the Worst Forms of Child Labor are decreasing compared to a decade ago and NGOs across the country are now reporting that it is increasingly difficult to identify and access children in certain child labor sectors.

Fewer children now work full-time and those that do appear to be more closely controlled by their employers and are, therefore, harder to reach. Recent surveys in the Kathmandu Valley found far fewer children working as domestic laborers, and many more children are attending school while working part-time. The exploitation of children in private homes as domestic workers has undergone major shifts nationwide. Cities such as Pokhara, Biratnagar and Bhaktapur have witnessed dramatic reductions in the numbers of child domestics. Nepalgunj remains the exception where its rapid growth has prevented it from making similar progress around domestic child workers. New migrants are less responsive to social pressure to reduce child labor and often bring children to work for them from their home communities. Modernization of industry and the introduction of machines has also contributed to declining child labor numbers. For instance, there are fewer children hired to work in the mining industry as much of the stone "mining" along riverbeds and stone breaking is now done by machines. Nonetheless, there are still districts where children are found to be doing mining work even today.

Seasonal shifts in child labor are common for industries like the brick factories with dramatic rises and dips in child labor numbers corresponding to the boom and bust cycles in the construction industry in recent years. Young children are found accompanying their parents from their origin districts during the six monthly migration to brick factories, and older youth of 14-16 come unaccompanied from more remote districts to work in factories.

Demographic shifts are also discernible in certain sectors and districts. For example, the portering sector was historically more dominated by boys, but it is now more common to find girls working as short distance child porters in districts such as Khotang and Okhaldhunga. Girl porters also outnumber boys in districts like Jajarkot, where boys are more likely to be migrant workers in India. This is in stark contrast to a decade ago where there were more boys who were porters.

New sectors of child labor are emerging and being recognized as Worst Forms of Child Labor. Child labor in the zari sector (embroidered fabrics) was negligible to non-existent a few years ago, but has risen dramatically within the last five years in Nepal, coinciding with the clampdown on child labor in India in the zari industry. A 2011 survey by NGO partner CDS found 727 boys working in a sample of 100 zari factories in the three districts of Kathmandu Valley, most were under 14 years of age and 15% were from India.
There are also shifts in the types of businesses and places of exploitation emerging within a sector, such as in the commercial sexual exploitation of children (CSEC). Differences have been noted in the nature of exploitation and in the challenges associated with removing the children from this work, depending upon the type of workplace they are associated with – whether they work in cabin restaurants, dance bars, massage parlors or bhatti pasals (small bars).

Some districts remain major sources of child labor for the rest of the country. The children most at risk of entering child labor are those who are out of school; from dysfunctional families where there is domestic violence, alcoholism, abandonment, divorce or second marriage; from a household where a parent is disabled; defined by extreme poverty; and from castes or ethnic groups that have been historically exploited/driven in to child labor. A child with multiple disadvantages is at greatest risk.

OUT-OF-SCHOOL CHILDREN

The Naya Bato Naya Paila Project worked with the Government of Nepal to map out-of-school children in priority districts. This has greatly added to the understanding about who the out-of-school children are, where they are located, and the factors that contribute to them being out of school.

The latest census (2011), illustrates the scale of out-of-school children in priority districts. The census data reveals a strong correlation between the numbers of out-of-school children and the prevalence of children from those districts in child labor. The detailed studies carried out in priority districts by the Naya Bato Naya Paila Project have enabled partners, UNICEF and the Government of Nepal to plan specific interventions in these districts.

Figure 1: Out-of-School Children in Child Labor Source Districts

Source: 2011 Census, Central Bureau of Statistics
Priority Districts for Prevention of Child Labor

In seven of the districts that the Naya Bato Naya Paila Project prioritized for prevention work, the 2011 census identified 136,649 children as being out-of-school. Two other districts that have emerged during the project period as major source districts for the zari industry also have some of the highest numbers of out-of-school children with 42,201 in Rautahat and 32,056 in Mahottari.

The detailed out-of-school surveys and Child Labor Rapid Assessments show that poverty and a lack of a child friendly school environment are major reasons for children not being in school. In certain communities, child disability, as well as child marriage and dowry debt, which lead to child labor to repay the loans, are major push factors for children to drop out of school.

As part of the Naya Bato Naya Paila Project, partners conducted numerous assessments of out-of-school children in different program areas. In Bardiya District, project partners worked with the District Education Office (DEO), other NGOs, schools and community groups to identify and map the out-of-school children in the entire district. This has given a detailed overview of the out-of-school children targeted for the “Free and Compulsory Education” campaign. A total of 1,797 children were identified in Bariyda, 52% of whom were girls. The majority (71%) were in the 5-9 years age group. Both in this age group and in the 11-12 years age group there were about the same proportion of boys and girls who were out of school. The largest concentration of out-of-school children was found in the municipality area, and the new urban sprawl located in the main city’s periphery. This mapping was replicated in Nuwakot, Sindhupalchowk, Ramechhap, Dolakha and Sindhuli districts with project support and in eight other districts with UNICEF and the government.

The District Education Offices and NGOs are now using this information and the name lists of the remaining children not in school to target these children for admission through the government’s Education Guarantee Scheme, with support of NGO scholarships, or through engagement in nonformal education followed by transition to school.

SELECTION OF BENEFICIARIES

Child beneficiaries were selected based on the following criteria:

Children for Withdrawal from Worst Forms of Child Labor - including Domestic, Zari, Brick, Portering, Mining, and children in Commercial Sexual Exploitation.

1. In all the prioritized sectors, bonded and trafficked children were given first priority for services.
2. Priority was also given to children in the following categories:
   - Under 14 age group
   - Female
   - Dalit and Janjati
   - With minimum or no schooling
3. In the 14 to 15 age group children with heavy workloads and long work hours, lack of access to education and poor working conditions were prioritized.
4. For children aged 16 to 17, girls in commercial sexual exploitation or others actually engaged in hazardous tasks or dangerous work environments were prioritized.

Scholarship beneficiaries
At-risk children were identified for prevention. Factors taken into consideration included:
1. Children out of school, irregular in attendance, or at high risk of not continuing in school;
2. Separation from family or orphaned;
3. Children who experience sexual/physical abuse, or from households where alcoholism or domestic violence is prevalent;
4. Second marriage of a parent;
5. Caste/religious/minority group discrimination;
6. Extreme poverty;
7. Pregnant girl/teenage mother/child of a single mother;
8. Psychosocial/mental issues/chronic medical health problems or disability of a parent;
9. Siblings of children already in child labor.

Beneficiary Characteristics

Gender
Naya Bato Naya Paila provided more girls than boys with services. This was both a result of the project design as well as the reflection of the feminization of child labor. The exceptions were the zari industry (almost exclusively a male domain) and the mining sector where fewer girls are found than boys. As preventing girls from entering commercial sexual exploitative work was a high priority, a greater focus was placed on reaching at-risk girl children.

Age
While the number of younger child laborers is decreasing in all sectors, the project prioritized younger workers for services. The project supported 2,350 domestic below 14 and 1,409 over 14. For porters, 1,046 were under 14 and 460 over 14. In mining, 603 were under 14 and 160 over 14. In brick, the program reached 1,378 below 14 and 501 above 14. In the adult entertainment sector, the majority of the girls were in the 14-17 age group (1,759) and 150 girls under the age of 14; these very young ones were brought and groomed for future exploitation. Of the children enrolled for prevention of child labor 77% were under 14 years of age as the project sought children most likely to enter child labor.

Distribution by Sector
The project targets were set to reflect the relative scale and levels of exploitation in different sectors. As a result the most children supported were child domestic workers followed by porters, children in commercial sexual exploitation, and brick factories. The smallest numbers were in the zari (embroidery industry) as children had never previously been removed from this sector.

Caste and Ethnicity
Child labor research reveals that the largest numbers of child laborers come from disadvantaged and marginalized groups. The Naya Bato Naya Paila Project partners sought to prioritize children from these communities for services. Janajati (ethnic minority) groups comprised 33% of beneficiaries, Dalits - 15%, Muslim - 7%, Terai caste groups - 8% and Tharus - 15%. A total of 78% of the beneficiaries came from the most disadvantaged and marginalized groups.
Child Labor Source Districts

Baseline survey data and follow-up monitoring during the project implementation indicates that children in the mining and portering sectors work in the same districts they originate from. For children in the zari, domestic, brick and CSEC sectors an entirely different picture emerged after the mapping of source or "supply" districts and the destination or "demand" districts. Children in the zari sector were found to come from three main "supply" districts – Rautahat, Mahottari, Sarlahi (as well as from Bihar in India) – and work in three "destination" districts – Kathmandu, Bhaktapur, and Lalitpur. Children in domestic work are mostly from Kavre, Sindhupalchowk, Nuwakot, Dolakha, Sindhuli and Ramechhap (all priority prevention districts) as well as Chitwan, Dhading, and Makwanpur. Children in the brick sector are mostly from Ramechhap, Kavre, Sarlahi, Rolpa and Sindhupalchowk districts with some children from Bhaktapur working locally in brick factories. While children in all the above sectors are mostly from a cluster of a few major "supply" districts, those in CSEC indicate a very different picture. Children are found to have come from 65 of the country's 75 districts indicating the growth in this sector in terms of internal trafficking. By mapping the density of the supply districts, we can see that most girls that had been trafficked to Kathmandu and Pokhara come from nearby districts but with small numbers from other districts.

MEASURING CHILD LABOR STATUS

Children withdrawn from exploitative work, including commercial sexual exploitation and trafficking, refers to those children who were found to be working in exploitative child labor BUT are no longer working under such conditions as a result of a direct project intervention, i.e. educational service. This category includes:

(a) Children who have been completely withdrawn from unconditional worst forms of labor (i.e., children who performed work that is included in ILO Convention 182 for forms (a) – (c) of Article 3; and

(b) Children who were involved in hazardous work (Article 3(d) of Convention 182 and the accompanying ILO Recommendation 190) but are no longer involved in hazardous work due to improved working conditions (i.e., fewer hours or safer workplaces) or because they have moved into a new, acceptable form of work. The term also includes those children whose work impeded their education (children who performed work in violation of ILO Convention 138), where the impediment has been eliminated.

Children prevented from entering exploitative work refers to children not yet engaged in exploitative child labor but who are considered to be at high-risk of entering such labor, for example, siblings of former working children. Such children benefited from a direct educational service – mainly coaching, nonformal education or school support provided by the project. A “high risk” situation included those conditions or circumstances (family environment or situation, proximity to economic activities prone to employ children) under which the child lived, or to which the child was exposed, that increased the likelihood of a child entering exploitative child labor.

The Naya Bato Naya Project required that all child beneficiaries from the CSEC and zari sectors be "withdrawn" or completely removed from work unconditionally, irrespective of their age. Children in other sectors would be considered withdrawn if they had received direct educational services and their working conditions had improved (number of working hours had decreased and/or the work environment had become less hazardous). A child labor spectrum for each sector was used as a tool to assess impact and status before and after project intervention.
The Naya Bato Naya Paila Project set out to remove 8,000 children in six Worst Forms of Child Labor sectors and to prevent 7,000 children from entering child labor through education programs. In total, 20,033 children were provided with services and 9,518 children were removed from exploitative child labor.

In two sectors, zari and children in commercial sexual exploitation, a larger pool of beneficiaries were identified and provided services as it was anticipated that not all children in these difficult sectors could be completely withdrawn within a three year project period. Of the 1,909 CSEC beneficiaries identified in the adult entertainment industry and provided services, 1,574 were withdrawn. The majority of these beneficiaries were supported with multiple services which were essential for their complete removal from exploitative work. Of the 386 beneficiaries in zari that were provided with educational services, 135 have been reunited with their families and withdrawn from this exploitative form of child labor.

**EDUCATION AND OTHER SERVICES**

All beneficiaries received some type of educational support while more than 40% of the children received at least two services, such as education and family support or nonformal education and scholarship to attend school. About 5% received three services. Educational services included nonformal education; scholarship support to join formal school; coaching; and vocational skills/ training, apprenticeships, and business support. Other services included family livelihood support, nonformal education for parents, psychosocial counseling, health services, emergency shelter, legal services and life skills. Girls in commercial sexual exploitation required the most support for their successful removal and often received three or more services.

The Naya Bato Naya Paila Project promoted a cross-cutting comprehensive child protection systems approach that included relevant quality education services at the local level as the core of the system; sustainable links between direct education inputs; and child protection case management services and support mechanisms, including legal and social protection, health and psychosocial care, family livelihood support and emergency care (short-term shelter and critical interventions) to strengthen the “enabling environment.”

* 1,909 girls in CSEC received services with 1,574 completely removed and 386 boys in zari with 135 confirmed as completely removed.

### Table: RELEVANT QUALITY EDUCATION PROGRAMS

<table>
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<tr>
<th>SECTOR</th>
<th>TARGET</th>
<th>ACHIEVED</th>
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<tbody>
<tr>
<td>1. Brick</td>
<td>1,100</td>
<td>1,879</td>
</tr>
<tr>
<td>2. Mining</td>
<td>700</td>
<td>763</td>
</tr>
<tr>
<td>3. Domestic</td>
<td>3,400</td>
<td>3,759</td>
</tr>
<tr>
<td>4. Portering</td>
<td>1,500</td>
<td>1,506</td>
</tr>
<tr>
<td>5. CSEC</td>
<td>1,200</td>
<td>*1,909</td>
</tr>
<tr>
<td>6. Zari</td>
<td>100</td>
<td>*386</td>
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<tr>
<td><strong>Total WFCL</strong></td>
<td><strong>8,000</strong></td>
<td><strong>10,202</strong></td>
</tr>
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<td>7. CAR</td>
<td>7,000</td>
<td>9,831</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>15,000</strong></td>
<td><strong>20,033</strong></td>
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The project also provided other support to complement the educational services and enrich the educational experience. These included counseling and special photography trainings to CSEC beneficiaries.

Naya Bato Naya Paila’s direct education initiatives are categorized into three interventions:

1. Nonformal Education (NFE) which includes coaching, Girls’ Access To Education (GATE), flexible classes, modular lessons, Learning Centers, Drop-In Centers (DIC) for working youth, and Outreach Centers;

2. School support and scholarships to support beneficiaries in government primary and secondary schools; and

3. Vocational and Skills Training which includes apprenticeships, business training and Self-Employment Economic Education Programs (SEEP).

<table>
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<tr>
<th>EDUCATIONAL INTERVENTIONS</th>
<th>GIRLS</th>
<th>BOYS</th>
<th>TOTAL</th>
<th>% OF TOTAL</th>
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<tr>
<td>Nonformal Education</td>
<td>11,470</td>
<td>5,156</td>
<td>16,626</td>
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<td>School Support</td>
<td>3,755</td>
<td>2,441</td>
<td>6,196</td>
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<td>Vocational &amp; Skills Training</td>
<td>1,583</td>
<td>249</td>
<td>1,832</td>
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<tr>
<td>Others</td>
<td>2,301</td>
<td>92</td>
<td>2,393</td>
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<td>TOTAL (multiple services reported)</td>
<td>19,109</td>
<td>7,938</td>
<td>27,047</td>
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<th>SECTOR</th>
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<th>OTHER*</th>
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<tr>
<td>CAR</td>
<td>10,110</td>
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<td>608</td>
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<td>Domestic</td>
<td>2,733</td>
<td>1,094</td>
<td>222</td>
<td>216</td>
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<td>Porter</td>
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<td>Mining</td>
<td>763</td>
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<tr>
<td>Brick kilning</td>
<td>1,180</td>
<td>580</td>
<td>103</td>
<td>1,863</td>
<td></td>
</tr>
<tr>
<td>CSEC</td>
<td>1,397</td>
<td>206</td>
<td>797</td>
<td>2,177</td>
<td>4,577</td>
</tr>
<tr>
<td>Zari</td>
<td>274</td>
<td>48</td>
<td>65</td>
<td>387</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16,626</td>
<td>6,196</td>
<td>1,832</td>
<td>2,393</td>
<td>27,047</td>
</tr>
</tbody>
</table>

*Does not include family livelihood support.
Completion of Education Programs

Overall, an average of 91.51% of the children who participated in a formal or nonformal education program successfully completed it. Considering the target groups, this high success rate reflects working children’s determination, NGO partner commitment and supportive parents. Counterintuitively, there were comparatively more completers amongst working children than children at-risk who received less individualized support from program staff.

<table>
<thead>
<tr>
<th>Completion rates</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>WFCL</td>
<td>95.55%</td>
<td>92.43%</td>
<td>93.55%</td>
</tr>
<tr>
<td>CAR</td>
<td>86.71%</td>
<td>90.16%</td>
<td>89.22%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>91.97%</td>
<td>91.29%</td>
<td>91.51%</td>
</tr>
</tbody>
</table>

Beneficiary Distribution by Age and Sex

Of the total 20,033 beneficiaries (WFCL and CAR), 66% were younger than 14 years of age, and of these 13,314 beneficiaries 64% were girls and 36% were boys. Recognizing the greater vulnerability of younger children in child labor, the project prioritized younger children for enrollment in educational services.

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&gt; 14</td>
<td>14 &amp;&lt;</td>
<td>&gt; 14</td>
</tr>
<tr>
<td>WFCL</td>
<td>3,273</td>
<td>3,381</td>
<td>2,523</td>
</tr>
<tr>
<td>CAR</td>
<td>5,216</td>
<td>1,821</td>
<td>2,302</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8,489</td>
<td>5,202</td>
<td>4,825</td>
</tr>
</tbody>
</table>

Being Out of School Increases Risk of Entering Child Labor

The surveys of out-of-school children and the connections to child labor are best illustrated by the example of Sundarpur Village Development Committee (VDC) in Mahottari District.

Children from Mahottari, mainly Sundarpur VDC, comprised the largest number of boys rescued in the July 2012 raid of zari factories in Bhaktapur District (see Child Protection System section for more details). Education data from this VDC shows 4,371 children enrolled in 10 primary schools, with a further 1,902 children out of school, many of whom are presumed to be working. Response to such large numbers requires systematic and sustained efforts. Not attending school increases children’s vulnerability and likelihood of being trafficked, or being drawn into a Worst Form of Child Labor.
NONFORMAL EDUCATION

The Naya Bato Naya Paila Project utilized a range of different nonformal education (NFE) curricula and designs. The Girls’ Access To Education (GATE) curriculum was mainly used for at-risk girls as well as girls in domestic servitude and the adult entertainment industry. The modular curriculum “Jeevan Shikshya” (“Education for Life”) was mainly used for children in the brick industry, child domestics and mining. Bridging classes used the government’s flexible schooling curricula before the start of the academic school year to prepare out-of-school children (especially school drop-outs) to transition to the next grade. Once children transitioned to school, coaching classes used nonformal teaching methods and multi-grade settings to help the children returning from seasonal work in the brick factories; for school drop-outs re-entering school; or for those joining formal school from NFE classes to catch up with their classmates and achieve the appropriate learning outcomes for their grade level.

Given the scope for individualized attention, NFE allows for rapid academic progress and visible improvement within a short timeframe. This feature has also been effective in building renewed commitment and motivation amongst children as well as parents to support their child’s education and transition to formal school after the NFE class ends. NFE classes with skilled facilitators adept at handling multi-grade classes also allowed for children from different age groups and varied educational needs to be addressed within the same premises simultaneously. This added to the cost-effectiveness of the overall program while also providing space for peer learning.

NFE has also served as an advocacy tool, putting pressure on employers and on parents to support the child’s education. For example, the NFE class participation and completion put pressure on the employers to allow child laborers time off to go to school and many employers committed to support school expenses after the end of Naya Bato Naya Paila.
NFE classes were very important for older child laborers in the 14 to 18 age group in the brick sector. NFE helped them to prepare and pass their school examinations upon returning to school in their home district. This helped reduce the number of school dropouts and class repetitions, successfully keeping these children out of exploitative child labor. NFE classes for CSEC girls in the adult entertainment industry proved to be an effective entry point to start building trust and preparing beneficiaries for their eventual removal from the industry. Counselors and facilitators worked with these girls to help them determine whether to return to school or participate in vocational entrepreneurship training. Those returning to school were then provided with in-kind scholarships and assistance to identify appropriate school options. Those attending vocational training often needed to complement this support with entrepreneurship training and business start-up support.

Learning Centers

Learning Centers were set up close to children’s homes in public spaces, or communities built a special structure for this purpose. A facilitator, usually senior high school student, was trained to lead the other students. The children came together for a few hours each day, before or after school, during which time they did their homework, got help to master topics or skills they were struggling with, and to learn new things through games and activities. The Learning Centers do not have a specific curriculum but use an enrichment program approach. World Education has been doing learning assessments which show that children in these programs are quicker to master basic school literacy and numeracy content compared to other formal school classmates.
NFE Helps Fulmaya Replace Bricks With Books

Whether or not a child attends school in Nepal is influenced by a number of factors. A key factor is the costs involved, hence the poorer children are often not in school, or at risk of being removed. While in government schools tuition is free, accessories are not. School uniforms, stationery and supplies are paid for by the family. Distance to school and transport provisions, or lack thereof, is another factor. Those with physical disabilities have even more trouble attending if the school is too far and without a school bus.

When the NGO partner Child Development Society opened up a Learning Center in Dahachok VDC, Fulmaya was one of their first visitors. She had heard that there was a “free” Learning Center near her jhyauli (temporary hut) and visited the center. A five to seven minute walk for others, it took her almost 20 minutes to reach there on her crutches. After reaching the Learning Center, she took in the class environment, the drawings on the wall that the children had put up and the learning materials being used, which made her want to come to study even more.

Fulmaya says she was a little diffident and not very hopeful when she asked the facilitator if disabled children could also come to learn to read and write. When she was told that as a child laborer in the local brick factory she was eligible, Fulmaya’s hopes for the future soared. She joined the bridging class that prepared her for transitioning to school. “This is a great opportunity for me because now my family won’t be stressed about my education,” exclaims Fulmaya.

The facilitator speaks very highly of Fulmaya and specifically mentions her regularity in coming to the center, her seriousness and her interest to learn. The facilitator is also impressed how even being overage for her class has made no difference to Fulmaya’s commitment or eagerness to learn.

From her side Fulmaya shares, “After completion of this bridging course, I am thinking about enrollment in grade two at school.” When asked if there was anything else she wanted to say, Fulmaya remarks, “I want to be far from the brick factory. I want to be normal like other children.”
Coaching Classes

Children who had been in exploitative labor (as child porters, child miners or brick factory workers) most likely to fail or drop out of school were identified for coaching support. A committed teacher was selected to work with these prioritized students from different grades for several hours per week.

The timing and location of coaching classes was strategically planned based on the needs of the specific children prioritized.

Coaching classes were usually organized at a central point as close as possible to the children’s homes to facilitate participation and access outside of school hours. Parents were more willing to send their children to coaching classes when located nearer to their home and were more resistant in cases where coaching classes were held on school premises.

Child porters found the ‘one on one’ coaching assistance that they received over the school year to be very motivating as it accelerated their Nepali language comprehension, improving their grades and changing their perception about the benefits of regular class participation. Coaching and mentoring was continued during vacation time, which helped to maintain their academic progress and discourage them from returning to portering.

Table 1. Impact of Coaching Classes (CC) on Attendance and Learning Outcomes

<table>
<thead>
<tr>
<th>Districts</th>
<th>Average Class Days Attended Before CC</th>
<th>Average Class Days Attended After CC</th>
<th>Average % Marks in School Exams Before CC</th>
<th>Average % Marks in School Exams After CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>OKHALDHUNGA</td>
<td>135</td>
<td>148</td>
<td>39.50</td>
<td>43.10</td>
</tr>
<tr>
<td>SARLahi</td>
<td>81</td>
<td>114</td>
<td>38.70</td>
<td>50.30</td>
</tr>
<tr>
<td>SINDHULI</td>
<td>98</td>
<td>121</td>
<td>47.00</td>
<td>57.00</td>
</tr>
<tr>
<td>RAMECHHAP</td>
<td>52</td>
<td>131</td>
<td>32.80</td>
<td>48.80</td>
</tr>
<tr>
<td>DOLAKHA</td>
<td>139</td>
<td>180</td>
<td>45.40</td>
<td>54.20</td>
</tr>
<tr>
<td>KAVRE</td>
<td>155</td>
<td>209</td>
<td>42.50</td>
<td>46.80</td>
</tr>
<tr>
<td>KTM VALLEY</td>
<td>182</td>
<td>195</td>
<td>39.50</td>
<td>40.90</td>
</tr>
<tr>
<td>NUWAKOT</td>
<td>59</td>
<td>95</td>
<td>36.60</td>
<td>46.90</td>
</tr>
<tr>
<td>DHADING</td>
<td>109</td>
<td>184</td>
<td>30.50</td>
<td>40.90</td>
</tr>
<tr>
<td>MAKWANPUR</td>
<td>92</td>
<td>182</td>
<td>39.48</td>
<td>61.97</td>
</tr>
<tr>
<td>CHITWAN</td>
<td>84</td>
<td>92</td>
<td>58.71</td>
<td>65.88</td>
</tr>
<tr>
<td>KASKI</td>
<td>129</td>
<td>187</td>
<td>42.00</td>
<td>60.50</td>
</tr>
<tr>
<td>BANKE</td>
<td>171</td>
<td>168</td>
<td>40.00</td>
<td>54.00</td>
</tr>
<tr>
<td><strong>Average Total School Days Attended</strong></td>
<td><strong>114</strong></td>
<td><strong>154</strong></td>
<td><strong>40.98%</strong></td>
<td><strong>51.63%</strong></td>
</tr>
</tbody>
</table>
For child beneficiaries in the mining sector, participation in coaching classes provided a major psychological boost. The beneficiaries, mostly from poor working families, were singled out for special attention in coaching classes. This helped them excel in school, and often get ahead of other classmates from more privileged backgrounds. This improved the child miners’ self-esteem as they recognized their own abilities to succeed. More privileged classmates also recognized that child laborers are capable of academic success.

Partners documented an increase in the number of school-going days for children after joining coaching class. On average, class attendance increased from 52% to 70%, or from 114 school days to 154 days attended of the full 220 official school days.

An average 10.6% increase in learning outcomes, as measured through examinations, was registered for coaching class participants. Gains were muted in the Kathmandu Valley, where a high concentration of children in the brick industry and domestic sectors were located, as the work environment limited their opportunity to study outside the home (in comparison to other child labor sectors).

These school examination results show the direct impact of coaching with an average 11% increase in marks. The partner working to eliminate child labor in Makwanpur District, reported an average 21% increase in marks (39.48% to 61.97%) - the highest amongst the coaching class districts. This NGO was able to stimulate synergy between microfinance, livelihood development, mobilization of schools and Child Protection Committees to bring the greatest change.

Coaching is found to be most effective when facilitated by the relevant subject teacher, especially for science or math. Child laborers struggle with these two subjects, in particular, and find it difficult to keep pace if they have missed classes (due to work). Coaching thus supplements the formal school education by contributing to improved comprehension and reducing class repetition. Mitigating the chances of repetition is critical as children are discouraged by lack of advancement in grade level which often results in dropping out and rejoining the workforce.
**SCHOOL SUPPORT**

To support working children to re-enter school or to transition from nonformal education, the project provided in-kind support including school uniforms, stationery, school bags, school fees, and other learning materials depending on the grade level. Of the 6,196 child beneficiaries receiving school support, 63% were child laborers and 37% were at-risk children.

The largest numbers of working children receiving support to attend formal school were child porters (1,451); child domestics (1,094); children from brick factories (580); children from mining (480); girls from the commercial adult sex industry (206); and children in zari factories (48). This affects the actual child labor situation as the intervention removes children from the work environment for most of the day.

Children in the zari factories of Bhaktapur and Kathmandu could only come for early morning nonformal education classes given the nature of their work and the resistance of employers; and could only join formal school after reintegration with their families. Child beneficiaries working in the brick factories were enrolled in their home districts after returning from the factories at the end of the brick making season.

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**Table 2. ScholarshipBeneficiary Transition/Retention 2011/2012**

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Total Beneficiaries</th>
<th>Total Transitioning to/Retained in School</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFE</td>
<td>14,983</td>
<td>11,117</td>
<td>74.20%</td>
</tr>
<tr>
<td>Coaching</td>
<td>4,737</td>
<td>4,685</td>
<td>98.90%</td>
</tr>
</tbody>
</table>

---

**Math Wiz Resham**

Resham previously worked as a child miner in Dhading District. But with Naya Bato Naya Paila support he enrolled in Grade 4 and started receiving coaching class support. Before becoming regular in the coaching classes, his teachers noticed that Resham’s school performance and grades were low in comparison with his classmates. Resham’s disinterest in school was often reflected in his handwriting which was small and unclear. Having to work as a child miner prevented him from being regular in school. This resulted in poor study habits. As his class had 35 students, Resham’s teacher was unable to provide him with one-on-one coaching and guidance. When partner Prayas Nepal started the coaching classes in Resham’s school under the Naya Bato Naya Paila Project, Resham got the opportunity to enroll and attend the class.

The one-on-one mentoring by the class facilitator and the tutoring facilities that the coaching class provided gradually started having an impact on Resham’s interest in math and his ability to write words and numbers. Seeing the facilitator’s interest in helping him, he started becoming more engaged in his studies. His newly found interest helped him to overcome his shyness and become more vocal in class. The small successes he experienced in his coaching classes helped him to improve his performance and regularity in class. Resham now says, “I enjoy doing my math homework.”

The school principal is proud of Resham who is now considered amongst the best students in his grade. He comments, “Along with an improvement in his handwriting, Resham has now started demonstrating a consistent improvement in Math, scoring 57 marks out of the total of 60 in his latest test. This is a great achievement which positions him among the top students in our school!”
Of greatest significance was the fact that 206 girls from commercial sexual exploitation in the entertainment industry required scholarships to continue their formal schooling. This reflects the changes in the adult entertainment industry. As more girls in the community are educated, traffickers target both school drop outs and the poorest girls looking for ways to continue their education.

Most of these children detailed in Table 2 were under 14 years of age. Those in the 14 to 17 age group were typically over-age for enrollment in formal school and also reluctant to go "back to school."

**VOCATIONAL EDUCATION AND SKILLS TRAINING**

Vocational and skills trainings built upon basic literacy skills gained through nonformal education and responded to the desire of youth to leave exploitative child labor. Child laborers were supported for viable alternative employment to leave, and stay out of, exploitative labor. Vocational training, followed by employment in non-exploitive work, has proven to be critical for the complete withdrawal of children, in particular, for those above 14 years of age and in sectors such as CSEC and zari.

The project used three vocational approaches including:
- Occupation-Specific Training
- Self-Employment Training
- Apprenticeships

**Occupation-Specific Training** was provided through commercial training institutes or NGOs with proven expertise. Occupation Specific Training increased access to paid employment in a range of occupations. For those for whom a less rigid work environment was needed, the discovery learning approach of the **Self-Employment Training** proved to be effective (more so when participants were supplied with materials and equipment to start a micro-enterprise early on during the training).
Engaging beneficiaries in apprenticeships to learn specialized skills helped link them up with a mentor to get ‘hands-on’ learning experience.

Vocational training was provided to 1,832 children. The CSEC girls were the highest priority for vocational training and 797 girls were supported by the project. Their successful reintegration was facilitated by self-employment.

Girls withdrawn from the entertainment industry who participated in vocational training are now successfully running businesses, such as tailoring shops, restaurants, snack carts, beauty parlors and retail shops selling clothes, cell phone recharge cards and beauty products. Popular vocational trainings for other sectors included driving, dental assistant, weaving, security guard, and electronics repair.

In other sectors, priority was given to younger children under legal working age and, therefore, smaller numbers were supported with vocational interventions. A total of 222 domestic workers, 103 brick workers, 37 porters and 65 zari children were directly supported by the project. In addition, 608 of the most at-risk adolescents were supported for self-employment through World Education’s Self-Employment and Economic Education Program.

Successful employment of beneficiaries in paid jobs or in independently set up businesses, using skills and contacts established through vocational training, has increased partner and beneficiary interest in scaling up the approaches. Partners have also understood the strategic benefit of linking up with relevant government agencies and offices such as the Cottage and Small Handicrafts Industries to access vocational trainings that they support. Beneficiaries are also seeking "certification" from these offices to access government funds for advanced training.
Pre-Vocational Curriculum Mainstreaming

A total of 36 schools across six districts took part in the piloting of the pre-vocational curriculum involving nearly 7,000 students, as well as 20 local experts, at least 100 Parent Teacher Association (PTA)/School Management Committee (SMC) members, 10 Resource Persons, and more than 1,000 parents. This effort was undertaken to generate learning about what could be a more relevant curriculum. The findings have been channeled by the project into government efforts to improve the quality of education. While most schools demonstrated clarity in the conceptualization of how pre-vocational activities can be an effective way to enable “experiential learning” for the children, a few schools took longer to grasp the approach. The most popular topics included vegetable farming (tomatoes, mushroom, bitter-gourd) and weaving (bamboo and wool/synthetic fiber products). A few schools opted to mainstream classroom learning using more unusual occupations, such as thangka painting (Buddhist art), while others experimented with commercial candle making.

In the initial phases, children demonstrated low performance outcomes when it came to relating theoretical concepts to what was being done in practical lessons. For instance, drawing a thangka with placement of objects was viewed less in the context of trying to understand the concept of angles, or incorporating geometry, as in the context of learning through “how to” design and draw thangka art. For other activities selected, some teachers did grasp the value of pre-vocational curriculum right away, transferring the knowledge directly to their students. As understanding of the concept of pre-vocational education was variable amongst both teachers and students, learning was skewed across districts. Generally high results were noted on practical skills learned and low results on grasping the relevance of concepts and how these were linked to a subject. In the second cycle, however, teachers were more familiar with the approach and more competent at linking practical skills to other subjects.

SIDS, the partner for Sindhu District, echoed this finding: “The children – especially Class 8 and 9 students - thoroughly enjoyed the lessons, as they had the opportunity to gain practical field work experience (e.g. growing vegetables). Still elusive was that one critical step linking theory and its relevance to practical everyday life and usage.” The pre-vocational activity has already demonstrated significant achievements. For example, one of the three schools in Sindhu earned Rs. 12,098 (about $130) from the sale of vegetables – turnips, radishes, cabbage, broccoli, potatoes, tomatoes and garlic – grown in the school compound.
In Dolakha District, the children who transitioned from Class 8 to Class 9 were very excited at the prospect of having another opportunity to learn practical vocational skills. "We feel that thangka art should be made part of the school curriculum like other major subjects. It will be to our advantage. We can continue a heritage occupation, and also start our own thangka business with very little start up money, as little as Rs. 3,000 (about $34). We can be independent and self-learning."

Others added, "Thangka skills will help us find ways to earn our way through college and through life. Right now we are just learning. After we pass the School Leaving Certificate (SLC), we can think about getting back to thangkas and improving our skills and livelihood options while we wait for SLC results as well. We can also earn money to pay for our college (fees, lodging if out of village, food, miscellaneous expenses) and do not need to burden our parents for this."

A key challenge was getting teachers, who had already committed their time to other subjects, to integrate the new pre-vocational approach into their classes. This also required modifying teaching methods to incorporate pre-vocational learning content and skills. The focus and priority of teachers was more on completing lesson plans and "finishing the course," than on enabling learning through more practical and hands-on activities and analysis.

A key impact of pre-vocational curriculum mainstreaming has been that students find school more relevant resulting in improved attendance and participation in class. One Head Teacher from a school in Sindhupalchowk District where the pre-vocational approach was piloted found the new content and approach valuable enough to comment, "The school will run this program with internal funds even after the Naya Bato Naya Paila Project phases out as the impact of the program is great."

A key learning for all involved – the schools, partners and World Education – has been an appreciation of the potential that the pre-vocational approach has in several respects including the following:

- It engages students and teachers in a more interactive and dynamic manner in the learning process providing students with opportunities for self-learning and developing their analytical skills;
- It has good potential in terms of economic return for the children and their families once the children learn practical skills; and
- It is instrumental in motivating children to go to school as well as building life skills for locally based businesses thus preventing children from being pulled into child labor or having to leave their homes.

Schools are also seeking strategies to build in sustainability and continue with pre-vocational activities beyond Naya Bato Naya Paila. For example, schools in Sindhuli District are planting amriso (for making brooms), bamboo and seasonal vegetables on school land that is unused, such as on hillsides, which is not appropriate for either playgrounds or buildings. Partner SIDS, in Sindhuli, points out, “These are being planted for two reasons: to have raw materials ready for practical classes in the upcoming sessions; and for the schools to earn money from the sales in order to purchase necessary materials for conducting pre-vocational classes in the upcoming school sessions.”
Creativity Unleashed

Nima Dolma Tamang, the excited mother of Sher Bahadur Tamang, a secondary student from Sindhupalchowk District, shares how pre-vocational activity has changed her son's attitude towards learning and life:

"Sher, the youngest in our family of five, was a late starter in school, and over-age for a Class 8 student. As a teenager, he never listened to what his father said and was constantly complaining when given instructions. He would not help his 44-year old father out in his carpentry work. With this new activity, he is different – he listens to the expert's instructions and then is at it (doko making) all day! We now have small baskets, large baskets, this size that size all over the house. He made it all." The dokos he made are being used to carry fodder and corn in addition to water and manure.

A shy and reticent Sher Bahadur listened to what his mother was sharing with a quiet smile. When asked specifically what it is he has learned from the pre-vocational activity, he shares that he now can follow the local expert's instructions and understands how to replicate the technical craft work. "It is easy weaving the bamboo in and out so the body of the doko is relatively quicker to make. When it comes to the finishing at the top and the fine work, it takes more time and dexterity. The hands are fatigued having to handle the choya (the bamboo strips) in a certain way and keep doing it until that part of weaving is done. If left incomplete, it could all unravel or loosen up, losing all the work already done."

His school's head teacher Riban Bahadur Basnet, feels 15 year old Sher Bahadur has a knack for this activity. "It seems to match his nature. He is an introvert and can enjoy his own company for hours." The teacher says Sher is not the best of students academically. However, he is showing a high level of interest and talent when it comes to this pre-vocational activity. Sher Bahadur’s mother also commented on how he would often while away time doing nothing before, but now he is actively and happily engaged in an activity that is not only acceptable, but needed too. She remarks, "It is like he had this creativity inside of him and when the pre-vocational activity started, it got unleashed."

Sher Bahadur has completed his Class 9 examinations and now plans to use his new found skills to earn his way through Class 10 and high school, thus sustaining the Naya Bato Naya Paila impact.
FAMILY LIVELIHOOD SUPPORT

To reduce dependence on child labor 6,324 families were provided with livelihood support, benefiting over 20,000 children. Of the total USDOL supported 2,895 families while private donors supported an additional 3,429 families mainly in brick, zari and CSEC industries. To ensure the sustainability of efforts in the portering communities, the families of all child beneficiaries in the portering sector (except those who had migrated away from the program VDCs) were supported. Families of the most at-risk children were also provided livelihood support. The majority of the families for prevention were from Sindupalchowk District where girls are being trafficking for commercial sexual exploitation in Kathmandu or across the border in the Tibet Autonomous Region of China. This was especially important as it was not possible for the project to work directly with these CSEC girls across the border in China.

The project also collaborated with UNICEF, Save the Children, Plan and World Vision to support the Central Child Welfare Board by providing family livelihood support for 307 families of boys removed from the zari industry as a result of raids.

The project developed individual case management plans for each child worker and their family. Based on this practice families participated in vocational skill training; economic education; entrepreneurship or agriculture trainings. The majority of supported families were from the portering and CSEC sectors and thus live in remote areas where there are few options other than improved agriculture. Families were also provided support in the forms of materials or livestock depending on the activities selected. The activities families started or expanded using livelihood support began showing returns within a few months except for animal husbandry, which takes more time before providing a return.

Given the rural habitats of families livelihood support beneficiaries are focused on poultry farming, animal husbandry, vegetable and other cash crop farming, as well as other small businesses and services.
The income earned in the initial months for those starting a mobile tea or snack stall was about Rs. 50 a day (after operating costs) or Rs. 1,500 a month which increased over time. Those in the vegetable farming business had more of a seasonal earning that reached up to Rs. 4,000 a month. Poultry farmers breeding local hens started earning Rs. 200 on average monthly. These farmers, mostly women, also shared that they had started feeding their children eggs which was the reason why the sales were not higher. Similarly, improved food consumption, as a result of successful livelihood support returns, was found for almost all the beneficiary families. Family livelihood support thus increased social protection for the families, by improving earnings, introducing alternative ways of ensuring food security and stability in income, and reduced dependence on child labor. It also increased the well-being of the entire family, especially evident in the declining incidence of malnutrition amongst the children.

Mother Supports her Family

Anita Ghalan is a housewife from Makwanpur District. She has three children, one of whom is a Nayo Bato Naya Paila beneficiary. In early 2011, she was identified as one of the 20 family support beneficiaries and was provided with in-kind assistance worth Rs. 5,000 (about $55). Using this seed money, she started a small grocery stall selling household items such as soap, oil, cookies, chocolates, spices and noodles. On her first day of business, she earned Rs. 200. In the first month, she reported earning Rs. 6,000 and this was the average maintained for the first few months. Her earnings did not allow her to make outright purchases for the shop items so she would pay for some and take a credit on others from the suppliers. Her basic household expenses for a family of five were about Rs. 3,500. This, together with the earnings of her husband (a migrant laborer in a different VDC), was slowly becoming adequate to meet the family’s basic expenses. It took her eight months of regularly earning Rs. 6,000 or more, to pay off all of her loans.

From barely being able to feed her family three months a year, Anita was able to feed her family for about eight months at the end of the first year. By the end of the second year, partners reported year round food security along with some savings. Anita is one of many mothers who has stopped working in the mining sector. Most importantly she, along with others who received family support, has made a conscious decision to stop sending her children to work. All her children are now enrolled in school and she intends to ensure that they continue to do so as she can now earn enough for them and can provide for both their continued schooling and their future education. “They will never go back to being child laborers!” Anita avows.
Children of different ages and different labor sectors often have similar educational needs. Despite this, their work circumstances require that programs be tailored to meet the constraints created by the sector they are involved in, the environment and their specific needs. For example, children in domestic work can often only attend classes in the middle of the day whereas those in *zari* can only attend early during the morning. Curricula also need to incorporate information that will help protect children from specific hazards in their sector. While many children will need nonformal education, scholarships and other support to attend school, as well as family livelihood support, the timing and combinations of support are affected by the seasonality of work; whether the children are migrating for work or are living with families; or should be reintegrated with families. Other non-educational support services may also be needed for their psychosocial well-being, physical health, and legal protection including emergency shelter, special support for teenage parents, and preparation of communities for those being integrated. The different child labor sectors are affected by various socio-economic factors such as local languages, terrain, religion, caste and other cultural factors. Long-term political instability has extenuated the child labor push and pull factors. The Naya Bato Naya Paila Project has taken a comprehensive programmatic approach tailoring services to the complex needs of individual children and their environment.
Concerted efforts in the past decade have resulted in a notable reduction of child laborers in the domestic sector. In Kathmandu in 2002, one in every five households had a child domestic. The Naya Bato Naya Paila Rapid Assessment of 2011 found that this had declined to one house in 20 in 2011. There are also far fewer younger children working as domestics, and whereas in the past these children were seldom educated, now the majority attend school with more older children working part-time to meet their educational costs. With such a reduction in the number of child domestics, they are now more scattered and often with the less cooperative employers, making them harder to reach and support. Most of Nepal’s cities are experiencing these major declines with the exception of Nepalgunj, where rapid growth and the impacts of conflict have resulted in the highest prevalence of child domestics. Many of the children engaged in domestic work can now be found working in more than one form of child labor simultaneously. For example, they may also be working in the employer’s shop or business, portering, or doing agriculture work.

In 2001, the ILO estimated that there were 55,655 child domestics in Nepal. The latest estimate finds that, with rapid urbanization and a growing population, there are between 155,422 to 172,101 child domestics in rural and urban areas.

This range includes children up to 18 years of age and children that work part time. A high percentage (42.5%) of child domestics are younger than 14 years of age and 57% are female. Nearly half (47%) are Janajati, followed by Brahmin/Chhetri (29%), Dalit (7.3%), Terai caste (6%) and Muslims (1.3%).

**Results**

- 3,759 child domestics were provided with educational services;
- 65% of the supported child domestics were under 14 years of age and 62% were girls;
- Increased advocacy and pressure has reduced the numbers of young domestics, thus also reducing the need for child labor programming in many urban neighborhoods;
- Increased public awareness and mobilization by local government officials to remove the youngest child domestics in their communities; and
- Kathmandu public schools were mobilized to provide extra support to child domestic workers and to pressure employers for regular school attendance and provision of time for homework.
"The Difference Made When the Community Gets Involved"

Saibu VDC of Lalitpur District has increasingly become an urban residential area. An initial survey suggested there were many domestic child workers in the neighborhoods’ prosperous households. The community resisted NGO partner CWISH’s efforts to address these children’s educational needs. The NGO approached the VDC to get their support and hosted an information session on Child Rights, Child Labor and Domestic Child Labor. Participants included VDC officials, women’s groups, Female Community Health Volunteers (FCHVs), local political leaders, Head Teachers and other local community leaders.

This session changed many people’s views towards domestic child laborers. As a result, CWISH was able to access employers’ households and collect accurate information on the children. They found 200 children working as domestic helpers, mostly girls, of whom 66 did not attend school. Based on this information, and with the community’s support and involvement, Outreach Centers were established to provide nonformal education for domestic child workers. Following the meeting, VDC representatives themselves went on home visits to convince the employers to send all out-of-school domestic child laborers to attend the classes.

There are still large numbers of children involved in domestic work and even though many more of them go to school while working (to be able to continue their schooling), exploitation remains high. The youngest children tend to be in the most risky conditions with extreme exploitation and abuse. Injuries and illness are common and for girls sexual abuse is an issue of concern. After working as a domestic and returning to the village, girls are less likely to be able to continue their education, and more likely to become child brides.

A high percentage (88.5%) of the child domestics are literate and 72% are currently attending school. In comparison, in 2001, only 33% were attending school. Most of the children live with their employers and even though they do not work all day, they are always on call.

Most children need support to attend school and extra coaching and support to bridge the gap between rural and urban schools. Others who have been out of school for awhile also need nonformal education or bridging programs. The older out-of-school children need vocational options. Education support alone is insufficient and there has to be strong advocacy with employers to ensure they can attend school and have time to do homework. For children in urban slum settlements, more attention is needed for family livelihoods.

Most of the project supported children required a nonformal education bridging type program before joining school, or extra coaching and support outside school hours to keep up academically. A total of 1,094 children were provided with an in-kind scholarship based on their grade level and need. Employers were encouraged to contribute to the schooling cost, and for children who continue to work, assume a greater responsibility each year. Vocational training for alternative, safer employment was also provided to 222 older children of legal working.

Naya Bato Naya Paila promoted CWIN’s child help line phone number ‘10-9-8’. This number was used either by people who witnessed exploitation of children or the children themselves who have been working under exploitative and abusive conditions. CWIN would respond to calls working in collaboration with the police’s Women’s and Children’s Service Center to investigate the cases and remove the children from exploitative situations. The children were then provided with emergency shelter, counseling, health care and were reintegrated with their families with support to re-enroll in school. The largest numbers of child
“Life is Good if You Have Hope”

“I used to regret my decision of coming to Kathmandu,” says Sunthali. She originally arrived in Kathmandu from Ramechhap District as an 11 year old. Coming from a large family which struggled to survive on a small plot of land, her parents wanted her to drop-out of school and work to support the family. Frustrated, she headed to Kathmandu with a relative to search for a job and ended up working as a child domestic for three years earning Rs. 800 per month (about $10). Sunthali’s life changed when she got the chance to join a Naya Bato Naya Paila Outreach Center. This gave her the opportunity to get back on track with her studies. She then managed to secure a job as a cleaner in a school. Sunthali is continuing her studies, attending an open school (special classes at flexible times) and has completed her Class 4 exams. She is paying her own school fees and costs and is planning to take a tailoring course. Through the nonformal education class, she learned many important life and practical skills, such as saving money and planning for the future. Sunthali still has many challenges to face ahead but is confident that she now has the skills and support to overcome these hurdles.

Laborers needing support calling the helpline were domestics who were then provided with emergency shelter followed by reintegration to their home community.

Based on teachers’ reports, the coaching efforts and advocacy led by the NGOs, civil society and local government leaders is resulting in child domestic workers increasing their school attendance.

To inform advocacy efforts, the Naya Bato Naya Paila Project conducted a Rapid Assessment in 2011. This research study revealed that progress has been made in removing the youngest workers and ensuring that the older ones attend school which has, in turn, encouraged many of the stakeholders to increase their efforts.

In addition, the NGO partners conducted large scale events on “World Day Against Child Labor” and were able to get media coverage for severe cases of exploitation. The NGOs focused their efforts in neighborhoods where their annual assessments had suggested there were many children working. Here they engaged local government, School Management Committees, Mothers’ Groups and Youth Clubs in advocacy efforts in their own community with great success.
Long-distance portering has declined nationwide as a result of improved rural roads and use of mule trains reaching out to remote and previously inaccessible parts of the country. While there are still some children engaged in long-distance portering, it is mainly adults who do long-distance portering. Children under 14 years of age are now heavily involved with short-distance portering (Naya Bato Naya Paila Rapid Assessment, 2011). Children carry goods from road ends and local markets to their home communities, sometimes making multiple trips within one day. In parts of the country such as Jajarkot and Rolpa districts where male migration to India is high, it is mostly girls working as short-distance porters.

In 2002, ILO’s rapid assessment estimated that there were 46,000 child porters nationwide. The most recent rapid assessment (2011) finds that the number fluctuates seasonally with an estimated 12,828 children in the low season, and 21,380 children in the high season. Proportions have reversed from children being heavily involved in long-distance to 70% being short-distance porters. In the 14-17 age-group, there are more boys, while below 14, a higher percentage are girls.

**Results**

- Provided educational services to 1,506 child porters;
- Of the supported children, 1,046 (70%) were under 14 years of age;
- Increased school attendance and improved learning outcomes through scholarship/coaching support;
- Upgraded the physical school conditions of the worst schools serving portering communities;
- Provided family livelihood support to 1,486 families of child porters, enabling them to keep children in school regularly and reduced engagement in portering; and
- VDCs and Child Protection Committees contributed resources to meet the needs of child porters and their families.
Figure 2. Representation of Caste/Ethnic Groups by Type of Portering

Even though there has been major progress in reducing the numbers of children engaged in child portering, Naya Bato Naya Paila prioritized this sector as there is still a large number of children involved. Moreover, children carry loads far in excess of what is appropriate for their age and size, resulting in long-term health damage. In addition, children in this sector frequently miss school due to work which negatively impacts academic outcomes and, in turn, future economic options. On average, children are carrying loads three to four kilograms less than their body weight: under 14 children usually carry 30 kilograms, and those who are 14-17 typically carry about 44 kilograms.

Child porters frequently say that their main reason for portering is to pay for school supplies. The children in this sector require support to attend school regularly and achieve academic learning outcomes. As portering communities are generally extremely impoverished, improving family livelihoods is crucial for keeping children in school and withdrawing them from this sector. As many of the portering communities are located in very remote areas, the schools are often in extremely poor condition. Educational interventions should thus include efforts to improve the quality of education.

As Naya Bato Naya Paila prioritized the younger child laborers, the most needed educational programs were scholarships to attend school. Small numbers required coaching outside of school. A total of 1,451 children were given an in-kind scholarship of uniforms, stationery and school fees for older students (paid directly by NGO partners to the schools). Coaching was provided to 169 children while 37 older children were given vocational skills training. The NGOs timed the coaching classes during peak portering season as a way of encouraging students to keep up their studies instead of missing school for work. The scholarships played an important role in increasing regularity in school as many of the students were initially going portering to pay for school supplies.

From portering to school
As family poverty is a major driving factor in child portering, addressing family livelihoods was the main strategy for sustainability and long-term impact. Many of these communities had never benefited from microfinance or livelihood development initiatives. The project identified families in portering communities whose children were already engaged in portering or were likely to in the future. These communities were supported to strengthen existing Saving and Credit Groups but more often start new groups where none existed. Mothers were provided with the opportunity to participate in literacy and economic education classes. Families were then supported with technical training, mainly in agriculture and commercial crops and livestock rearing. This was followed up with business start-up costs for materials and supplies.

A child laborer in Khotang District earns about Rs. 30 daily (less than 40 cents), on average, for about six months a year. As families typically have an average of four children, the project strategy aimed to improve family earnings by about Rs. 100 to Rs. 120 a day, to compensate for the loss in earnings by their children.

Partner NGOs, CPO and JSSN, insured that only those families that committed to enrolling their children in school received livelihood support. Prior to Naya Bato Naya Paila, these families would take high interest loans from wealthy community members. At present, the families who received income generation support have started their own local Saving and Credit Groups which provide low interest loans to members. In Khotang District, CPS was able to link the beneficiaries with other NGOs, local cooperatives and the Poverty Alleviation Fund for further support.

Through the provision of scholarships, a growing number of children were able to access schooling and stay in school given the community level commitment to creating an enabling environment for education and in promoting child friendly schools. In Khotang 366 students received scholarship support. Of these, 13 scored outstanding marks, 56 good, 48 scored intermediate and 126 passed the exam. In Okhaldhunga District, 230 students received scholarship support, of which 35 received good scores, 93 intermediate and 84 passed.

### Regular in School and Rewarded in Grades

Ram Chandra lives in Khotang District and is enrolled in Grade 9 at a school in his remote village. The 16 year old boy is Dalit and belongs to the tailoring caste. Before receiving support from the Naya Bato Naya Paila Project, he was irregular in school as he worked as a porter. “Being born in a poor family forces children to work from an early age,” says Ram Chandra. He used to work both as a long and short distance porter. Under Naya Bato Naya Paila, Ram Chandra received school support (school supplies, stationery, uniform and school fees). This enabled him to go to school on a regular basis: “Once I started to attend school regularly, I was able to understand the lessons and was more motivated to do my homework. As I studied more, I got better marks and improved my scores. Now studying itself is my reward,” says Ram Chandra.

It has been a year since Ram Chandra started to attend school consistently. Of the 58 children supported by Naya Bato Naya Paila in his village, he scored the highest exam marks. Not only has his school attendance increased by 60%, the school principal has recommended Ram Chandra for a scholarship for the next school year. His parents say his school regularity has not affected his contribution to the household chores. On the contrary, he also started coaching his younger siblings.
Just two years ago, entire schools would be closed down in Khotang and Okhaldhunga districts as the children studying there were mobilized for portering. After the Naya Bato Naya Paila Project became operational, this was curtailed to a large extent in the first year and completely stopped in the second. Also, the local stakeholders (VDC members, shopkeepers, Child Protection Committee members, Child Club members, school teachers, Parent Teacher Association (PTA)/School Management Committee (SMC) and parents) shared that portering by under 14 children has been reduced drastically with almost 80% of former young porters no longer working and the local businessmen no longer getting the children to porter.

Another clear impact has been the reduction of working hours of children across all ages and types of portering (short and long), with the younger children completely stopping this work during the school year while the above 14 year-olds are working reduced hours, and as short distance porters. A strategic decision to hold coaching classes during peak portering season was partly the reason for reducing the work hours. A second push factor was the efforts stepped up by the implementing partner in establishing an effective Child Protection System using an array of activities including: getting Child Clubs to be proactive; having parents play a greater role in the PTA; encouraging more active parents and teachers to improve SMC’s work; bringing employers on board while making community level decisions about not hiring under 14s; and getting all of these activities endorsed by the local government line agencies – VDCs and DEOs. A second impact has been on pushing children older than 14 to seek alternatives to portering through opportunities created by vocational training. The success of the first batch of vocational trainees in getting jobs and earning an income is slowly beginning to interest other children. Partners are also trying to link up with the government’s Cottage and Small Handicrafts Industries to gain further access to vocational trainings that they run.
The commercial sex industry was very discreet and hidden until the late 1990’s. Girl children were first recognized as being in commercial sexual exploitation within Nepal in 1998. From the 1990’s Nepal’s sex industry grew dramatically with large numbers of children being internally trafficked to meet the growing demand. Since that time, the adult entertainment industry became highly visible in urban areas, with cabin restaurants, dance bars, massage parlors and other establishments where girls were exploited. The adult entertainment industry is concentrated in major urban areas, such as Kathmandu and Pokhara and along highway corridors. Customer demand assessments have found that the clients have a preference for a new sex worker each visit. This customer demand results in young girls being trafficked or lured, mainly from hill ethnic minorities, into the industry.

In addition to the commercial sexual exploitation of children in Nepal’s adult entertainment industry, girls continue to be trafficked to India for sexual exploitation.

Results

- 1,909 girls were provided with educational services, psychosocial care and counseling, life skills training, recreational opportunities and family livelihood support;
- 1,574 girls were completely removed from commercial sexual exploitation;
- Developed comprehensive case management system for children in commercial sexual exploitation that is now effectively used by NGO partners;
- Initiated programs with the families of children trafficked to Tibet Autonomous Region of China for their removal;
- Introduced empowerment activities through ‘Theater of the Oppressed’ and ‘Photo Voice’ activities for the psychosocial well-being of girls in commercial sexual exploitation; and
- 27 girls trafficked to India were repatriated and reintegrated.
Over the past five years, there has been increasing evidence of girls being trafficked to the Tibet Autonomous Region of China for sexual exploitation in the Khasa border area, mainly for Nepali transport workers. These girls are trafficked from VDCs close to the border in Sindhupalchowk District as they hold special access to travel across the border by being from the neighboring districts.

The 2011 national AIDS and STD Control Center estimates that there are 26,574 girls and women in the sex industry. From a number of studies it is estimated that over half of the women in the commercial sex industry are under 18 (as many as 13,000 children are under 18 years of age) and the majority were trafficked as minors into the industry.

The violence that the girls experience, as well as the psychological abuse, risk of HIV and STDs, and unplanned pregnancies and forced abortions, all change their life outcomes; there is a long-term physical and psychosocial impact on them and their children. The younger girls trafficked into the sex industry are particularly vulnerable as they are to forced to engage in unprotected sex and subject to other dangerous forms of abuse, such as rape and torture.

Naya Bato Naya Paila partners identified 2,472 children in Commercial Sexual Exploitation coming from 65 districts. Despite children being trafficked from across the country, GIS mapping shows that girls working in exploitative sex work in the Kathmandu Valley are mainly drawn from neighboring districts (see map above). The same pattern emerges for Pokhara. This confirms that prevention efforts need to be focused on vulnerable communities in districts adjacent to work districts. Naya Bato Naya Paila provided support services in the source districts for the Kathmandu sex industry but for Pokhara, project efforts were more focused on girls already within the industry.

**Theater of the Oppressed:**

A psychosocial healing process that helps girl victims of sexual exploitation to confront their abuse. This activity enhanced their capacity in selecting dialogues that support them in decision-making processes, which, in later stages, were helpful for leaving commercial sexual exploitation.

The girls performed in a play called “Table Number 14” in front of decision makers, such as Constitutional Assembly members and other politicians and civil society members. Following this show, a series of performances were staged on different occasions, such as International Women’s Day. The girls even started to write their own script for a new play that was presented across Nepal.
Of the 2,472 girl children identified, Naya Bato Naya Paila was able to provide services to 1,909 girls. The majority of these girls were in the 14-17 age group but 150 were less than 14 years of age. A higher percentage of the girls were school drop-outs compared with girls reached in the same sector under the Brighter Futures Program (2002-2009). This indicates the increasing numbers of girls attending schools in these source districts but still dropping out, or being pulled out of school, and into the sex industry. This also meant that more girls needed scholarships and support to return to formal school. The majority of the girls continue to come from hill Janajati (ethnic minorities) and Dalit groups.

Girls in sexually exploitative work have complex needs and require long-term support for their successful removal from exploitative labor. In addition to education interventions, they require psychosocial and medical care, legal services, emergency shelter and family support for successful reintegration. In order to meet these complex needs, Tdh took responsibility for developing a comprehensive case management system for girls in commercial sexual exploitation.

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**Commercial Sexual Exploitation of Children’s Case Management**

Case management is:

- a process by which caregivers work as a team to plan and implement interventions with a client;
- a process in which each client is given individual attention to his/her individual needs;
- a process which coordinates the information about a client in a case filing system, and ensures the confidentiality of that information.

NGOs case management teams use a triage approach to determine which CSEC beneficiaries to focus their greatest efforts in order of priority including:

- Girls at risk of greatest immediate harm;
- Girls most committed to completely leaving the entertainment industry;
- Girls seeking services and interested but less committed to making the changes in their lives needed for complete removal/withdrawal from CSEC.

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**CASE MANAGEMENT STAGES**

1. Make contact with the client, and establish a working relationship;
2. Collect basic information on the client, including her case history;
3. Screen the client for her level of needs and concerns, and her potential for successful withdrawal.

If the client shows a high level of needs and concerns OR shows high potential for successful withdrawal, then:

4. Assess the client’s strengths and needs;
5. Create a care plan with the client;
6. Implement the care plan;
7. Review the implementation of the plan;
8. Close the case.
Tdh focused on the non-educational interventions, while World Education continued to build the capacity of NGOs to deliver appropriate educational programs. The majority of beneficiaries were reached through Drop-In Centers. Working with the counselors, the girls identified the services they needed.

Drop-In Centers became havens away from exploitative work situations, where beneficiaries could literally "drop in" at any time during office hours simply to unwind, have a quiet moment for themselves, participate in educational activities, access counselors and seek assistance for health or legal support, and meet other girls. Drop-In Centers also provide a safe space in which to socialize and make friends with other girls wanting to leave similar exploitative work.

Nonformal education (NFE) enabled 1,397 girls to develop their literacy and numeracy skills and to access important information. Many of the girls were particularly interested in the Self-Employment and Economic Education Program (SEEP) curriculum for youth entrepreneurship. Even though many CSEC girls dropped out of formal school, they benefit from participating in NFE as this prepares them for re-entry into formal school or improves their capacity to assimilate vocational training. Formal schooling was an option for younger children and 206 girls successfully returned to school with the project’s support. The majority of the girls were in the 15-17 age group for whom vocational training and entrepreneurship support was most important.

The project provided vocational training to 797 girls. Those girls who had completed the entrepreneurship course or vocational training were provided with business start-up support to become self-employed. The most successful vocational trainees have managed to set up small restaurants, beauty and hair dressing parlors, tailoring operations and other retail shops.

“Photo Voice”

The Photo Voice program aimed to provide girl victims of commercial sexual exploitation a space for creative expression and relief while using their own images and words. The Photo Voice program builds the girls’ self-awareness, ability to deal with psychosocial issues, and provides basic skills for expressing their feelings through use of a digital camera. Photo exhibits also helped to raise awareness on commercial sexual exploitation of girls among policy makers, social, legal and law enforcement service providers and government officials.

Of the girls that participated in Photo Voice, 33 girls were able to leave their exploitative work and are now running their own businesses, such as beauty parlor, tailoring, tea and snacks shop and vegetable shop. Photo Voice helped these young women to rebuild their confidence and take on new challenges.

A Grand Exhibition of the photos taken by the girls was organized in Kathmandu’s "World Trade Center," with an audience of 500 people attending the opening. According to one of the participants, “After the exhibition, many young women and men approached us saying how they respect our struggle and how it is important for reducing the stigma and discrimination that we face on a daily basis.”
Looking For a Better Tomorrow

Babina (name changed for confidentiality), now 18 years old, is from Baglung District. She lost her mother at a very young age and shortly afterwards, her father remarried. At the age of 13, the family decided to marry her off to a young man in their village. Soon afterwards, her husband decided to leave her. Babina was pregnant when the couple was separated and gave birth to a daughter. She went back to her maternal home and soon got remarried. Her second husband left her shortly after their marriage and she and her daughter were again left alone. Unable to cope with the social pressure and stigma in her home community, Babina decided to migrate to Pokhara where she started to work at a dohari (call and response singing) restaurant as a waitress. During her work at the restaurant, she met one of partner NGO CWES’ outreach workers who introduced Babina to a project supported Drop-In Center. She started coming to the Drop-In Center where she had an opportunity to mingle with other girls who were also facing abuse and exploitation in their workplace. Through the Drop-In Centers, she was able to participate in life skills trainings including “Theater of the Oppressed” activities and micro-enterprise training. She also received medical treatment for an eye condition. In addition, she has already completed a tailoring course and is now planning to open her own shop for a brighter future for herself and her daughter.

Outreach workers visited girls in their work places and encouraged them to come to Drop-In Centers for psychosocial counseling. Counselors would then work with the girls and other NGO staff to develop individualized case management plans and to provide counseling to address trauma and other psychological issues. The project worked to improve the quality of counseling provided with counselors supported by professional advisors and mentors. Life skills activities were introduced at Drop-In Centers, which also contributed to the psychosocial well-being of the girls. Special activities included the use of drama through ‘Theater of the Oppressed’ activities and art through the ‘Photo Voice’ program. As part of the case management approach, the NGOs have also made efforts to refer girls for reproductive and other health services, emergency shelter and legal help.

The beneficiaries used “Theater of the Oppressed” to sensitize senior government officials, political leaders, civil society leaders and members of the general public. In addition to all direct services to girls in commercial sex work, partner NGOs held a number of interactions with police, employers and other stakeholders to address the treatment of minors in the sex industry. Partners advocated with the Monitoring Action Committees to address exploitation in the entertainment industry as they are mandated to do by the Supreme Court. As a result of these efforts, the police conducted sporadic raids. For the first time, the police recognized that minors should be treated differently and, in several cases, referred minors to the NGOs for services. Tdh also developed a draft “Protocol on Safe and Voluntary Repatriation of Nepali Children from Exploitative Work Situations” for cross border repatriation from India.
The brick industry has been rapidly growing, responding to the demand from the booming construction industry. Rapid urbanization fueled by remittances from migrant workers has created a massive demand for housing. There are an estimated 750 brick kilns in the country with 181,524 laborers (Rapid Assessment, 2012), of whom 15.6% are children. The Naya Bato Naya Paila Project prioritized children in the brick sector due to the large numbers of very young children working in extremely hazardous conditions. Brick making is done during the winter season from October through May. The workforce comprises of families who bring their children to the factories and set up temporary residences. Many children accompany their parents which forces them to leave their school mid-year and return to their village in time for the final examinations for which they may not have studied. As a result, many fail and repeat grades, or are promoted without having developed the necessary skills or understanding of the subject content. When forced to repeat grades, or once children are over-age for the class they are in, they tend to drop out of school.

The number of child laborers in the brick sector is estimated at 28,333. In the Kathmandu Valley alone there are an estimated 13,715 child laborers while outside the valley there are an estimated 14,618 child laborers employed.

**Results**

- Provided educational services to 1,879 children working in the brick industry;
- 73% of the supported children were under 14 years of age and 63% were girls;
- ‘Home and away’ approach developed to support migrant children to successfully reintegrate in schools in their home community with coaching and other support;
- Provided financial literacy, microfinance access and livelihood support to 4,063 families;
- Rapid assessment completed which revealed numbers and conditions of children in the brick industry. This resulted in media coverage and greater civil society awareness of child labor in the brick industry; and
- In collaboration with ILO and Kathmandu Medical College, conducted a major assessment of occupational safety and health of children in the brick industry.
About 50% of child laborers in the brick factories are below 14 years of age with the remaining 50% in the 14-18 age range. Boys outnumber girls and account for 57.5% of child laborers in the this sector. Child laborers in brick factories mainly come from rural areas and are comprised of the following ethnic/caste distribution: Janajati (47.2%), Dalit (19.1%), Terai castes (14.2%), Muslim (10.4%) and Brahmin/Chhetri (7.3%).

The Naya Bato Naya Paila Project prioritized the youngest working children. Of the 1,879 beneficiaries, 63% were girls, of whom 44% were below 14 years of age. Of the 700 boys provided with educational services, just over 22% were in the 14 to 17 age group. The project data is indicative of a larger number of younger children employed as child laborers in the brick factories. This is echoed in the Rapid Assessment findings as well.

Many teenagers, particularly from the Mid-west, come to brick factories unaccompanied by parents, having dropped out of school. The teenagers are most at-risk as, with repeated exposure, there is evidence that they are suffering from irreversible health problems (particularly respiratory issues). Also, girls in this age group have reportedly been sexually abused. More effort is needed to prevent these children from coming to the brick factories and for those that do, access to vocational education is needed.

Almost 31% of children working in brick factories are illiterate. Of those who are literate, 33.7% were enrolled in school in their district of origin. Many of these children, despite having been enrolled and intending to return to school, will fail to achieve the appropriate learning outcomes and, likewise, will fail to complete high school without extra coaching, motivation and support. The older children need vocational training. All the families need help to manage money better and to diversify their livelihoods so that they are less dependent on exploitative work. In the short-term, these children need medical care but conditions are so poor in the factories that the only way to improve the children’s health condition is to completely remove them from the factory environment.

While children were working in the factories, they were enrolled in nonformal education classes that prepared them for return to school, often using the flexible schooling curriculum. A total of 1,180 children participated in these programs at the factories. Many were also supported for coaching over the initial weeks of the new academic year upon return to their village school. About 50% of this number (580 of the most needy children) were provided with an in-kind scholarship including uniform, stationery and other school supplies. This ‘home and away’ approach worked to build the relationship between the organization supporting children at the brick factories and the NGOs working with the school and families back in the community. A small number of older children (103) were provided with vocational education. The provision of vocational education for teenagers at the brick factories is extremely challenging as this age group work very long hours and are typically too tired to participate. In addition, the project provided multiple services to the most needy children, comprised of a combination of vocational training, coaching, apprenticeships and school support.

Group at work in brick factory
Major Findings of the Brick Sector Rapid Assessment Research

- An estimated 28,333 child laborers are working in the brick industry;
- 50% of children are below 14 and 57% are boys;
- 47% are Janajati, 19% Dalit, 14% Terai caste, 10% Muslim and 7% Brahmin/Chhetri;
- 31% are illiterate;
- Work is paid on a piece rate and despite long hours 57% of children earn less than Rs. 5,000 per month, well below minimum wage, with the younger children earning the least;
- 30% of the children work more than 12 hours per day;
- 39% of the children are in bonded labor with advance payments and debts their parents have contracted; and
- 60% of these children would not recommend this work to other children.

Along with nonformal educational interventions for the children as the entry-point strategy, the project extended support to strengthening child protection systems at the village and the district levels through forming Child Clubs and Child Protection Committees in the three brick sector districts. In addition the project provided parents with livelihood support and then linked them to microfinance institutions to prevent debt bondage—a major cause of pushing families and children into brick factory work. World Education advocated with other private donors who provided matching support to help these families diversify their livelihoods. Many families in the hill districts had small areas of agricultural land. This land has been degrading as families are absent at brick factories and not raising livestock or collecting litter for compost. Many families in the brick industry are victims of climate change as increasingly dry conditions and erratic weather undermine their traditional agriculture practices. Naya Bato Naya Paila has worked to help families improve agriculture and diversify crops. The greatest challenge facing these families is lack of water; poor use of local government resources is preventing investment in viable water supply programs.

The supported children initially reported working fewer hours as they were attending classes and studying. The major impact was that these children, on return to their village received scholarships and extra coaching support to help them succeed in school. As a result, parents were found to be leaving these children with relatives to continue their studies in the village, and only bringing the youngest children to the factories. This is creating a new need for early childhood development classes for younger children. Parents, particularly those who received livelihood support and were linked to microfinance services to reduce debt bondage, have shown a strong commitment to keep their children out of child labor. Families face multiple challenges, however, in following through on their commitment to their children’s education. They first need to reduce their debt burden and then increase their income from other livelihood activities, thus reducing the need to rely on child labor and have the entire family migrate for work.

From brick factory to school
Naya Bato Naya Paila focused on providing educational support services to children in tandem with increasing public awareness about child labor in brick factories, placing the seasonal migration of children (especially those under 14) in public view through a concerted media effort. This resulted in increasing civic discourse and actions against child labor. Efforts were also directed towards lobbying for eco-friendly and child labor free brick manufacturing through the Brick Clean Network.

Partners have prioritized building a robust and sustainable Child Protection System in all three districts of Kathmandu Valley, working in close collaboration with the Central Child Welfare Board for mainstreaming project efforts into government provisions and routine actions. Naya Bato Naya Paila Project partners are lobbying with employers for four priority actions including:

- Setting up of Child Development Centers within brick factories;
- Ensuring factories are child labor free zones with all those under 18 years old being sent to school;
- Putting in place health and safety measures for workers; and
- Ensuring the provision of safe drinking water.

**From Brick Factory Laborer to Skilled Artisan**

Seventeen year old Manoj is originally from Kavre District. With a number of siblings to take care of in his family, he has been struggling to make a living since he was 12. Right after his father’s death Manoj, along with his mother, assumed the household responsibilities for the whole family.

He accompanied his cousin to a brick factory in Bhaktapur while his mother and his elder sister took care of the other two younger children at home. Every six months, Manoj and his cousin migrated to Bhaktapur to work in the brick factories, while during the rest of the year they were daily wage workers in their home district. The constant migration, and the need to earn money for his family, affected Manoj’s education. But his life changed when he was selected by Naya Bato Naya Paila for vocational training and family livelihood support.

Manoj received a six month long metal etching apprenticeship with a skilled artisan. Due to the distance from his home and the class location, his trainer also provided him with a place to stay. The apprenticeship provider has committed to give him a full-time job immediately upon completing the training.

Manoj says, “Etching was difficult in the beginning but I was able to grasp it.” While using his tools, Manoj continues, “This is so much better than going to the brick factory. I do not have to take loans, I do not have to work beyond my physical ability and I can learn new skills.” Manoj is confident about taking this skill further but for now he still wants to continue his paid apprenticeship with his trainer.

“Right now, I get paid Rs. 7,000 (about $75) per month without paying for food and rent,” he says, happy with his earnings. “One day I would like to start my own metal shop and make a home for my mother and siblings.”
The mining industry produces large quantities of gravel and sand for the construction industry. Despite increased mechanization, much of the mining is done by adults and children working along Nepal’s riverbeds. Rock is broken with hammers into gravel. The work in the mining sector is physically hard and dangerous as children are at-risk of being washed away during floods and sustaining injuries. Poor living conditions and sanitation in these temporary camps also present risks. There are about 1,600 sites across Nepal in which stone quarrying takes place.

In 2002, Concern Nepal estimated that there were 32,000 children working in these quarries. The Naya Bato Naya Paila Project supported Rapid Assessment for this sector estimated that there are 5,965 child miners in the 16 districts surveyed which are believed to include the majority of children working in the mining sector. This reduction in child labor is the result of increased pressure from civil society to remove children from child labor and a shift to mechanization at the larger sites. Dhading, Dang, Rupandehi and Kaski districts continue to have the largest numbers of children involved in the mining sector. Makwanpur District has achieved major reductions as a result of intense child labor programming.

In the case of Kaski and Dhading districts, child labor programming pulled children into school and family livelihood support reduced families’ dependence on mining. The industry responded by importing new workers from other districts with new children of migrant families drawn into the work.

Results:

- Provided educational services to 763 children in the mining industry;
- 81% of the children supported were those most vulnerable (under 14 years of age);
- Developed coaching classes for children from the mining industry resulting in improved attendance, class participation and learning outcomes;
- Provided family livelihood support to 324 mining families, enabling them to keep children in school and away from mining work; and
- Village Development Committees and Child Protection Committees mobilized and provided resources to support the most disadvantaged mining families.
The mining sector was prioritized for support as the children engaged are often very young and their time working has a positive correlation with dropping out of school and shifting into other forms of child labor. As there have been changing attitudes and progress in the mining sector, the Naya Bato Naya Paila Project was committed to keep up the pressure in this sector.

Figure 4. Caste/Ethnic Distribution of Children in Mining Sector

The districts with high numbers of children working in mining now have high proportions of migrant children. Many of these children have either dropped out of school or have poor attendance. The main reasons for dropping out of school include the lack of money for schooling, the need to help parents to earn a living, and a lack of interest in studying (often due to lack of academic foundation skills). For the children under 14 years of age, 73% expressed a desire to return to school and either needed support in paying their school fees or provision of books, stationary and uniform. Smaller numbers of children required economic support for the families.

The required interventions include motivational support to return to school and to overcome the initial obstacles for reintegration. Children need bridging and coaching programs to ensure their success upon returning to school. Child Clubs and Parent Teachers Associations (PTAs) are also required to ensure that the school is welcoming and supportive of these children. Children need practical support for uniforms and stationery materials, and family support for long-term financial sustainability.

A total of 763 children were supported through nonformal education classes. Those who had completely dropped out of school participated in a bridging program using the government’s flexible schooling curriculum to prepare them for school re-enrollment. These children and other child miners who attended school irregularly were then provided with coaching classes outside of school hours to ensure their academic success.

The most needy children were provided with in-kind scholarships in the form of uniforms, stationery and school fees. NGOs worked with the School Management Committees (SMCs), PTAs and Child Clubs to ensure schools are more child friendly, functional and welcoming. School attendance and class participation were found to have increased, positively impacting academic progress.

An assessment of children participating in the coaching classes found that all of the children had increased their school attendance by 30 days or more in comparison to previous years and had 10-21% increases in examination scores. After participating in coaching classes, children gradually reduced their working hours, first by only working mornings and evenings and later many stopped working during the school year, opting to work only during school holidays.

**Mothers’ literacy:** In Makwanpur District, the District Education Office responded to requests by mothers working in mining, by providing *Grihini Shikshya* (*housewife education*) classes. These nonformal education classes enabled the mothers to develop their literacy and numeracy skills. The mothers attending literacy classes were more committed to remove their children from child labor in mining and supporting their education. “Before we would demand work from our children when they should have been studying. Now we do our homework together,” comments one of the participants. “I also ask to see my child’s homework and am beginning to understand their studies. Now I know when my child is being lazy.”
Mining families do mining work for six months in a year, earning Rs. 200 – Rs. 400 per day. Once the rains start, river waters rise making it both difficult and dangerous. Families with small plots of land then do agriculture work or work as wage laborers for about Rs. 150 a day. Agricultural wage work is uncertain and irregular, making mining families heavily dependent on the earnings made in the mining season. NGOs, as part of case management, worked with each family to develop a livelihood improvement plan. Most of these families had several children engaged in mining work. A total of 324 families were supported first by linking them to Savings and Credit Groups or by helping them start new groups when none existed. All of these families were then able to access economic education classes or trainings on book keeping, group meetings, problem solving and decision making, and saving and loan systems. Families received basic training and information about how to start up small business enterprises (including animal husbandry, mostly with goats; agricultural product processing; tea/snack stalls; and commercial vegetable farming).

NGO partners advocated at the community and district level to reduce the use of children in mining. A Rapid Assessment of children in the mining industry was commissioned by Naya Bato Naya Paila and used for advocacy by project staff and NGO partners.

Nisha’s Joy

For years Nisha has been her “mother’s helper” collecting stones for her mother to break and doing household chores. This work made it difficult for the 10 year old girl to attend school regularly or do her homework. Nisha joined the Naya Bato Naya Paila supported coaching classes in Makwanpur District and is astonished at the progress she has made in English, Science and Math. With daily sessions from the tutor she is easily keeping pace with her classmates, occasionally excelling in a test. “My teacher has helped me understand more and now I also know how and what to study!” Her growing success is the biggest motivator for her to decrease her work in the stone quarry and to increase her time in school and coaching classes. She also learned about child rights gaining new respect in Grade 5 class, “I now have more knowledge than my friends who do not participate in coaching classes, I even learned new things that I can later share in class with my friends.” says Nisha with pride and joy in her voice.

Short-term impacts on family livelihoods:

- Regular savings and participation in Savings and Credit Groups;
- Planning for future expenses, especially school fees;
- Increased math skills to manage money and calculate interest;
- Sharing and supporting each other to improve their enterprises;
- Using increased income to pay children’s educational costs;
- Increased food security, reducing dependence on child labor in mining; and
- Improved social status and community recognition as successful entrepreneurs.
Zari, elaborate hand embroidery work using metallic threads (originally gold or silver), is a labor-intensive industry. A variety of products have zari work on them, such as wedding saris, pashmina shawls, and daily wear clothes such as kurtas. In Nepal this is a relatively new and emerging Worst Form of Child Labor that has mushroomed since 2005, mainly in response to the clamp down by the Indian government on child labor used in the zari industry there. The demand has increased in Nepal due to changing fashions and increased disposable income. It was recognized as a Worst Form of Child Labor by the Ministry of Labor and Employment, Government of Nepal, on the occasion of International Day for Elimination of Child Labor - June 12, 2011. Employers in the industry claim that young children with small hands are best able to do this work, but this is contradicted by the fact that large numbers of young adults are also able to do this work equally well.

Employers have adult workers bring new child workers as apprentices - shikaru - with the promise that they will become experts - kaligar - and earn good money. Many of these recruiters/traffickers convince one child to come and to bring a group of friends. Often parents do not know where the children are: in one area the Naya Bato Naya Paila Project found that 40% of the parents did not know where their sons were. In many more cases, the parents or relatives agree to send boys and accept an advance (usually between Rs. 15,000 – 20,000, or about $170 - $225) effectively bonding the boys for six months to a year. Parents are convinced by recruiters/traffickers that this will give boys long-term employment opportunities.

Results:

- Provided educational services for 386 boys from the zari industry;
- Removed 135 children from the zari industry and reintegrated them with their families;
- Conducted action research with Child Development Society to inform strategies for advocacy;
- Major advocacy efforts resulted in the government taking the initiative to rescue and lead the reintegration of 127 boys;
- Provided follow-up educational services and livelihood support to 307 families of reintegrated children to prevent their return to exploitative labor; and
- In collaboration with UNICEF, supported the mainstreaming of 43 madrassas into the national education system to help prevent Muslim boys from entering child labor, especially in the zari industry.
Most of the factories are small workshops with 10-25 workers, more than half of whom are children. All of the child laborers in the zari industry are boys. Of the 727 children found in 2011 in a sample of 100 zari factories, 70% (512) were below 14 years of age. Of the boys, 60% are Muslim and 40% are Hindu, with many coming from Dalit communities. The majority (80%) of the boys are literate but have dropped out of school with only the most basic literacy skills. The largest number of children come from Mahottari and Sarlahi districts, with about 20% coming from India, and small numbers from Rautahat and other districts. Over the period of the Naya Bato Naya Paila Project, the percentage of children coming from India decreased and the ethnic/caste composition also changed from being heavily dominated by Muslims to being more religiously diverse. Based on CDS’s estimations, there are more than 1,000 zari workshops in the Kathmandu Valley with an average of five children under 14 per workshop. Thus, a total number of 5,000 boy children are estimated to be working in zari factories with many more outside the valley.

This industry was prioritized by Naya Bato Naya Paila because of the large numbers of young children working long hours in poor conditions and separated from their families. Children rescued from this industry have major illnesses (eye and back problems) and contagious diseases; have experienced mental harassment and torture from adult workers and employers; and many have been physically punished. Without parental care and love, many report feeling abandoned. Children in this sector often work 14-16 hours a day, starting early in the morning and working until late at night. These children live and sleep in the same squalid rooms in which they work. Apprentices receive limited food twice per day and Rs. 100 (a little over $1) weekly pocket money from which they must pay for their own needles. Employers try to keep them as apprentices for as long as possible to avoid paying full wages. Once they are an expert, they can earn Rs. 3,000-5,000 monthly (about $34 - $37) and are provided with food.

Initially, these children benefit greatly from nonformal education to prepare them for return to schooling. Without such an intervention, many of them are likely to simply return to the factories because they believe they need to do this work to help their families. Then the children need to be removed and reintegrated with their families. The families are usually in extreme poverty, often with single parent households or family members with disabilities or special needs. Special support is needed in the form of scholarships and encouragement to enroll the younger children in school. Older boys mostly need vocational education for immediate viable work options. All of the children need support for their families to improve their livelihood. There is also a need for community advocacy for stronger child protection systems and anti-trafficking efforts to prevent boys from being lured by traffickers.
Action Research

The Naya Bato Naya Paila NGO partner CDS, conducted action research on the state of child labor in the zari industry. This method was chosen as very little was known about the sector and as it allows findings from the research to be immediately adopted and applied in existing programs and interventions. CDS undertook an extensive field assessment and collected data related to the situation of child laborers in zari factories. This information was incorporated into the planning and implementation of project interventions targeting the children working in zari factories. The results of the research paint a picture of one of the most exploitative sectors of child labor, where young boys are subject not only to long hours in unacceptable working conditions, and under debt-bondage, but also cases of malnourishment and torture.

Initially, the Naya Bato Naya Paila Project’s partner, CDS, started by working with zari factories and host communities, and succeeded in getting 274 children enrolled in nonformal education classes. Despite the popularity of these classes with the boys, factory owners constantly undermined the effort. They responded by denying breakfast and insisting that boys work extra hours late at night to compensate for missed work time. Just 25 boys were removed, using the ‘soft’ approach, working with employers in the first two years.

To be more effective, advocacy efforts were then used to bring the exploitation in this industry to the attention of the general public and government officials. As a result, the Chief District Officer of Bhaktapur District led the government and NGO stakeholders in conducting a major zari factory raid that resulted in 127 children being rescued in July 2012. The Central Child Welfare Board brought together donors, and I/NGOs to provide emergency care and reintegrate these children with their families. The Central Child Welfare Board was supported by the Naya Bato Naya Paila Project to ensure that child labor received greater attention in District Child Welfare Board’s activities. Naya Bato Naya Paila partners played the major roles in follow-up to the zari raid, specifically with rescue, emergency care and reintegration of these children. In addition to the children that were rescued, many other employers sent back other children to avoid government and police action.

Once the rescued children were reunited with their families, the project helped them to enroll in local schools, providing scholarships and income generation support for their families. Older boys were linked to vocational training. The NGOs worked with 307 families to develop strategies to improve their livelihoods and economic condition. Some families received support to improve agriculture while others started small shops and businesses. This was extremely challenging as many of these families were in debt to pay for dowry. Of the older boys of legal working age 17 obtained citizenship papers and left for other work. The traffickers/recruiters in the community also sought to undermine efforts. Despite this, one year after being reintegrated with families, children were still attending school or receiving vocational training and living with families in the village and out of child labor. Overall, the project focused its prevention efforts by providing microfinance and livelihood support in source communities as a way of reducing ‘push’ factors. The microfinance groups were also an important channel for raising awareness for the prevention of children’s work in the zari sector.

The July 2012 raid, along with Naya Bato Nayo Paila’s public media campaigns, were successful in mobilizing local government, municipalities, VDC officials, Army Wives Club and Muslim leaders to “step up” efforts towards eliminating this form of child labor. These efforts have also
contributed to the government’s official recognition of zari as a Worst Form of Child Labor.

As the majority of boys employed in the zari factories are Muslim, the Naya Bato Naya Paila Project established a working collaboration with Muslim leaders and communities, UNICEF, the Department of Education and District Education Offices to support the mainstreaming of 42 madrassas into the government education system.

In order to supplement these efforts, the zari action research was used for influencing policies, program designs and responses. Engaging the government in the action research process helped the officials understand the need for standard operating procedures during rescue of working children; the need for monitoring and labor inspection systems that are consistent and regular; the need for repatriation of Indian children; and the recognition that there is a need for coordinated strategies for prevention across the whole region for zari children, similar to what was done for Kamalhari Tharu child domestics.

### Rahim’s Story

Rahim is a young, shy boy of about 10 years of age. He was rescued in the July 4th, 2012 raid on zari factories, and was sent back home to Rautahat District. Since returning home, Rahim has not been going to school or working. His mother commented that since he returned, he only wants to stay and play in the village. In Rautahat, he lives with his father, a farm laborer, his mother, and five other siblings.

His mother explained that she sent him to work in the zari factories because his uncle would surely look after him by providing food and clothing while he earned an income. Rahim had been working in the factories for two years, since he was eight years old.

Rahim shared that he received Rs. 3,000 per month (about $35) at the factory, and all of the money that he had earned is gone now. When asked, Rahim said that he wants to go to school and study. His home is near a madrassa and a school, so education is certainly within reach.

Rahim’s mother associates education with extra cost. Her priority for her son is for him to be economically productive and generate an income for the family. Though it was pointed out to her that free education is available, she replied that she could not support the cost of materials, clothes and registration. Rahim’s situation shows how family livelihood and scholarship support would be helpful in relieving some of the pressures that inhibit children from going to school and instead propel them into the workforce. Local NGOs are now working with Rahim’s family to improve their situation and enroll him in an education program.
Nationwide, to effectively prevent children entering child labor, to monitor work environments, and remove and rehabilitate children from exploitative and dangerous conditions, government systems have to be committed and engaged. While individually, government staff are usually very supportive, the systems are often not strong enough to ensure sustained action when staff change. Earlier child labor efforts in Nepal focused on reaching large numbers of children with services through NGOs and on getting the needed laws and policies in place. As the numbers of children in child labor decline the focus needs to shift to ensuring the education system, child protection system and local government/community development systems work cohesively to address child labor. The Naya Bato Naya Paila Project worked closely with government systems to increase their understanding of child labor issues and the roles they can play to address the problem.

**THE EDUCATION SYSTEM**

Education offers the greatest potential to prevent child labor and is critical to the successful rehabilitation of children that have been in exploitative work. The government has been focusing on improving the quality of education and making it free and compulsory as one of its major child labor prevention strategies. Naya Bato Naya Paila partners worked closely with the government, in collaboration with UNICEF, to improve education programs and schools, especially in child labor prone districts.

**Out-of-School Children and Free and Compulsory Education**

To get all children between the ages of 5 and 12 into school the government has undertaken a number of initiatives which the project has supported including the following:

The *Welcome to School* enrollment is held each year to get children in to schools. This approach has created a new social norm where it is now accepted that children should be in school. Successful Welcome to School campaigns (targeting primary schools) have resulted in Net Enrollment increasing from 82.3% in 2002 to 95% in 2012.
Despite the increase in Net Enrollment there are still an estimated 1.1 million children not in school of whom the government estimates 600,000 have never been to school. Many of these children are either engaged in child labor or are at high risk of entering child labor. Over the past three years the focus has been on identifying these children, collecting their details, mapping their location, and working with schools, local government, and the District Education Offices to bring them into school. Mapping was carried out in eight districts with financial support from UNICEF and in six districts with USDOL support. In the process more than 150,000 children were identified. In project districts partners were able to enroll many of these children. For example, partners in Sindhupalchowk District worked with the District Education Office to enroll more than 2,000 of these children in April 2013 for the start of the new school year.

The government has declared basic education for children ages 5-12 both Free and Compulsory and introduced the Education Guarantee Scheme to assist the most needy children to access an education. Children that are identified through this scheme can be assisted for school uniforms or materials, special tuition, or their parents can be assisted to improve their livelihoods to reduce the opportunity cost of children attending school.

**Child Friendly Schools and Pre-Vocational Education to Improve Retention and Learning Outcomes**

Many out-of-school children and those engaged in child labor have attended schools and dropped out. In the project’s baseline survey large numbers reported that they do not like school or do not think it is relevant (for their future). Naya Bato Naya Paila supported the government’s Child Friendly Schools Initiative and piloted integration of Pre-Vocational Skills in schools to address these retention issues.

The government has embarked on the School Sector Reform Plan (SSRP) to improve the education system. This is a very comprehensive approach which touches all levels of the system. World Education and UNICEF continued to work with the Department of Education and the National Center for Educational Development (NCED) to support the mainstreaming of best practices in schools to achieve minimum educational standards in all schools through the Child Friendly Schools Initiative (CFSI). This takes a holistic approach addressing ways to improve schools under five major themes including:
1). Gender, Access and Inclusion
2). Teaching learning
3). Child, Family and Community Participation
4). School Management
5). Physical Condition of School, Health, Security and Protection

Naya Bato Naya Paila partners worked to support efforts to improve schools using the CFSI framework and approaches in project areas while at the national level World Education staff worked to support the government to prepare strategies for national rollout.

Madressa Mainstreaming

In the earlier USDOL supported Brighter Futures Program - World Education undertook the first efforts to mainstream madrassas in the government system as a strategy to improve education for Muslim children, and keep them out of child labor. As a result of those efforts the government created a policy that not only made it easier for madrassas to mainstream but also provided support in the form of textbooks and Per Capita Funding. To take this forward in other districts with large Muslim populations World Education and UNICEF worked with the Department of Education to mainstream 42 madrassas in 2012. Many of these madrassas are located in extremely child labor prone communities and are now formally recognized to provide basic education; use the core national curriculum; have had teachers trained; and are gradually increasing the grade levels they can provide instruction to.

Schools As Zones of Peace

Nepal’s civil war undermined the education system and unleashed social tensions that continue to disrupt schools, particularly in the southern Terai region. The largest numbers of teenage child laborers in the brick factories continue to come from the districts of the Mid-west while the boys in zari and many of the children in brick factories are from the central Terai, both areas where schools suffer the long term impacts of conflict. To improve education in the Terai the Department of Education, UNICEF and World Education worked with 864 of the most conflict affected schools. Efforts focused on consensus building, developing School Improvement Plans, as well as training parents to play a greater role in school governance, as well as training teachers to address conflicts in the classroom and to develop and monitor a school Code of Conduct agreed to by school stakeholders, political leaders and armed groups. Such efforts resulted in the schools becoming increasing functional and increasing their average opening days from 120-190 days per year.
THE CHILD PROTECTION SYSTEM

Nepal’s Child Protection System is made up of Central and District Welfare Boards (DCWBs), Women and Children’s Offices and informal community-based committees supported by NGOs, VDCs and other service providers. The Ministry of Labor and Employment employs 12 Labor Inspectors to inspect factories and child labor while the police support efforts when raids are conducted to remove children from hazardous conditions. The systems are still very weak and have gradually become a focus of attention as Nepal’s population has grown and urbanized. Traditional community protection systems cannot provide sufficient support, especially for the most vulnerable and working children. An Inter-Agency Working Group for Child Protection brings together UN and INGOs working to strengthen the system. Over the past three years it has co-ordinated support and helped the government to develop plans and training for newly mobilized Women and Children Officers and Child Rights Officers from all 75 districts; and to develop new procedures for children in institutional care, in emergency situations, and when being removed from hazardous situations, such as child labor. The Central Child Welfare Board was supported by Naya Bato Naya Paila to provide training to DCWBs on child labor and incorporated child labor as an issue in training for government staff. This helped create a new level of support for taking more direct action and engaging DCWBs in rescues of children from hazardous labor.

Over 150 Child Protection Committees (CPCs) were formed in several Naya Bato Naya Paila Project areas with support from NGO partners. District Child Protection Committee (DCPC) meetings were organized in different districts to respond to child labor, juvenile justice and other child protection issues and to plan for trainings/orientations of Village CPCs. Child Protection Committee membership - which is often diverse in terms of member ethnicity, occupation, network and links - has helped reach out to a wider population. CPC interactions with parents and employers have helped bring up issues of regularity, transition to formal schools, and preventive measures for children under 14 at risk of entering a Worst Form of Child Labor sector.
Child Protection Committees

Child Protection Committees have helped build wider accountability and commitment for the elimination of child labor. CPCs have monitored school enrollment of children accompanying, for example, parents to brick factories. CPCs formed in Jhaukhel, Duwakot, Sudal, and Chaaling VDCs of Bhaktapur District ensured that 120 young children were taken out of brick factories and enrolled in local schools. The CPCs formed by Naya Bato Naya Paila played a key role in ensuring access by pushing local schools to extend admission deadlines or support "open school enrollment" at any time during the school year.

CPCs in Okhaldhunga District removed a major cultural barrier to regular school attendance. Schools would close several days a year to accommodate local festivities as the teachers would be involved and the students would thus be allowed to stay away from school. After active intervention by the CPCs the days lost to festivities have been reduced. This is encouraging regular attendance of both teachers and students.

Project efforts have also increased DCWB activism in rescuing children facing emergency situations. For example, the Chitwan DCWB was involved in a rescue operation led by the District Police Office and NGOs resulting in the rescue of 32 children from two zari factories located in Bharatpur municipality area (24 of the 32 children were from Sarlahi District, and eight were from India). The Bhaktapur DCWB also played a key role in the planning and execution of the July 2012 raid that resulted in the rescue of 127 boys from zari factories. The Central Child Welfare Board supported this effort and, for the first time, led the coordination to link children removed from child labor by one DCWB to reintegration services overseen by DCWBs in "source" districts. This effort resulted in government staff identifying new ways of responding which will be reflected in the government’s new operational guidelines for Women’s and Children’s Offices.
**Hotline Services ‘10-9-8’**

For the past few years, partner CWIN has maintained a toll-free telephone number that children and community members can call to report cases of child labor and/or abuse. The Naya Bato Naya Paila Project supported CWIN to raise awareness of the public as well as children in need of assistance. CWIN developed stickers and posters to promote the use of the 10-9-8 hotline. CWIN’s youth volunteers then visited locations popular with child laborers such as grocery shops, beauty parlors, tea shops, stationery shops, milk depots, public parks, medicine shops, bus stops for public and private schools, coffee and bakery shops, wine bars and cosmetic shops to display posters and distribute pamphlets and advertisements.

Nine youth volunteers spent 500 hours distributing and pasting more than 2,500 posters and stickers with the Hotline Number 10-9-8, and handed out visiting cards, and Helpline Handbills. Within weeks, CWIN reported a 25% increase in the number of calls made to the hotline citing information publicized in the posters as the source.

By 2012, CWIN was able to greatly expand access to the hotline through free use from cell phones. This combined with the major awareness and publicity drive supported by Naya Bato Naya Paila, dramatically increased reporting and use of the hotline. In 2012, there were 30,000 calls to the hotline. Of these, 378 were for children in exploitative child labor seeking help, or adults calling about children in need of rescue or help. Many others were from children at risk of entering labor seeking help. CWIN followed-up reports to the hotline by dispatching field workers to check the status of the children. The majority of child laborers in need of help were child domestics with the largest numbers in Kathmandu and Nepalganj. CWIN received support from the Police’s Women and Children Service Centers and Women and Children’s Offices to investigate cases and respond to the children’s needs with emergency shelter and reintegration support.
Child Friendly Villages, Communities and Schools

Local government and a whole range of community-based organizations play important roles in preventing child labor, removing children from exploitative child labor and ensuring successful rehabilitation. Naya Bato Naya Paila partners worked extensively with these stakeholders to mobilize them to support efforts to prevent and respond to child labor. Under Child Friendly local governance efforts VDCs gave a priority to parents of working children for livelihood support and vocational training; supported upgrades of public school; supported awareness raising campaigns; worked to improve legal identity to prevent trafficking of children; and supported the development of Child Protection Committees.

Microfinance groups play a critical role in helping families invest in agriculture and small enterprises, and help families during times of difficulty that would otherwise lead to indebtedness and children being forced into child labor. Naya Bato Naya Paila partners mapped the location of microfinance groups and coordinated efforts to link the families of working children and those most at-risk to existing groups. They also mobilized these groups to spread messages about child labor.

Partners also pushed employer associations for their support for improved retention and regularity of attendance. These efforts have prompted wider interest and accountability to ensure children are staying in school. For example, brick kiln owners and other employers, along with local district authorities, have been included in the Welcome To School initiative in Bhaktapur District, making a symbolic statement and endorsing the sending of child laborers to school. They also provided stationary as an extra incentive.
BASE, an NGO partner in the western Terai, has mobilized entire villages, and within them, communities to promote children’s education through the Child Friendly Villages concept. Such involvement has helped generate community interest in school improvement, along with a more conscious ownership of Welcome To School initiatives, as well as community-wide drives in sending all school-age children to school.

Partners are also involving district agencies in efforts to identify out-of-school children and engage them in ensuring that each child goes to school and continues to do so with government support. Okhaldhunga District NGO partner JSSN, and district authorities, jointly convened a meeting and the District Education Office approved allocation of funds to sustain scholarships beyond Naya Bato Naya Paila to children funded by the project.

School authorities and volunteers are increasingly using innovative ways to put social pressure on parents who are not sending their children to school or who have put them to work in Worst Form of Child Labor sectors. Letters are being sent from the schools, home visits are being made by the community volunteers who inquire as to the reasons a child/children are absent from school, and what the parents are doing about it, or requesting them to start sending their children to school regularly.

**Child Clubs**

Partner JSSN Khotang has empowered and mobilized Child Clubs to confront local authorities and demand action when government scholarship support for poor children is not provided on time. The local authorities, having no recourse other than to accept responsibility and rectify their mistake, have promptly processed the scholarship funds and disbursed them following official criteria. CDS Kathmandu found that Child Clubs have also become active in furthering their knowledge about the penalties for those employers who use child labor. In Kavre District, the local partners have been active in supporting the formation of Child Clubs that encourage awareness activities on child rights (including rights to education) and child labor.
Safer Schools

As part of a holistic strategy to ensure safety of children and to strengthen the impact of educational services, World Education provided support to nine schools in three program districts of Khotang, Okhaldhunga and Sarlahi to improve the schools’ physical infrastructure, the classrooms and the playgrounds, making them more child friendly. In Khotang and Okhaldhunga, a total support of just over Rs. 2 million (over $22,000) was disbursed in the form of materials and services, with matching support from the community of Rs. 140,000 (over $1,500) including voluntary labor.

Within the school premises, major physical hazards to children and to school safety included unfinished building construction with iron rods sticking out, especially on the roofs where children played; open roofs, absence of boundary walls on steep terraces; uneven playgrounds; construction materials left lying around in playgrounds; broken desks, doors and window panes or windows falling off hinges; and un-plastered brick and/or stone walls leaving jagged edges. Schools also had leaky roofs and small doors opening inwards or exits that were blocked as well as rough uneven flooring and classroom blackboards on unstable stands. School furniture had rusty nails sticking out or was unstable. School playgrounds were also uneven and had dangerous walls and hillsides; and school water taps were placed at heights difficult for primary school children to access. In all the schools which had toilets, these were almost unusable, and paths were often slippery.

Schools with the worst hazards or safety issues, and many working children or children at risk of entering child labor were prioritized. While each school had its own specific priorities for enhancing safety for its students, project support was provided for the following: reconstruction; road access; furniture; building toilet blocks; installing improved drinking water facilities; renovation of roofs; fencing playground areas; and fixing access trails.

In addition to the nine schools supported for major upgrades, many others initiated improvements from their own budget through funds raised in the community and by mobilizing volunteers.

RAISING AWARENESS - BUILDING COMMITMENT

Awareness raising efforts help build public support to eliminate child labor. Such support is crucial in getting employers to change, and stop using child labor, as well as to get government stakeholders to respond to child labor issues. Many awareness efforts in the past have not been coordinated, and messages have lacked clarity as to what needs to done.
Naya Bato Naya Paila partners sought the help of communications experts at UNICEF (who supported the Ministry of Labor and Employment), the ILO, World Education, union leaders, and NGO partners to develop a more comprehensive Communications Strategy to address child labor. Partners then worked together in support of major national efforts centered on "World Day Against Child Labor" and for school enrollment as part of the Welcome to School Campaign. For the nationwide efforts focused on Child Labor Day project partners brought together the ILO, UNICEF, the National Human Rights Commission, employers and trade unions, and NGOs in different parts of the country for coordinated action. Special efforts were undertaken to get the national media involved to provide more in-depth coverage of child labor issues. NGOs liaised with local media to get television, radio and newspapers to see child labor first-hand and provide data and information. This resulted in national television airing documentaries on child labor, especially focused on the brick and zari industries and in domestic servitude. This greater engagement of the media, as part of the project’s advocacy and awareness efforts, was extremely effective and, in particular, influenced government officials, welfare boards, and the police to be more proactive.

At the local level NGO partners used a variety of approaches and combinations of media and awareness activities. The NGOs worked through schools and community-based organizations, such as Savings and Credit Groups and Mothers’ Groups to spread information and messages about child labor. Approaches that the partners used included:

- ‘Theater of the Oppressed’ to sensitize policymakers, senior police and the public to the situation of Children in Commercial Sexual Exploitation;
- Television documentaries and newspaper coverage to generate awareness of the numbers and conditions of children in the brick industry;
- Flash mobs to make consumers aware;
- Photo exhibits;
- Postering to promote the ‘10-9-8’ Helpline;
- Radio interviews and Public Service Announcements;
- Stickers and comics; and
- Street dramas, rallies debates and contests.

These approaches have kept child labor in the public’s attention while also keeping up the pressure on employers to avoid using child labor, and maintaining pressure on government officials to engage and respond. This more comprehensive strategy has resulted in far greater levels of support to reduce child labor than partners had experienced in the past.
A solid knowledge base on child labor related issues is essential to formulate policies and plan for effective programs. Six rapid assessments - two in collaboration with Plan Nepal, two action research and two small scale research efforts were conducted under the Naya Bato Naya Paila Project. In addition a major Occupational Safety and Health Assessment of children in the brick industry (the first of its kind) was completed with the ILO and Kathmandu Medical College.

Surveys were undertaken to identify all out-of-school children in Bara, Siraha, Rautahat, Kapilvastu, Rupandehi, Sarlahi, Mahottari, Dhanusha, Nuwakot, Dolakha. Ramechhap, Sinduli, Kavre and Sindhupalchowk districts.

**RAPID ASSESSMENTS**

A total of 2,216 children under 18 years of age (31% girls), were surveyed from 42 districts and six Worst Forms of Child Labor sectors - portering, mining, brick, domestic, urban transport and tea shops/small restaurants - to assess their current work situation. The Rapid Assessment methodology popularized by the ILO in the early 2000s was adopted for conducting the research. Key findings indicated that at least 50% of children are under 14 years; and almost all (except in the short distance portering sector) work for up to 12 hours a day, and seven days a week, highlighting the need for stricter enforcement of child labor laws.

Children working in mining, domestic, portering and urban transport sectors reported among the highest literacy rates (around 90% or more), while in brick and teashops, about 70% of the children were literate. Average remuneration earned by the children varied tremendously, with some being "paid in-kind, in lieu of cash" as with those in the domestic sector, whose living and school expenses were borne by the employer instead of cash payments.

After approval by the Ministry of Labor and Employment’s Working Committee the research findings were made available for the public through a dissemination event. Key stakeholders from the government, representatives from the US Embassy, I/NGOs working on child rights issues, media, teachers and school principals, child beneficiaries, researchers, and project partners were present during the sharing.
Table 3. Summary of Rapid Assessment Findings

<table>
<thead>
<tr>
<th>Sector</th>
<th>District</th>
<th>Sample Size</th>
<th># of Girls</th>
<th># of Boys</th>
<th>% Under 14</th>
<th>Working Hours</th>
<th>% of Literate Children</th>
<th>Average Pay in Rupees</th>
<th>Tasks Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portering</td>
<td>30</td>
<td>439</td>
<td>108</td>
<td>385</td>
<td>48%</td>
<td>30 minutes - 7 hours</td>
<td>94%</td>
<td>285 – 2,000 (depends on weight and distance)</td>
<td>Carry loads like bales of cloth, construction materials, bottles of alcoholic beverages</td>
</tr>
<tr>
<td>Brick</td>
<td>10</td>
<td>424</td>
<td>180</td>
<td>244</td>
<td>50%</td>
<td>Up to 12 hours</td>
<td>69%</td>
<td>1,500 – 10,000</td>
<td>Prepare raw materials, making, drying, transporting bricks</td>
</tr>
<tr>
<td>Domestic</td>
<td>10</td>
<td>313</td>
<td>179</td>
<td>134</td>
<td>92%</td>
<td>Up to 12 hours</td>
<td>89%</td>
<td>1,500 - 5,000</td>
<td>Dishwashing, cleaning, cooking, washing clothes, child care, vegetable shopping</td>
</tr>
<tr>
<td>Mining</td>
<td>16</td>
<td>400</td>
<td>169</td>
<td>231</td>
<td>50%</td>
<td>Up to 6 hours</td>
<td>92%</td>
<td>2,500 - 5,000</td>
<td>Collection of stone / sand / mud, carrying, breaking rock, loading, unloading</td>
</tr>
<tr>
<td>Urban Transport</td>
<td>19</td>
<td>400</td>
<td>-</td>
<td>400</td>
<td>50%</td>
<td>Up to 12 hours</td>
<td>91%</td>
<td>4,000 – 7,000</td>
<td>Collecting fares from passengers, helping wash and repair vehicles, arranging seating for passengers</td>
</tr>
<tr>
<td>Teashops and Small Restaurants</td>
<td>10</td>
<td>240</td>
<td>60</td>
<td>180</td>
<td>86%</td>
<td>Between 10 - 12 hours</td>
<td>71%</td>
<td>1,500 - 5,000</td>
<td>Food preparation, cleaning, dishwashing, waiting on tables</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,216</td>
<td>696</td>
<td>1,574</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

ACTION RESEARCH AND SMALL SCALE STUDIES

Action research was done on the zari industry, and on mainstreaming of the pre-vocational curriculum in 36 government schools in six districts including Sindhuli, Sindhupalchowk, Nuwakot, Kavre, Dolakha and Ramechhap. Two small scale studies were prepared on topics of relevance to children’s education (see Grihini Shikshya study) and child domestics’ attitudes toward work hazards (Perceptions of Occupational Safety and Hazards Among Child Laborers in the Domestic Work) which incorporated data from sample surveys. The Grihini Shikshya research study focused on assessing how mothers’ education influenced learning outcomes and decisions about schooling for the child.

Two key methodological learnings came from the Rapid Assessments, during the data analysis phase. The first is that there are constraints and limitations in adopting the rapid assessment research methodology when it comes to surveying "hidden" and "scattered" worst forms of child labor such as domestics and child porters. The second is that there is a major challenge in making national level estimations for a Worst Form of Child Labor sector which have a skewed distribution across the country and within the same area, tending to blur unique differences and producing questionable estimates across districts. This is most problematic in the domestic work sector.
Child labor has been changing rapidly in Nepal and policies and programs need to be responsive. The USDOL funded two external evaluations to assess the impact of project strategies. Naya Bato Naya Paila undertook rapid assessments to look at the six different child labor sectors; and conducted action research to understand the zari industry and to develop pre-vocational programming, assess roles of government adult literacy programs for women and child domestic's attitudes to hazards; and undertook a major pioneering study on Occupational Safety and Health of children in the brick industry. In the final USDOL project evaluation, the evaluator stated “building upon these experiences, and documenting lessons learned, staff have continuously improved strategies, interventions, activities, monitoring and reporting. Over the years, an impressive database of information has been developed on Worst Forms of Child Labor, sectors, locations, ethnic groups, education interventions, and other means to mitigate child labor”.

The Naya Bato Naya Paila Project built upon activities designed and tested under the Brighter Futures Program. However, in response to the changing nature of child labor and specific needs of children in different sectors, Naya Bato Naya Paila developed new activities and put more emphasis on mainstreaming child labor into the child protection, local governance and education systems. Good practices were highlighted through evaluations and district level participatory review processes.

- **Tailored services:** as child labor is reduced, the children still working full-time in the Worst Forms of Child Labor (typically with complex needs and with the least cooperative employers) require customized support. Naya Bato Naya Paila rapidly expanded the use of case management for individualized planning to successfully link educational support with other services to ensure children’s access to education and removal from exploitative labor.

- **Family livelihoods for sustainability:** extreme family poverty is a major factor pushing children into child labor and preventing their successful removal and reintegration. Naya Bato Naya Paila effectively utilized USDOL’s support to leverage private funding, local government (VDC) funds,
microfinance and other community group support for a coordinated effort to reduce family indebtedness and improve livelihoods. This strategy incorporated a combination of financial literacy, skills training, business start-up support and, most importantly, community mobilization that resulted in families being able to reduce their reliance on child labor.

- **NGO capacity built to address child labor**: earlier efforts to address child labor have largely been focused on single strategies, such as education, or awareness raising, or legal and policy work. The Naya Bato Naya Paila Project sought to build the capacity of partners to use more holistic approaches. For example, the project built the NGOs ability to link child labor to local government development agendas. In particular, World Education successfully partnered with Terre des hommes to build the capacity of five NGO partners to address the specific needs of girls in commercial sexual exploitation. This partnership introduced innovative strategies to address the mental well-being and other needs of these girl children.

- **Engaging government systems**: Many government officials are supportive of efforts to address child labor but these efforts are often not sustained by government systems. Naya Bato Naya Paila successfully engaged government officials by working closely with the Central and District Child Welfare Boards, the Ministry of Labor and Employment, Ministry of Women, Children and Social Welfare and, most intensively, with the Ministry/Department of Education. The greatest success was gained from working together to develop initiatives, such as Free and Compulsory Education; oriented District Child Welfare Boards on child labor issues; and rescuing children referred to partner CWIN’s helpline or from zari factories.

- **Home and away**: child labor responses are complicated by children being migrants often coming from many districts and many communities. Reintegrated children are often hidden in their home communities. Naya Bato Naya Paila worked to develop approaches with the large numbers of children who migrate seasonally for exploitative work in the brick factories. New home and away approaches were developed to help children to keep up their education at the factories and then through coaching, catch up with their peer in their home community school. Simultaneously, parents were supported to gain financial management skills at the factory and on their return and to gain skills to diversify their livelihoods, successfully reducing dependence on child labor.
Pre-vocational practical skills: many child laborers have dropped out of school due to poor academic performance or because they do not see the relevance and usefulness of school education to earning a living. To encourage children to stay in school and out of child labor, Naya Bato Naya Paila worked with the Curriculum Development Center of the Ministry of Education to develop and pilot the integration of practical skills within the formal education curriculum in secondary schools. This effort was very successful and has generated important lessons for Nepal as a new vocational subject is being designed for the secondary school level.

Responding to emerging child labor sectors: in recent years, the zari industry went through a massive growth, relying heavily on child labor. NGOs had little experience working with young Muslim boys specifically or this sector in general. Naya Bato Naya Paila partners tried a number of different approaches in response to the evolving child labor sector. In the Kathmandu Valley, they initially combined factory visits, advocacy and nonformal education approaches. When this had limited success, they moved to supporting a more hard line approach by government, using raids and reintegration with families. In source districts, partners worked with Muslim leaders and madrassas to mainstream with the government system and prevent boys from entering the industry.

Use of research and project data to inform policies and strategies: Naya Bato Naya Paila made effective use of Rapid Assessments of specific sectors, project data, action research and an Occupational Safety and Health Assessment to inform strategies and influence government policies and public awareness.
<table>
<thead>
<tr>
<th>LESSONS LEARNED</th>
<th>MOVING FORWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The profile of Nepal’s child laborers is changing with an increasing number of literate individuals but also large numbers that have dropped out of school.</td>
<td>Nepal needs to keep up the focus on reducing the number of out-of-school children.</td>
</tr>
<tr>
<td>NGOs are able to integrate child labor responses with other programs for community development and microfinance for greater impact.</td>
<td>Providing nonformal education for working children is important, but also focusing on strengthening of the formal education system and Free and Compulsory Education.</td>
</tr>
<tr>
<td>To change social attitudes towards child labor, programs need to keep up social pressure and engage a range of stakeholders.</td>
<td>Continue to build the capacity of NGOs to access more diverse sources of funding and provide more sophisticated services to vulnerable out-of-school children/those who are already in exploitative labor situation.</td>
</tr>
<tr>
<td>Significant progress has been made to reduce child labor in the domestic servitude, portering and mining sectors.</td>
<td>Push zero tolerance of child labor for children under 14.</td>
</tr>
<tr>
<td>The Child Protection System is emerging but still very weak and still plays a limited role in preventing and responding to child labor.</td>
<td>Use innovative awareness raising strategies to generate public support.</td>
</tr>
<tr>
<td>Children in child labor increasingly have more complex needs for which more sophisticated case management is needed.</td>
<td>Keep up efforts to educate the public about child labor in the brick industry, zari industry and in commercial sexual exploitation.</td>
</tr>
<tr>
<td>Tracking the status of beneficiaries is challenging but keeps the focus on children not just numbers.</td>
<td>The Child Protection System has to be given greater attention and further developed.</td>
</tr>
<tr>
<td>Research and information is critical to inform programs and help stakeholders understand changes.</td>
<td>Child protection and child labor issues need to be mainstreamed into local government strategies for more systematic response.</td>
</tr>
<tr>
<td>Livelihood and family financial skills are most important to reduce family poverty for prevention and reintegration.</td>
<td>Provide more integrative services under well planned case management systems for child laborers and children at-risk.</td>
</tr>
<tr>
<td>Government officials are committed to reduce child labor but the system does not sustain efforts.</td>
<td>Research and data collection needs to move from a sectoral focus to supporting annual surveys of working children in the worst districts.</td>
</tr>
<tr>
<td>Fewer younger children work full time in exploitative labor but many children of legal working age are in jobs which should be safe but are not due to poor safety standards.</td>
<td>This should be complemented by child occupational safety and health assessments so that stakeholders can understand how dangerous specific work is for children.</td>
</tr>
<tr>
<td>The impacts of consecutive USDOL programs have had a cumulative effect to significantly reduce the most exploitative child labor.</td>
<td>Livelihood support and family financial literacy need to be strengthened within child labor programs. Special strategies are needed across the regional Terai belt for the families of child workers in the zari sector.</td>
</tr>
<tr>
<td></td>
<td>Refine the laws and Standard Operating Procedures related to child labor and support government through partnerships to operationalize plans and strengthen systems.</td>
</tr>
<tr>
<td></td>
<td>New focus on youth of legal working age and their occupational safety and more emphasis on management of apprenticeships is needed.</td>
</tr>
<tr>
<td></td>
<td>Long-term efforts and flexibility are needed to address child labor and respond to emerging issues.</td>
</tr>
</tbody>
</table>

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Annex I - List of NGO Partners

<table>
<thead>
<tr>
<th>SN</th>
<th>NGO Name</th>
<th>District</th>
<th>Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Backward Society Education (BASE)</td>
<td>Dang</td>
<td>Advocacy &amp; Awareness</td>
</tr>
<tr>
<td>2</td>
<td>Biswas Nepal</td>
<td>Kathmandu</td>
<td>CSEC</td>
</tr>
<tr>
<td>3</td>
<td>Change Nepal</td>
<td>Kathmandu</td>
<td>CSEC</td>
</tr>
<tr>
<td>4</td>
<td>Child Development Society (CDS)</td>
<td>Kathmandu,</td>
<td>Brick and Zari</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bhaktapur,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lalitpur</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Child Protection Organization (CPO)</td>
<td>Sarlahi</td>
<td>Brick</td>
</tr>
<tr>
<td>6</td>
<td>Children-Women in Social Service &amp; Human Rights (CWISH)</td>
<td>Kathmandu</td>
<td>Domestic</td>
</tr>
<tr>
<td>7</td>
<td>Child Worker in Nepal (CWIN)</td>
<td>Kathmandu</td>
<td>Domestic</td>
</tr>
<tr>
<td>8</td>
<td>Children &amp; Women Empowerment Society (CWES)</td>
<td>Kaski</td>
<td>CSEC</td>
</tr>
<tr>
<td>9</td>
<td>Creative Porter Society (CPS)</td>
<td>Khotang</td>
<td>Porter</td>
</tr>
<tr>
<td>10</td>
<td>Gramin Mahila Swabalamban Sahakari Sastha (GMSS)</td>
<td>Makwanpur</td>
<td>Mining</td>
</tr>
<tr>
<td>11</td>
<td>Jana Sewa Samaj Nepal (JSSN)</td>
<td>Khotang,</td>
<td>Portering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Okhaldhunga</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Kakani Community Development Center (KCDC)</td>
<td>Nuwakot</td>
<td>Prevention</td>
</tr>
<tr>
<td>13</td>
<td>Nari Chetana Kendra</td>
<td>Kavre, Bhaktapur</td>
<td>Brick, Prevention</td>
</tr>
<tr>
<td>14</td>
<td>Pourakhi</td>
<td>Kathmandu</td>
<td>Shelter</td>
</tr>
<tr>
<td>15</td>
<td>PRAYAS-Nepal, Dhadingbeshi</td>
<td>Dhading</td>
<td>Mining</td>
</tr>
<tr>
<td>16</td>
<td>Pokhara Chamber of Commerce &amp; Industry (PCCI)</td>
<td>Kaski</td>
<td>Domestic</td>
</tr>
<tr>
<td>17</td>
<td>Rural Development TUKI Association (RDTA)</td>
<td>Dolkha</td>
<td>Prevention</td>
</tr>
<tr>
<td>18</td>
<td>Rural Women Creative Forum (RWCF)</td>
<td>Sindhupalchowk</td>
<td>Prevention</td>
</tr>
<tr>
<td>19</td>
<td>Saathi</td>
<td>Kathmandu</td>
<td>CSEC</td>
</tr>
<tr>
<td>20</td>
<td>Sagarmatha Community Development Center (SCDC)</td>
<td>Banke</td>
<td>Domestic</td>
</tr>
<tr>
<td>21</td>
<td>Shanti Jan Adarsha Sewa Kendra (SJASK)</td>
<td>Kavre</td>
<td>Prevention</td>
</tr>
<tr>
<td>22</td>
<td>Sindhuli Integrated Development Service (SIDS Nepal)</td>
<td>Sindhuli</td>
<td>Prevention</td>
</tr>
<tr>
<td>23</td>
<td>Suryodaya Samaj Sewa (SSS)</td>
<td>Ramechhap</td>
<td>Prevention</td>
</tr>
<tr>
<td>24</td>
<td>Shakti Samuha</td>
<td>Kathmandu</td>
<td>Shelter</td>
</tr>
<tr>
<td>25</td>
<td>Tamang Women’s Ghedung</td>
<td>Kavre</td>
<td>Prevention</td>
</tr>
<tr>
<td>26</td>
<td>Youth Club Narayangarh (YCN)</td>
<td>Chitwan</td>
<td>Domestic</td>
</tr>
</tbody>
</table>
## Annex II - Project Partners, Collaborating Organizations and Government Counterparts

<table>
<thead>
<tr>
<th>Name of the Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aasman Nepal</td>
</tr>
<tr>
<td>Central Child Welfare Board (CCWB)</td>
</tr>
<tr>
<td>Curriculum Development Center (CDC)</td>
</tr>
<tr>
<td>District Child Welfare Board (DCWB)</td>
</tr>
<tr>
<td>Department of Education (DoE)</td>
</tr>
<tr>
<td>Department of Labor (DoL)</td>
</tr>
<tr>
<td>District Development Committees (DDCs)</td>
</tr>
<tr>
<td>International Labour Organization (ILO)</td>
</tr>
<tr>
<td>Kathmandu Medical College (KMC)</td>
</tr>
<tr>
<td>Ministry of Education (MoE)</td>
</tr>
<tr>
<td>Ministry of Labor and Employment (MoLE)</td>
</tr>
<tr>
<td>Ministry of Women, Children and Social Welfare (MoWCSW)</td>
</tr>
<tr>
<td>National Center for Educational Development (NCED)</td>
</tr>
<tr>
<td>Plan International</td>
</tr>
<tr>
<td>Rural Development Center Nepal</td>
</tr>
<tr>
<td>Social Welfare Council (SWC)</td>
</tr>
<tr>
<td>St. Xavier College, School of Social Work</td>
</tr>
<tr>
<td>Terre des Hommes (Tdh)</td>
</tr>
<tr>
<td>UNICEF</td>
</tr>
<tr>
<td>Village Development Committees (VDCs)</td>
</tr>
</tbody>
</table>