

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Child Friendly local governance CFLG is a project by UNICEF which is started on 2007 in Nepal. A process of making policy and action plan and include child right, voice of child, child representative in local decision making level for the betterment of the children without any conflict among all kind of children, in local unit of government such as District Development Committee, Metropolitan, Municipality and Village Development Committee (VDC) is called child friendly local governance. This program is being implemented through the ministry of local development with the technical support of UNICEF. CFLG project has been implemented in almost all district and VDCs of Nepal.

The Child Friendly Local Governance (CFLG), as articulated in the National Framework, is to provide "Overall guidance to the government in realizing and mainstreaming the rights of children (Survival, Development, Protection and Participation) into the local government system, structure, policies and process". CFLG seeks to put children at the core of the development agenda of local bodies, line agencies and civil society. Child friendly local government and improved service delivery for children is the ultimate outcome of CFLG.(MOLD:2007)

The United Nations Convention on the Rights of the Child (CRC) was adopted by the General Assembly of the United Nations (UN) on 20 November 1989. It sets out the legal, political, financial, social and cultural rights of children. In response to an appeal made by the UN, the CRC has been ratified by 193 nations including Nepal, which did so on 14 September 1990. In addition, Nepal has ratified the two optional protocols to the CRC. Since then, Nepal has developed a number of policy, legal and institutional arrangements related to child rights, and has implemented programs accordingly. Based on commitments made by the Government of Nepal and in line with the CRC and the Declaration of UN General Assembly Special Session (UNGASS) on Children, this 10-year National Plan of Action (NPA) for Children was developed in 2004. It is mainly based on the four themes identified in 'A World Fit for Children', addressing issues related to promoting healthy lives, providing quality education, protecting against abuse, exploitation and violence, and ensuring child participation. The issue of combating HIV and AIDS is also included in this NPA.(GOV:2012)

CFLG mainstreams child rights in the policies, structures, and processes of local governance as well as promotes and facilitates the prioritization of children right in planning and budgeting. It also ensures participation of children in those processes, such that their voices are heard. CFLG also provides platform for sectoral convergence. Under CFLG strategy, a VDC, municipality or district has to achieve at least 80 percent of the targets specified in the 27 CFLG indicators to be declared as child friendly. These indicators include various aspects of child survival, protection, development and participation such as immunization, breast feeding, access to safe drinking water, birth registration, establishment and functioning of child club networks, child club representations in local committees etc.(Manandhar:2013)

CFLG is the system of government that provides overall guidance to local government bodies for the institutionalization of child right issues in terms of their survival, protection, development and meaningful participation in the policy structure, system and procedure and practice of local bodies. CFLG seeks to put children at the core of the development agenda of local bodies, line agencies and civil society. CFLG is considered by the government of Nepal to be an important means for mainstreaming child rights in local governance and ensuring that the country can achieve its MDGs, particularly those related to children, especially school going age children (boys and girls) adolescent girls and women from disadvantages groups, who benefit from improved local governance that is responsible, accountable, decentralized, inclusive and child friendly.(Nepal:2015)

CFLG was in the 90s that UNICEF with support of partners like the Norwegian government and others, started working with women and children at the grassroots under the principles of decentralized planning. The experiences garnered through programs like Decentralized Action for children and women (DACAW) have fed into the development of the national Child Friendly Local Governance (CFLG) strategy, which was adopted by Nepali government in 2011.UNICEF's CFLG program works closely with the Ministry of Federal Affairs and Local Development (MoFALD) promote collaborative planning for children from the bottom up and ensuring participation of children these processes such that their voices are heard.(UNICEF:2010)

The Ministry of Local Development has developed “Resource Mobilization and Expenditure Management Guidelines” for the utilization of grants. It includes a provision that mandates all local level bodies to allocate at least 35 percent of their block grants for such priority target groups as children (10 % block grants), women (10 % block grants), and other marginal groups (15% block grants) of the development budget of VDCs and DDCs allocate to implement Child Friendly Local Governance initiatives. The decentralization process developed funds for the children. The devolution of function and functionaries and funds allow local bodies to work as units of Local Self Governance (LSG) and has successfully enabled them to better address the needs and concerns of local communities.

1.2 Statement of the Problem

Child Friendly local governance CFLG is a project by UNICEF which is started on 2007 in Nepal. A process of making policy and action plan and include child right, voice of child, child representative in local decision making level for the betterment of the children without any conflict among all kind of children, in local unit of government such as District Development Committee, Metropolitan municipality, municipality and Village Development Committee (VDC) is called child friendly local governance. Kaskikot is a village of Kaski District of Gandaki Zone, Nepal. This study motive to know about actual gap of the CFLG program and how it has been implemented in the study area. In the study area there is a lack of study about the CFLG impacts. So for the future strategy support; betterment of the program and make it more effective need to the study of CFLG impact. CFLG budget is the more sensitive for development due to child is a pillar of future development. But nowadays CFLG budget use in overall development work. Few budget use in child by like allowance for Dalit child.

The study has carried out to find the answer of following question.

- How many child population and child club in study area?
- How does the participation of child in decision making, budgeting and planning?
- In which area the CFLG budget are being expensed and invested?
- What are the problems and challenges faced by VDC on CFLG program implement?

1.3 Objectives of the Study

General Objectives

- To find out proper use of CFLG budget in necessary aspect of children.

Specific Objectives

- To find out child population and child club.
- To find out participation of child in decision making budgeting and planning.
- To analyze the use of CFLG budget on study area.
- To assess the problem and challenges faced by VDC on CFLG program.

1.4 Significance of the Study

This study is focus on use of CFLG budget in Kaskikot VDC. This study has found processes, places and children for whose CFLG budget is implemented and managed.

This study has found out demography of children, Child-Network members hence, this study beneficial to understand and identify the child participation in nation building. Similarly, this study is attempt to diagnose the child wish for development and how to use local governance budget and attempt to find out the required improvement for the betterment use of CFLG budget.

1.5 Limitation of the Study

This study was based on CFLG budget of the Kaskikot VDC, Kaski district, Nepal.

-) This study was conducted by the student of Master Degree of Rural Development, with the purpose of thesis.
-) Limitation of the time is another limit of this study; it was completed within very few days.
-) This study was concentrated on a particular area of Kaskikot VDC of Kaski, to examine the challenges, problems, strengths and effective of CFLD budget.
-) Conclusion of generalization of this study may or may not be applicable in other parts of nation.
-) Primary data was collected in Kaskikot VDC and secondary data and information was collected from Government of Nepal, other related organizations, questionnaires, different publications, newspapers, website and books.
-) Limited resources, tools and techniques was used to conduct this study; financial, human etc.

1.6 Chapter Organization

The first chapter is the introductory chapter. The chapter one deals with introduction which covers background of the study, statement of the problem, objective of study, significance of the study, limitations of the study and organization of the study. Chapter two explore with the review of literature. The third chapter includes research methodology. The chapter fourth deals data presentation, analysis and interpretation. The chapter fifth deals findings, conclusion and recommendations.

CHAPTER II

LITERATURE REVIEW

2.1 Governance

Establishment of policies and continuous monitoring of their proper implementation by the members of governing body of an organization. It includes the mechanisms requires to balance the power of the members (with the associated accountability) and their primary duty of enhancing the prosperity and viability of the organization. (Business Dictionary)

“Governance can be seen as the exercise of economic, political and administrative authority to manage a country’s affairs at all levels. It comprises the mechanisms, processes and institutions, through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences.”(UNDP: 1997)

Governance as “The traditions and institutions by which authority in a country is exercised for the common good. This includes the process by which those in authority are selected, monitored and replaced, the capacity of the government to effectively manage its resources and implement sound policies, and the respect of citizens and the state for the institutions that govern economic and social interactions among them.”(World Bank: 2013)

Good governance as a process which is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and follows the rule of law. It assures that corruption is minimized, that the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision making. It is also responsive to the present and future needs of society. (Save the Children:2013)

2.2 Local Governance

An administrative body for a small geographic area, such as a city, town, country or state. A local government will typically only have control over their specific geographical region, and cannot pass or enforce law that will affect a wider area. Local governance can elect official, enact tax, and do many other things that a national government would do, just on a smaller scale. (Business Dictionary)

Local government refers to specific institutions or entities created by national constitutions (Brazil, Denmark, France, India, Italy, Japan, Sweden), by state constitutions (Australia, the United States), by ordinary legislation of a higher level of central government (New Zealand, the United Kingdom, most countries), by provincial or state legislation (Canada, Pakistan), or by executive order (China) to deliver a range of specified services to a relatively small geographically delineated area. Local governance is a broader concept and is defined as the formulation and execution of collective action at the local level. Thus, it encompasses the direct and indirect roles of formal institutions of local government and government hierarchies, as well as the roles of informal norms, networks, community organizations, and neighborhood associations in pursuing collective action by defining the framework for citizen-citizen and citizen-state interactions, collective decision making, and delivery of local public services. (Shah, 2006)

2.3 Child Friendly Local Governance

Child friendly local governance is the program which creates a space and mechanism to listen to children and ensure their meaningful participation in local planning and budgeting.

All child centered governance is defined as “*strategic frame that provides overall guidance to the government in realizing and mainstreaming the right of children (Survival, Development, Protection and Participation) into the local government system, structure, policies and process.*”

Most people might assume that besides “feeling good” rhetoric, the task of making child centered governance a reality is just up to the adults. Nothing more wrong.

Adult do have of course a stake in turning their communities a better place to leave and prosper for their children but not only these. They also have a clear responsibility in ensuring that children, according to their age and level of maturity, have a say a they are themselves empowered to exercise their right. They are many ways for doing this. Some INGO and NGO have made strides in organizing child parliament as forum for hearing kids voice and opinions. While these kinds of initiatives are definitely a good way of promoting children rights to participation, a child parliament is mostly useful as campaigning tool. More practical things can be done at local level.

Nepal is a trailblazer in child clubs practices: they are run all over the country and now they do represent a common feature in almost all the community run schools but these clubs should get

more active also beyond the schools, something not so impossible in Nepal where public schools are run by local people and play an important role at community level.

The clubs therefore can be involved, for example, in social audits of VDC and wards of the municipalities. Children can participate in social activities for better transparency and more accountability at local level not only on their best interest but in the overall interest of all the community. At the same way, children can be promoter of right to information.

By starting asking or better complaining on issue related to education and health, children will do a great service to the society by forcing the duty bearers to disclose their books, opening of with more information and ultimately helping rising the standards. Participatory budget is another area where children can be part of it. Quite common many countries of Latin America, it did not take off at in Nepal. Child governance is not about only planning, social audit or participatory budgeting or child clubs.

A child friendly community involves many more elements. For example it is about better learning and a health system at local level sensitive and attentive to children needs.

Education and health are keys for nourishing and fostering a sound growth of our children. Schools and local health post play an important role in this. The schools health and nutrition model can truly make a difference by incorporating, at schools level, basic health knowledge, awareness, life skill with prevention, including key aspect of WASH. Therefore children centre governance can be seen as a platform for more integrated approaches that brings together different sector areas. (Shahi, 2013)

2.4 History of Child-friendly Initiative

As a follow-up to the historic World Summit for Children in 1990, we at UNICEF wanted some high visibility tangible actions to take place in urban areas which were then home to over one-third of the developing world's child population. Demographic trends showed that urban population was rising faster than rural, and that if the ambitious goals of the Summit for Children were to be achieved, needed to focus more on the sprawling slums and shanty-towns of developing countries. We therefore, approached a group of mayors, and organized a conference called: "Mayors as Defenders of Children" in 1992 in Dakar, Senegal. Several successive meetings of "Mayors as Defenders of Children" in different parts of the world, including in Europe, encouraged municipal authorities to use the Convention on the Rights of the Child as a

framework for designing activities for the well-being of children, and the goals of the Summit for Children to set time-bound measurable targets. As this was happening, UNICEF was also working on initiatives such as the “Baby-Friendly Hospitals” and “Child-Friendly Schools. Noted that many mayors found these initiatives very inspiring and appealing. The programmed involved the use of a set of social indicators – ranging from rates of child mortality, malnutrition, and sanitation, to enrolment in pre-schools, school drop-out and repetition rates, existence of sports and recreation facilities for children, and various measures of child protection and participation in local and municipal decision-making. Score cards were prepared and publicly displayed, including in billboards - using red, yellow and green colors of the traffic light – indicating the progress made by various institutions and municipalities in terms of their level of child-friendliness. This method resonated well in Brazil, where competitions and prizes are popular methods of social mobilization. Ciara showed that municipalities can indeed visibly improve implementation of child rights when challenged to achieve results-based goals. (Gautam: 2013)

CFLG can be taken as a representative local governance project to assess the impact of local governance on the participation of child and other marginalized people in local development planning and local development planning and implementation process (MOFALD, 2008). CFLG after its approach completion periods came with up outcome through not satisfactory but certainly encouraging for future efforts in local governance. It enhanced the capacities of socially and economically backward communities to articulate and assert their demand and voice against exclusion. CFLG advocates survival of child, participation of child, development of child and protection of child. Child interaction with the local governments units like VDCs and municipality, their space for decision making in local development planning and implementation process, budgetary allocation and empowerment. The CFLG approach identified “Child Social Mobilization” as the major strategy embedded in local governance process and oriented towards helping communities and community organizations to interface with local governments and other survives delivery agencies (health, education, etc.) at the local level(K.C.,2012). The Government of Nepal (GON) is committed to bringing about tangible changes in the local governance and community development process through local governance and community development from 2008. At present a major task of the GON is to substantiate the objectives,

policies and principles of Local Self Governance and to translate into practice through the mobilization of local bodies and local communities with the facilitation and support of the central line ministers (GON, 2008). For these objectives MOLD has supported as CFLG for local governance and community development at 75 districts and also the Ministry has allocated at least 10 percent of its development budget for development of child people of all VDCs. CFLG is a national program managed and implemented by the MOLD, and financed by the GON and other 13 development partner. It was started with the aims of to contribute toward child development process in Nepal through improved and inclusive local governance and services delivery. This program has been implemented in all over the nation's boundaries of Nepal. Through DDCs, Municipality and VDCs by local development and non-local development organization. (MOLD, 2007).

DACAW/UNICEF has lobbied for and achieved an increase from 5 to 10 per cent in the percentage of block grant funds allocated for children by the LGCDP/Ministry of Local Development. DACAW/UNICEF has consistently pushed for its principle of children's participation and made a significant contribution in the process that led up to the endorsement of CFLG. More specifically, it succeeded in achieving acceptance for children's participation in local level bodies, such as the Ward Citizen's Forum, the Integrated Planning Committee, (the key committees that make decision for the allocation of block grants), the District Social Mobilization Committee and the village and district level CFLG committees. Moreover, LGCDP has adopted the DAG-mapping methodology used by DACAW to identify disadvantaged households to enable them to take part in planning processes at the local level. Finally, child rights have been mainstreamed in LGCDP's new, unified operational guidelines, the training of social mobilizer, and its monitoring and evaluation framework. Efforts are ongoing to include CFLG indicators in the Performance Measures (PM) of the Minimum Conditions and Performance Measures. (Norad: 2012)

2.5 The ground is laid by the UNCRC

Although the UN Convention on the Rights of the Child, the UNCRC, does not explicitly refer to governance, and the UN Committee on the Rights of the Child rarely mentions this concept, the convention lays the ground for the integration of governance concerns in its implementation. The

Convention's Article 4 provides for States Parties' obligation to "undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the convention." Moreover, Article 12 spells out that the child has a right to express his or her views freely in all matters affecting the child, and that those views be given due weight. The UN Convention on the Rights of the Child also underlines that children have civil and political rights, including the right to assembly, to freedom of thought and to information. Last, but not least, Article 4 states, "States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation". (Save the Children: 2010)

The Committee emphasizes in the *General Comment No. 5. General measures of implementation of the Convention on the Rights of the Child* that the, "implementation of the human rights of children must not be seen as a charitable process, bestowing favors on children," and "opening government decision making processes to children is a positive challenge which the Committee finds States are increasingly responding to. Given that few States as yet have reduced the voting age below 18, there is all the more reason to ensure respect for the views of un-enfranchised children in Government and parliament." *General Comment No. 5* also outlines that if consultations with children are to be meaningful, documents as well as processes need to be made accessible for children. "But appearing to 'listen' to children is relatively unchallenging; giving due weight to their views requires real change. Listening to children should not be seen as an end in itself, but rather as a means by which States make their interactions with children and their actions on behalf of children ever more sensitive to the implementation of children's rights." "It is important that Governments develop a direct relationship with children, not simply one mediated through non-governmental organizations or human rights institutions. In the early years of the Convention, NGOs had played a notable role in pioneering participatory approaches with children, but it is in the interests of both Governments and children to have appropriate direct contact," concludes the Committee. Yet, the leading agencies in the governance debate are largely silent about the relevance of children and their rights to engage in improving governance and building effective states. The United Nations Development Program, UNDP, offers no

guidance on addressing the rights and needs of children in its user guides on governance assessment. The Organization for Economic Co-operation and Development (OECD) Development Assistance Committee's series on governance, taxation and accountability does not make reference to children at all. And there is no evidence that the World Bank's widely used World Governance Indicators take into account the status of children's rights in the assessed countries. Often, children are also invisible in governmental development departments. (Save the Children: 2010)

2.6 A process with many milestones

Although not always the case, it is often the countries that most need better governance that have governments that are least inclined to deliver it. Children engaged in governance may help break this deadlock. Good governance is by nature participatory, in that it aims to link the governing and the governed more closely. The demand-side of governance implies empowering rights' holders to claim their rights and hold governing bodies accountable for their actions. Engaging children in governance requires building partnerships with children, giving them the opportunity to participate in governance and recognizing that children are agents of change. It is important to ensure that their presence is not token or time bound as working with children and supporting them to engage in governance is a lengthy process, as illustrated by the cases in this publication. It is in fact a process with many milestones. The initial output may be that a platform is created for children's voices to be heard, and that children gain access to governance structures. However, if the children's voices are not taken seriously, these steps remain mere decoration without any outcome or impact. Only when adults gradually start recognizing children as citizens, and when children get to influence governance structures and receive funding for e.g. schools, playgrounds and child rights activities, can one talk about the outcome of children's engagement in governance. The real impact is when the children's engagement has become systematic and leads to fundamental, structural and lasting changes in policies and practices. This process may take years and lots of patience, but is mutually enriching when the children truly get to engage in governance. (Save the Children: 2010)

2.7 A practice and a method

The engagement of children in decision-making processes makes them partners in governance. It entails more than providing for letting children participate in meetings and expressing their views. The unique perspective of children has to be taken into account in the decisions made by the authorities. This imposes a shift in the way political planning processes normally take place. Involving children is not just another activity or step in the planning process but a practice and method informing all levels of the process. When children engage in governance, the core elements of good governance are retained. Their engagement supports government accountability, creates an enabling environment for positive thinking and understanding among adults on child rights issues, and underpins the development and implementation of child-focused plans and programmes. Children engaged in governance enhances the capacity of local governing bodies and service providers to improve service delivery, and it fosters responsiveness by enabling a better understanding and coordination of actions between central government, local governments and rural and urban communities. The cases in *Children in politics: A collection of 11 inspiring, motivating and suggestive case studies on children's engagement in governance* may inspire child rights practitioners, peers and professionals to learn from past experiences, to continue expanding well-established achievements, and to take new and innovative steps towards the further engagement of children in governance. (Save the Children: 2010)

Children were used to be neglected and their issues were undermined in most of our societies. Whenever, children's issues had been taken into consider, it was guided by the principle of charity and welfare. For many years, the issues of children remained as a welfare areas and the rights of the children were hardly discussed in the public life. The rights of the children had been raised often in different historical perspective in our world, however, the issues related to their problem could not become a political agenda till the "Convention on the Rights of the Child" (UN-CRC) was adopted by the UN General Assembly in 1989. Since then the rights of the child have been emerged as a powerful political agenda in national, regional and international level. (Juvenile Justice in Practice in Nepalese society: 2014)

2.8 Some Legal Definition of Children in Nepal

The "Children's Act, 1992" defines, "Child" means every human being below the age of 16 years. But, the Labor Act, 1992 puts the age limit of the child at 14 years whereas the Nepal

Citizenship Act, 1963 considers a person below 16 years of age as minor. Similarly, the Civil Code (Muluki Ain), 1963 consider the legal age of marriage for boys at 18 years and for girls at 16 years with parents 'consent and 21 years for boys and 18 years for girls respectively with no consent of parents. Control of the human trafficking act 2007 considers a person below 18 years of age as Minor.(Juvenile Justice in Practice in Nepalese society: 2014)

The Ministry of Local Development (MLD) is the key implementing partner for the "Decentralized Action for Children and Women" (DACAW) program in 23 districts of Nepal. With the technical support from UNICEF, MLD took the lead to initiate Child Friendly Local governance (CFLG) initiatives since 2007. This initiative undertaken by MLD to mainstream child right issues in local governance has been a result of the positive lessons learnt from the DACAW experience coupled with the learning from the Philippines visit experience. CFLG has been piloted in five districts and one Municipality and now expanded to 12 districts and 26 village development committees. World Vision International has also joined hands to support this process since 2008 and other child rights organizations have expressed interest to work together on the CFLG initiative. The pilot CFLG initiative in the selected districts/municipality has already led to some more important policy developments. The learning of the pilot districts/municipality has provided tangible inputs to the development of the "National Framework on Child Friendly Local Governance(CFLG)" and "Operational Guideline" CFLG was reflected in the Three year interim Plan(2008-2010) of the Government of Nepal. MLD's National Program on Decentralization "Local Governance and Community Development Program (LGCDDP)" has incorporated CFLG as an indicator of decentralization policy. The Government's District/Municipality/Village block grant Guidelines includes a provision for mandatory allocation of 10% for programs that directly benefit most disadvantaged children and 10% for disadvantaged women. The recently approved "National Framework on Child Friendly local Governance (CFLG)" includes a provision for mandatory allocation of 15% of the total capital investment funds if a District/Municipality/VDC initiates work on CLFG.(MOLD: 2007)

2.9 Minimum Indicators of Child-friendly Local Governance

According to Ministry of local development Minimum Indicators of Child-friendly Local Governance based on Child Rights Indicators related to Service Delivery these are following;

Child Survival:

- ❖ Compulsory breast feeding for infants below six months.
- ❖ Complete doses of immunization received by children under one year of age (BCG, DPT, Hepatitis B, Hib 3, Polio, and Measles).
- ❖ All children between 6 months and 5 years are fed Vitamin A capsules twice a year and those between 1 year and 5 years receive anti-helminthes/deforming tablets.
- ❖ Deliveries conducted by trained health worker.
- ❖ At least 4 times antenatal checkup of pregnant mothers and 3 times postnatal checkup of mother and new born baby by trained health personnel.
- ❖ Pregnant mothers have received at least two anti-tetanus injections.
- ❖ Pregnant and post-natal mothers have taken iron pills (total 225).
- ❖ All children born to HIV infected-mothers are administered ARV Prophylaxis.
- ❖ All households have access to drinking water facility.
- ❖ Correct method of hand washing with soap practiced. (After defecation, before eating and after contact with babies' faces).

Child Protection:

- ❖ Birth registered of all children below 5 years.
- ❖ The number of child marriage cases decreased.
- ❖ Decrease in the number of incidence of worst forms of child labor.
- ❖ Plan of action prepared and implemented by family and community to reduce incidence of violence, exploitation, trafficking and abuse against children.
- ❖ Community-based child protection mechanism formed and brought into operation.

Child Development:

- ❖ Enrollment of 4-year old children in early child development centers.
- ❖ All school-going age children for grade 1 are enrolled in school.
- ❖ Children of 5 to 12 years have received basic education (grades 1 to 8).
- ❖ Number of out of school children receiving non formal education.
- ❖ All schools have separate toilets for girls and boys.
- ❖ Extra-curricular activities are conducted in every school.

Child Participation:

- ❖ Mechanism developed for 12-18 years children to participate in the decision-making process of local bodies.
- ❖ Children's plans are incorporated in the Plan of the local bodies.
- ❖ Framework set up for representation of child clubs in the management committee of the local school.
- ❖ The local health management committee has representation of child clubs.
- ❖ Child clubs formed in each ward and network at the VDC level and are functional.
- ❖ Child clubs networks are formed at district and Municipal level.

2.10 International commitments and Nepal's National Plan of Action for Children

There have been increasing efforts to address the rights of children since the 1920s. In 1923, Save the Children issued a five-point declaration on the wellbeing and development of children all over the world. This was followed by adoption of the Declaration on the Rights of the Child in 1924, the Universal Declaration of Human Rights in 1948, and the Declaration of the Rights of the Child in 1959. The International Year of the Child was celebrated in 1979 and a World Summit was held in 1990. The CRC was adopted by the UN General Assembly on 20 November 1989 and an UNGASS was organized for 2002. This UNGASS adopted the plan of action called 'First Call for Children'. In addition, two optional protocols were adopted in 2000: the first optional protocol is on the involvement of children in armed conflict, and the second optional protocol is on the sale of children, child prostitution and child pornography. These declarations and conventions demonstrate the international commitments made in order to ensure child rights all over the world.(MOWCSW: 2012)

Many countries including Nepal participated in the World Summit on Survival, Protection and Development of Children held at the UN on 29–30 September 1990 and expressed their commitment to implementing the provisions of the summit's declaration called 'First Call for Children: World Declaration on the Survival, Protection and Development of Children'. Accordingly, approximately 155 countries developed and implemented their first 10-year national plans of action for children. As a result of the World Summit and implementation of the CRC, priority was given to children all over the world and several positive developments followed. During the 1990s, important commitments were made to working for children, and these continued into the decade that followed. The UNGASS on Children was held in May 2002 to discuss the implementation status and achievements of the 10-year national plans of action developed for the previous decade, as well as to develop policies, programmes and guidelines for the coming decade. The reports for the previous decade were discussed in detail and four themes on the protection and promotion of child rights for the coming decade were identified. The declaration entitled 'A World Fit for Children' was adopted. This declaration directed all participating countries to pay special attention to questions related to a healthy life through adequate nutrition and the control of infectious diseases, quality education through free and compulsory primary and basic education by 2015 and protection from abuse, exploitation and

violence (armed conflict, child labor, sale and sexual exploitation), and to campaign against HIV and AIDS. (MOWCSW: 2012)

The following is a brief description of the main documents consulted in the course of developing the NPA.

2.10.1 Convention on the Rights of the Child, 1989

The CRC has been ratified by many nations of the world. It primarily emphasizes the four themes of child survival, child protection, child development and child participation. The four themes of the UNGASS declaration are consistent with the provisions of the Declaration on Child Rights. The Government of Nepal has also signed two optional protocols concerning child rights.

(a) Optional Protocol to the CRC on the Sale of Children, Child Prostitution and Child Pornography, 2000

This optional protocol was adopted by the UN in 2000. It includes provisions that prohibit the transplantation of any organs of a child for profit, offering of children to deities, sale of children, and engaging children in prostitution or child pornography.

(b) Optional Protocol to the CRC on the Involvement of Children in Armed Conflict, 2000

This optional protocol stipulates that no nation should recruit children below the age of 18 years into the armed forces or engage them in armed conflict. It also mentions that member nations are compulsorily required to take legal, administrative and other measures for effective implementation of this protocol.

2.10.2 Declarations of South Asian Association for Regional Cooperation (SAARC)

According to various declarations of the South Asian Association for Regional Cooperation (SAARC) from 1991 to 2002, all seven nations are committed to the protection and promotion of child rights. Issues raised in the declarations include reduction of infant and child mortality rates, reduction of malnutrition among under-fives, reduction of maternal mortality rate, raising the age of consent for marriage, reduction of gender inequality, protection of children in difficult

circumstances in general and protection of children in extreme social environments, access for children to primary education, increase in school enrolment and elimination of child labor.

2.10.3 ILO Convention No. 182 on the Worst Forms of Child Labor, 1999

Like the governments of other nations, the Government of Nepal has ratified the ILO Convention on the Worst Forms of Child Labor. Thus, the Government of Nepal is responsible for and committed to elimination of the worst forms of child labor, rehabilitation of children displaced from such labor, and adoption of effective and time-bound measures for preventing children from engagement in labor under hazardous conditions.

2.10.4 Declaration of Millennium Development Goals, 2000

In September 2000, 191 nations participated in the Millennium Summit that formulated the Millennium Declaration. This declaration emphasized peace, security and development including issues related to the environment, human rights and good governance. It also presented development goals for the world agenda in an interconnected manner. These goals focus on eight issues and are known as the Millennium Development Goals (MDGs). Of them, the goals with targets particularly relevant for children are education, gender equality, reduction in child mortality, and combating HIV and AIDS, malaria and other diseases.

2.10.5 Beijing +5 Declaration

The Fourth World Conference on Women and Development, held in Beijing in 1995, identified 12 important themes including children's issues in order to ensure the empowerment of women and gender equity. The Beijing Plan of Action emphasized the elimination of discrimination between boys and girls for various social, economic, health and educational aspects. The Beijing +5 Declaration stressed issues related to child rights.

2.10.6 Declaration of 'A World Fit for Children', 2002

The 2002 UNGASS had two main objectives: to review the status of children in the world, past experiences and the achievements of plans of action implemented in the 1990s, and to formulate strategies and working policies for the coming decade. It issued the declaration 'A World Fit for Children'. This declaration included four major themes for the protection and promotion of child

rights. The declaration also mentioned that by 2003 each member nation was required to develop a 10-year plan of action for children incorporating the four themes, based on the following strategies. If possible, regional plans of action would also be developed.

- Develop effective legislation, policies and plans of action to ensure child rights, and make arrangements for necessary funds to implement programmes.
- Establish national and other agencies for the protection and promotion of child rights, and enhance their capacities.
- Develop systems for monitoring and evaluation of programmes.
- Raise mass awareness about child rights.

2.11 Periodic plans of Nepal

(a) Tenth Five-Year Plan 2002/03–2006/07

The Tenth Plan mentioned the theme of child rights as a crosscutting issue. It also mentioned that emphasis would be on creating a child-friendly environment by eliminating all forms of violence, exploitation, abuse and discrimination against children, and by protecting and promoting child rights. It also expected that child rights would be ensured in all aspects of life including in their physical, emotional, mental, social and psychological development. The following strategies and policies were included in this plan: to bring about improvements in legislation; create child-friendly environment in all sectors related to children; promote child participation; provide free education to all children including Dalits and the disabled, and provide special education to disabled children in an effective manner; improve institutional arrangements; enhance collaboration and partnership with development partners; eliminate worst forms of child labor; reduce activities being carried out against child rights such as child labor, sexual exploitation, sexual abuse and sale by taking protective, promotional and rehabilitative measures; rehabilitate children affected by armed conflict and other difficult circumstances; and mobilize development partners, NGOs, civil society and the private sector to achieve these objectives.

(b) Three-Year Interim Plan 2007/08–2009/10

The Three-Year Interim Plan aimed at promoting a child-friendly environment that was conducive for children's physical, emotional, mental and intellectual development and the protection of child rights, and to bring an end to all forms exploitation, abuse, violence, risks and discrimination. To attain these objectives, a number of strategic and working policies were devised and implemented.

(c) Three-Year Plan 2010/11–2012/13

The Three-Year Plan 2010/11–2012/13 has the objective of creating a child-friendly environment appropriate to and conducive for the overall development of children and for protecting and promoting their fundamental rights. To achieve this objective, a number of strategic and working policies have been adopted.

2.12 Child-friendly School Framework

Education helps human beings develop their personality and prepares them for their future life. In addition, it is considered as the cornerstone of social and economic development. Hence, in all countries across the globe special efforts are being made to address the issues of access to and quality of education. These efforts are founded on the Education for All, Millennium Development Goals (MDGs) and other international agreements. Our need is not only to enroll children in school but also to build the capacity of all schools to provide appropriate education for children according to their wishes. Hence, the Convention on the Rights of the Child (CRC) has ensured the right to education of all children. The CRC has also recognized that all children have the right to receive quality education without any discrimination for their overall development. The Interim Constitution of Nepal and the national documents on education lay down guidelines for ensuring this right. In order to increase access to education and ensure quality education, several efforts are being made. The concept of child-friendly school is one of them. This concept takes into consideration the aspects such as the minimum and expected indicators for schools and the roles that can be played by different stakeholders in the development of schools. It is expected that such activities will result in parents taking interest in

their children's education, communities playing important roles in school development and schools upgrading the level of their quality day by day.

2.12.1 What is Child-friendly School Framework?

The Child-friendly School Framework is an important document developed to provide guidance to schools in order to impart quality education consistent with children's aptitude and capacity. In this document, basic principles of child-friendly schools as well as their scopes and indicators have been incorporated. The indicators mentioned in this document pay foremost attention to the children's aptitude, level and needs. This is expected to help all stakeholders of education become sensitive, alert and willing to consider children as the focal point for their own future.(MOE:2010)

2.12.2 Why Child-friendly School Framework?

Most of the schools in Nepal are still being run in a conventional way in terms of management and teaching-learning. The whole school environment is focused on encouraging children to get the text by heart. The text books and teaching aids made available by the central level only are being used. Seldom are the teaching and learning materials that can be made available at the local level utilized. For all these reasons, teaching and learning that are suitable to children has not been addressed properly. In the child-friendly schools, these issues are addressed. If the child-friendly environment exists in the schools, children can learn quickly and they will have less mental stress while reading and writing. Keeping in mind such positive aspects, schools are required to be child-friendly. This Framework is developed in order to determine the basics for making the schools child-friendly. This also provides guidelines on determining minimum and expected indicators for making schools child-friendly, identifying those aspects that need to be improved and incorporated in school reform plans and making monitoring and evaluation.(MOE:2010)

2.13 Impact of Child and Youth Participation in Peace building

The evaluation results revealed that child and youth peace builders have contributed to impact in four key areas: increased aware and active citizens for peace; increased peaceful co-habitation and reduced discrimination; reduced violence; and increased support to vulnerable groups. A few

of the changes under each of these key impact areas, particularly the changes concerning children and youth as aware and active citizens were experienced by males and females of different ages participating in different peace building initiatives across different regions. Other changes were more localized resulting from specific peace building initiatives carried out by children or youth, often in collaboration with adults in particular geographic areas.(Bista:2015)

The country's commitment to build a "Child-sensitive and Child-friendly Society" shall be need the active support of the local government units as they are in the forefront in the delivery of social services on child and youth welfare. The national governments efforts in tandem with the local government units are geared towards addressing the four broad categories of child's right to survival, development, protection and participation. Tracking the local government's responses and initiatives to identify the extent and breadth of reach of the interventions and the concomitant results is not easy. However difficult we need to have an assessment that will tell us where we are and how we are proceeding insofar as engendering a child-friendly society. The Department is in support of ensuring the progressive realization of the children's rights in bringing about positive results for children and to build a "Child-sensitive and Child Friendly Society" through a mandatory audit system - the Child-Friendly Local Governance Audit (CFLGA). The CFLGA is a major tool aims at assessing the LGU performance in the delivery of social services on child and youth welfare and identifying results of the intervention. The Council for the Welfare of Children has adopted the audit and would be using the audit result as inputs in the Conferment of the Seal of Child-Friendly local Governance.(ROXAS, 2014)

The MLD is the focal ministry in policy-, plan-, programmers- and strategy formulation and in mobilizing internal and external resources for CFLG. The Ministry shall also encourage local bodies to include CFLG in their annual plans, to incorporate children's issues in the local planning process, to make monitoring indicators child friendly, and they should organize training and workshops on CFLG (Government of Nepal 2011). The strategy is cross sect oral and underlines that ministries¹⁴ should make their own policies and programmers child friendly, support local bodies in their implementation of the CFLG and the Ministries of Education and Population, Health, and Women, Children and Social Welfare should also contribute resources. At the district, VDC and municipal levels the guidelines require local bodies to formulate policies and programmers on CFLG, allocate budgets, implement plans, monitor and evaluate

and to make their services child friendly (Government of Nepal 2011). The policy further motivates the local bodies to declare them as 'Child Friendly' local bodies.(Norad, 2012)

Child Rights are the rights implemented especially on the children to ensure rights from their prenatal stage to the stage of adolescent. CRC has made provisions that fulfillment of the responsibilities related to the Child Rights lie both on the guardians and the State. Uniformity lacks also in Nepal in defining the child in accordance with the age. CRC has maintained age bar of 18 years as the limit of the age of the child whereas the Child related Act, 1992 -- the national law of Nepal—has recognized age bar of 16 years as the limit of the age of the child. However, as a signatory to CRC, Nepal is likely to follow the parameters set by CRC. As per the National Census-2001, among the total population of 20 million 31 hundred-thousand, 51 thousand 423, the population of the children in Nepal figures as 39.30 per cent below 14 years, 43.13 per cent below 16 years and 47.5 per cent below 18 years.(National Human Rights Commission, 2008)

CHAPTER III

RESEARCH METHODOLOGY

This part basically deals with the method employed by the researcher on the research topic. It is an important aspect to conduct any research. It describes the research design, study of population, sources of data, sampling procedure and sample size, data collection tools, finalization of the tools, data collection procedure, data analysis and interpretation.

3.1 Research Design

This study has been carrying out both on the basis of exploratory and descriptive research design. The study has been focused to investigate the CFLG and its impact on child development. It clarifies the concept and gives the way of the study. The study uses both qualitative and quantitative methods in analyzing the information.

3.2 Study Area

Kaskikot is a village of Kaski district of Gandaki zone Nepal. Kaski district was named from the same VDC. The village is the start point of shah dynasty in Nepal. A remain place still exists as one of the recognized Hindu shrine just on the top of the hill.

It just lies north of Fewa lake and west of Pokhara after Sarangkot. The village is located on a mountain side ridge at an altitude of 1788m with panoramic Himalayan views. From Kaskikot on the northern direction Dhaulagiri can be seen in the far west. Annapurna range is clearly visible on the same side on the eastern direction the village overlooks the city of Pokhara after panoramic Fewa lake.

Theoretically the study area is enclosed under the framework of CFLG process of local bodies. Physically the study area is selected in Kaski district, Kaskikot VDC. In the study areas total population 7856. (CBS2011).

3.3 Nature and Sources of Data

This study aims to find out the use of CFLG budget in development activities of the country. The nature of data was both qualitative and quantitative. Thus, the primary data was controlled VDC of the study area. Similarly, the secondary data was used for the study which was from Village Profile, Government of Nepal, other related organization, questionnaires, and published and unpublished writer documents from individuals, experts and organization.

3.4 Universe, Sample Size and Sampling Procedure

In the study area 'Child-Network Kaskikot' was initiated with 15 members with representative of 11 schools located in different places of kaskikot VDC. Respondents was selected for the study purpose on the basis of census method.

3.5 Data Collection Techniques and Tools

For the primary data structured and questionnaire interview and KII was applied to generate the primary data.

) Key Informant Interview

This study was conducted by descriptive method. For the realistic data key informant interview was conducted with VDCs Secretary, 1 school principle and 3 local party leader.

) Questionnaire Survey

The analytical techniques based on various sets of questionnaire with structured, semi-structured and open-ended questions, have been applied. The major issue of discussion was to measure the involvement of children on CFLG programs for their holistic development. Questionnaire survey was conducted with 15 children those are involved in 'Child-Network Kaskikot'.

3.6 Data Analysis

The processed data from the both primary and secondary sources in computer software have been analyzed descriptively, quantitatively and qualitatively using the simple statistical tools. Simple quantitatively techniques like percentage and ratio are adopted for the analysis.

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

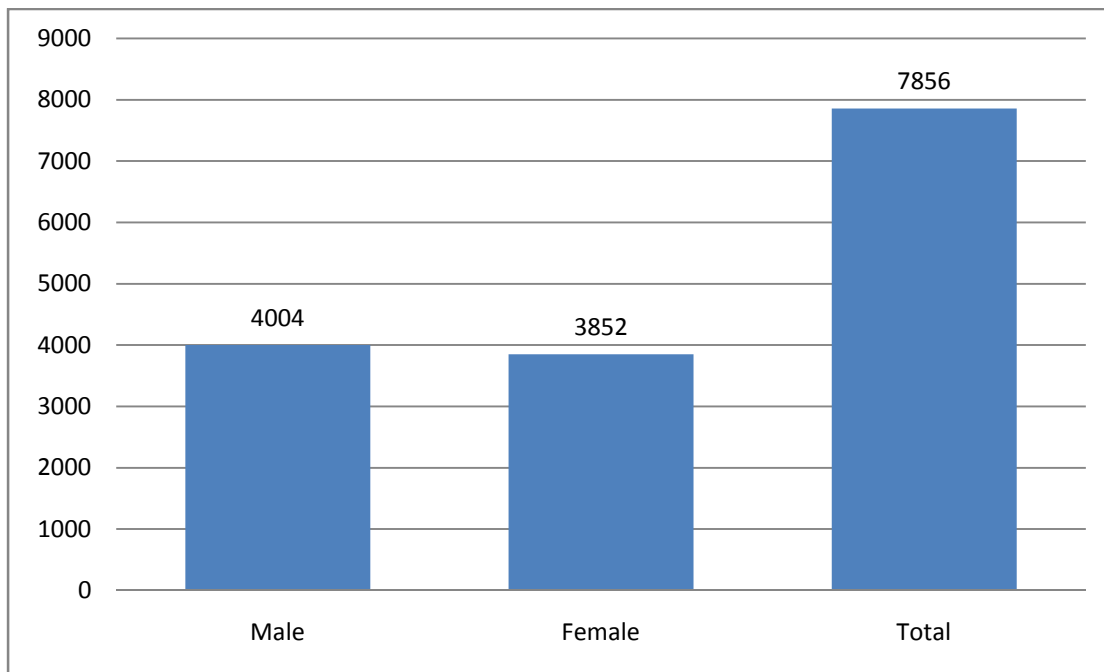
4.1 Demography of Kaskikot VDC

4.1.1 Total Population of Study Area

The area of study is Child Friendly Local Governance and Child Development in Nepal which was conducted in Kaskikot, VDC, Kaski district.

The report of population census 2011 of the VDC has shown that there are 7856 total populations with 4004 male and 3852 females respectively. Fig 4.1 shows that population of male is higher than the population of female.

Fig. 4.1: Total Population of Study Area

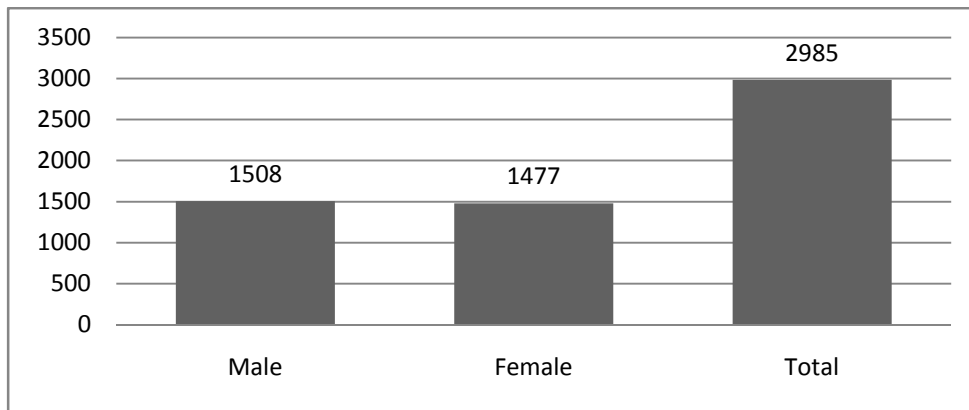


Source: CBS, 2011

4.1.2 Total child population of Study Area

The report of population census 2011 of the VDC has shown that there are 2985 total child populations with 1508 male and 1477 females respectively. Fig 4.2 shows that population of male is higher than the population of female

.Fig. 4.2: Total Population of Study Area

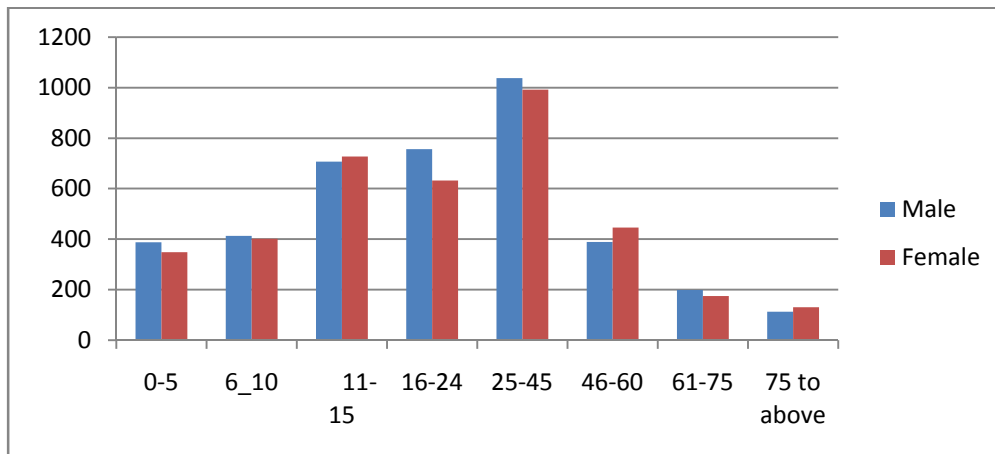


Source: CBS, 2011

4.1.3 Population by Age Group and Sex of Study Area

This figure shows population by age group and sex in Kaskikot VDC. This figure shows highest population of 25-45 age group and lowest population of 75 to above population. This study focus on child population. In child population this fig shows highest population of 11-15.

Fig. 4.3: Population by Age Group and Sex of Study Area

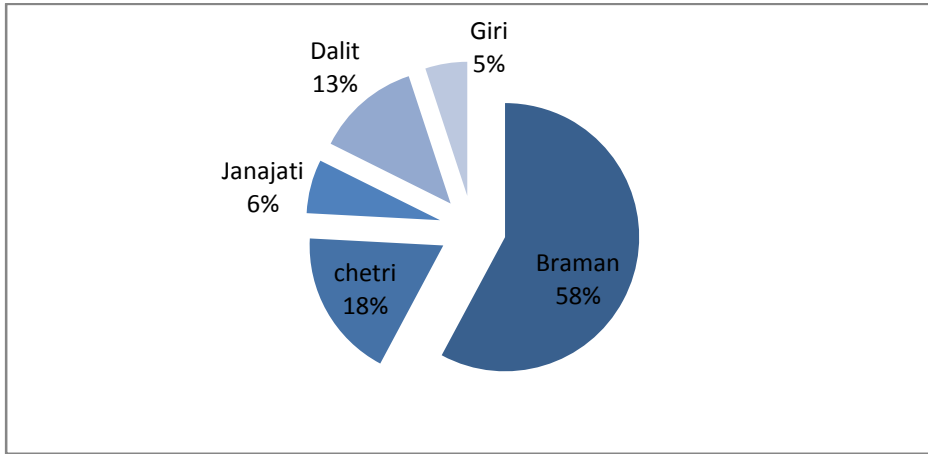


Source: CBS, 2011

4.1.4 Population by Ethnicity of Study Area

This figure shows Population by Ethnicity of Study Area. This figure shows highest population of barman 4542 (58%) and lowest population of Giri 397(5%).

Fig. 4.4: Population by Ethnicity of Study Area

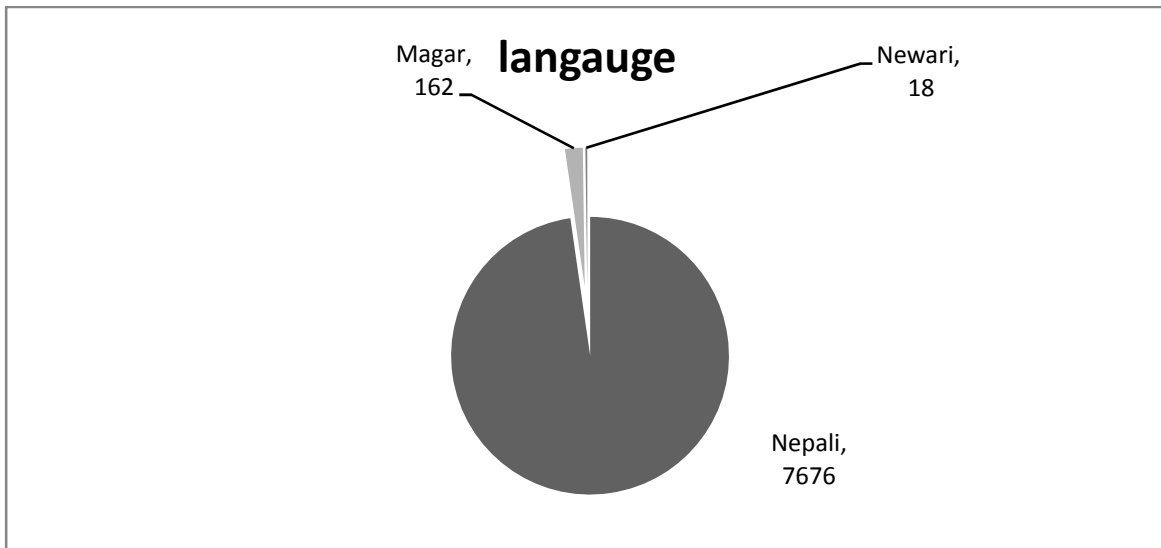


Source: CBS, 2011

4.1.5 Population by Language of study area

This figure shows 98% people uses Nepali language due to the high population of Barman and Chetri stay in study area.

Fig. 4.5: Population by Language of study area

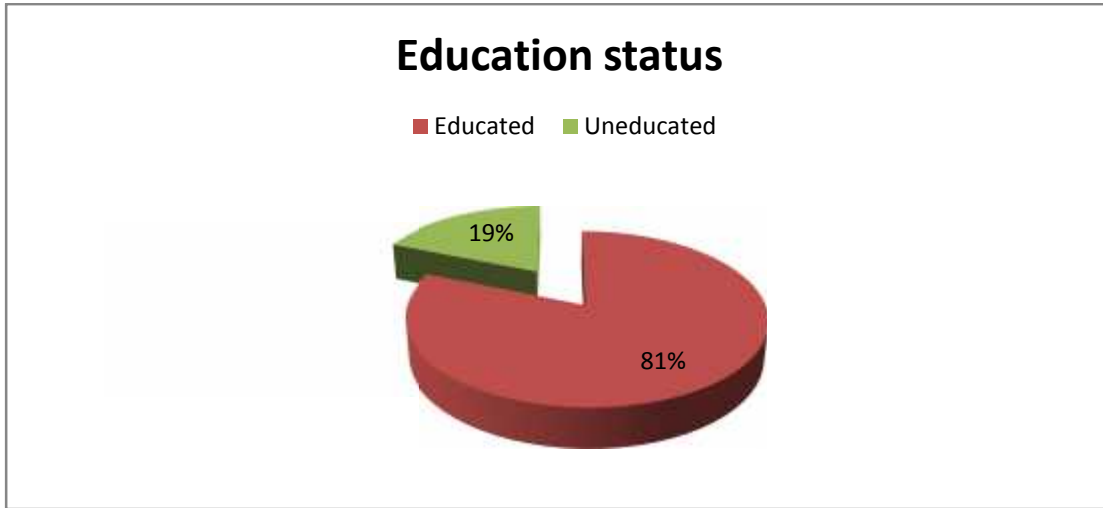


Source: CBS, 2011

4.1.6 Population by Education status of study area

In the study area's population are educated 5067 and uneducated 1166. This figure shows in this study area educated person highest other than uneducated person.

Fig. 4.6: Population by Education status of study area

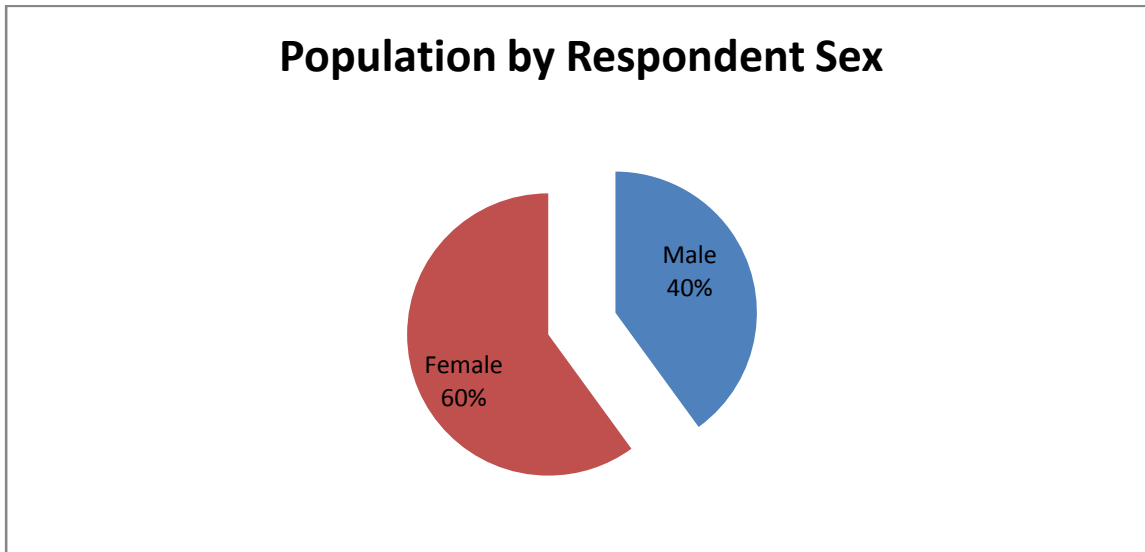


Source: CBS, 2011

4.1.7 Population by Respondent Sex

In this study total respondents are 15 children. In this figure shows female respondents are more than male respondent participation in study. In 'Child-Network Kaskikot' also participation is most strong female than male.

Fig. 4.7 Population by Respondent Sex

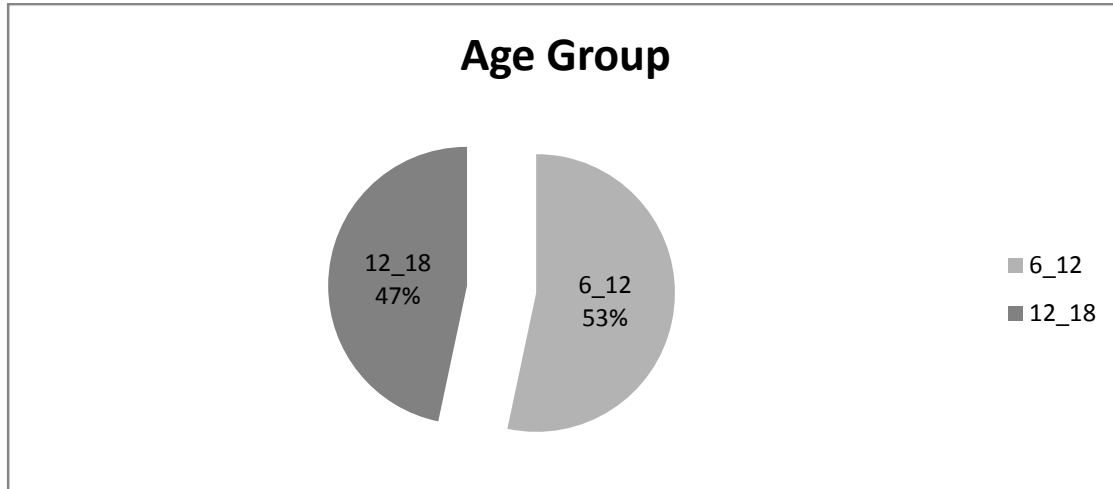


Source: Field survey 2016

4.1.8 Population by Respondent age group

This figure shows population by Respondent age group of study area. In this figure shows 6-12 age group participation more than 12-18 age group.

Fig.4.8 Population by Respondent age group

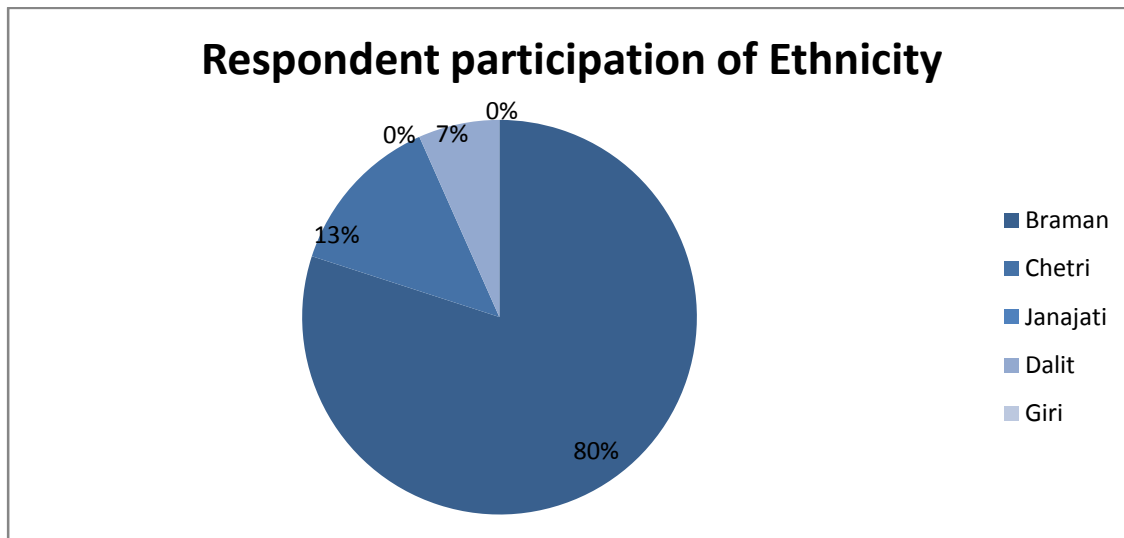


Source: Field survey 2016

4.1.9 Population by Respondent participation of Ethnicity

This figure shows population by respondent participation of ethnicity in study area. This figure shows Braman child more participation than other ethnicity and Janajati and Giri ethnicity child couldn't participate in 'Child-Network Kaskikot' in Kaskikot VDC.

Fig. 4.9 Population by Respondent participation of Ethnicity

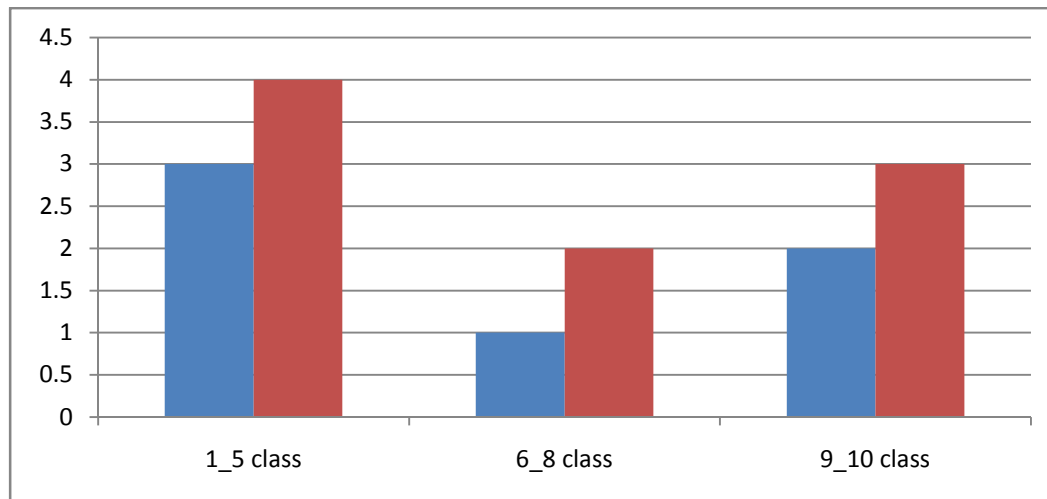


Source: Field survey 2016

4.1.10 Population by Respondent Education Status

This figure shows population by respondent education status in Kaskikot VDC. This figure shows primary school students involved more than secondary school student in 'Child-Network Kaskikot' in Kaskikot VDC.

Fig.4.10 Population by Respondent Education Status



Source: Field survey 2016

4.2 Situation of Child club

It is found that in Kaskikot VDC one 'Child-Network Kaskikot' and active. In this 'Child-Network Kaskikot' child network member participate from the 11 school of study area. 'Child-Network Kaskikot' is formed of 15 members between the age of (8-16) include 8 child from primary schools, 2 child from lower secondary school, 2 child from secondary school and 3 child from higher secondary school. According to VDC they claim that all schools have formed child club but only two schools formed child club. These 'Child-Network Kaskikot' doesn't include the age group of 16-18.

4.3 Participation of children in decision making, budgeting and planning

The concept of child friendly local governance was implemented from the fiscal year 2070/71. The VDC used to allocate the budget in the title of 'Children' in their proposal of budget, strategy and programs. They have distributed budget as per their own study, planning and decision making process without consulting any one of the child representative. In another words, there was zero participation in decision making, budgeting and planning up to fiscal year 2071/72.

In 2072, the 'Child-Network Kaskikot' was initiated with 15 members with representative of 11 schools located in different places of kaskikot VDC. They held meetings in every 2 months with the supervision of VDC representative.

In the program for presenting proposal of budget, strategy and programs by Kaskikot VDC for fiscal year 2072/73, one of the member, president of the 'Child-Network Kaskikot' was participated. According to him, they have discussed about the agendas for Child friendly local governance presented by VDC previously in 'Child-Network Kaskikot' meetings and he was only participated to present their decision to VDC.

Source: Field survey 2016

4.4 Situation before and after CFLG implementation in study area

4.4.1 Situation before CFLG implementation in study area

In Kaskikot VDC's before the implementation of child friendly local governance program they haven't basic knowledge of CFLG, child friendly school, gender sensitive infrastructure, health program etc. for child development.

In this study area they didn't allocate budget only for child survival, development, protection and participation. They haven't child friendly governance for realizing and mainstreaming the child right. So we find out at that time weak situation of child right.

In this study area before the implementation of CFLG child club were not established for leadership building, providing different training for child development. They haven't allocate the budget for spend sports materials, new technology for practical education, different training, health program, awareness building etc. and ignore child participation in different activities.

In Kaskikot VDC's children couldn't participant in child development program. Nil participation in VDC's program like planning, budget allocation for child right protection and implementation child friendly program.

Source: Field survey 2016

4.4.2 Situation after CFLG implementation in study area

In this study area after CFLG program implementation in FY2070/71and its first priority is budget allocation for child survival, development, protection and participation. Nowadays child club are open on 11 schools and then representative from child club, open 'Child-Network Kaskikot' for child participation in different sectors.

Nepal government provided child friendly local governance strategy based on child survival, development, protection and participation. In this study area based on child survival indicators like breast feeding, immunization, deliveries conducted by trained health worker, received anti-tetanus injections, iron pills for pregnant mother etc. are fulfilled by health post and supportive role play VDC's program. *SadakNatak* are held for awareness of this program.

Nowadays this VDC following child friendly environment in local governance body, school, health post, and other public sectors. One of the important indicators of birth registered of all children below 5 years fulfilled the supportive role to CFLG program. They are involved in different training for leadership building, health awareness, and gender sensitive program. This program play the role for decreasing child violence, child married, child labor, exploitation, trafficking and abuse against children.

Child friendly local governance program also support to buy educational materials, sports materials, maintain playground, and build separate toilets for girls and boys in school, health post, and other public sectors.

In Kaskikot VDC children participation in budgeting, planning, and awareness building in VDCs program. Child participation local governance, schools committee, health post committee.

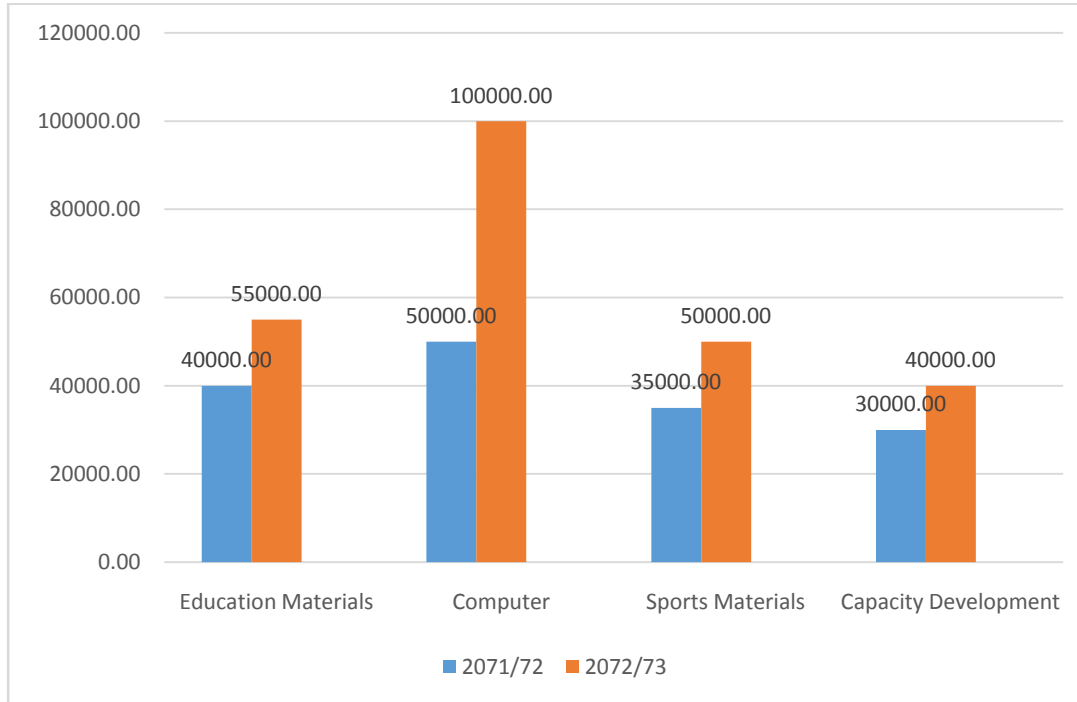
In this study area government provided child friendly local governance strategy based on child survival, protection and development indicators, are fulfilled. But in the case of child participation indicators is nominal.

Source: Field survey 2016

4.5 Analysis of CFLG budget on Study Area

4.5.1 Allocation of Budget

Fig.4.10 Sector-Wise Budget allocation CFLG Programs



Source: Field survey 2016

Education Materials

In the FY 2071/72, 40000 budgets are allocated to buying educational materials and education development activities and in the FY 2072/73, 55000 budgets are allocated to buying educational materials.

Buying Computer

In the FY 2071/72, 50000 budgets are allocated to buying computer for child development and adjust new technology and in the FY 2072/73, 100000 budget are allocated to buying computer. In the study area most of the CFLG block grant are invested for the buying new technology like computer so this VDC's also support practical education from invested in new technology.

Sports Materials

In the FY 2071/72, 35000 budgets are allocated to buying sports materials and maintain playground for child development, child skills development and physical exercise. Similarly, in the FY 2072/73, 50000 budgets are allocated to buying sports materials and maintain playground for child development.

Capacity Development

In the FY 2071/72, 30000 budgets are allocated to capacity development and provided leadership training. Similarly, in the FY 2072/73, 40000 budgets are allocated to capacity development and provided leadership training.

4.5.2 Analysis of Last Year (2071/72) Budget

In the proposal of budget, strategy and program presented in the fiscal year 2071/72 by Kaskikot-VDC representative, the allocation of the budget of CFLG program was distinguished in following sectors as shown in the aforementioned bar-graph (figure 4.10)

Title	Budget
Educational Material	Rs. 40,000
Computer	Rs. 50,000
Sports Materials	Rs. 35,000
Capacity Development	Rs. 30,0000
Total	Rs. 1,55,000

The total budget CFLG was the 10% of total budget allocated for Kaskikot VDC. It was proposed and agreed to pass the budget from all parties' representatives, social activist and government employees of VDC Office.

At the time of implementation, it was not distributed as per plan. It was found that budget was distributed to schools located in different places of Kaskikot. According to VDC

representative Rs11,000 was distributed to each schools of Kaskikot. Numerically, there are 11 schools including primary, lower-secondary and Secondary. As per the calculation, $Rs\ 11000 \times 11 = Rs.\ 1,21,000$ was distributed for the purpose of Child Friendly Governance in Kaskikot. Remaining Rs.34,000 out of rs. 1,55,000 was kept in VDC for the purpose of Capacity Building Programs. According to representative, Capacity Building programs includes different training and meeting that can improve the capacity of children.

In study, we have found that the allocated for each schools was implemented for building and maintaining gender-sensitive toilets, library management, sports material purchasing and drinking water. As they have allocated budgets to each schools, the quotient budget was not enough to implement as per the proposal presented in VDC.

Source: Field survey 2016

4.5 Problem and challenges faced by VDC on CFLG program

Kaskikot VDC is facing mainly two kind of problems , namely social, economic and geographical problems in CFLG programs.

1. Economic Problems

Kaskikot VDC is facing economic problems such as : lack of enough fund for CFLG program, delay in National Budget and arrival of it.

For the development social, educational and health condition of the children in Kaskikot, VDC have to implement the available budget in different aspects such as sports, technology and different leadership trainings as per different geographical locations. For the purchase of different materials for sports, computer and its accessories and different educational materials, the budget seems to be insufficient.

2. Social Problems

Kaskikot VDC is facing following social problems.

-) Lack of political accountability.
-) Lack of effective anticorruption mechanism.
-) Implementation capacity gaps in terms of lack of elected representative.
-) Unstable governance.
-) Weak monitoring and evaluation.

3. Geographical Problems

Kaskikot VDC is facing geographical problem such as: scatter settlements for CFLG program implemented and child participate in VDC programs like budgeting, planning, meeting, training etc.

Source: Field survey 2016

CHAPTER-V

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Findings

Child Friendly local governance CFLG is a project by UNICEF which is started on 2007 in Nepal. A process of making policy and action plan and include child right, voice of child, child representative in local decision making level for the betterment of the children without any conflict among all kind of children, in local unit of government such as District Development Committee, Metro Politian municipality, municipality and Village Development Committee (VDC) is called child friendly local governance. This program is being implemented through the ministry of local development with the technical support of UNICEF. CFLG project has been implemented in almost all district and VDCs of Nepal.

Kaskikot is a village of Kaski District of Gandaki Zone, Nepal. In this study area CFLG program implementation in FY2070/71for basis on child survival, development, protection and participation. This study motive to know about actual gap of the CFLG program and how does implemented in the study area.

The main objective of this study is the current situation of child participation in budget allocation, planning for child development and use of CFLG budget and the problem and challenge faced by VDC on CFLG program of the study area.

To fulfill the above stated objectives of the study, Kaskikot VDC, Kaski District was selected for the study and census survey was conducted in 2016. The census size was 15 respondents, these were selected by census method from 'Child-Network Kaskikot' and data were collected through questionnaires and 5 respondent data were collected through key informant interview. Some secondary data were used to in the study. The study has given some findings which are below.

-) Lack of child participation in budgeting and planning for child development.
-) Lack of coordination local governance, line agencies, parents, political leader etc.
-) Lack of enough budgets for child development.
-) Lack of real bottom- up planning practice.

-) 'Child-Network Kaskikot' can't touch 16-18 years child.
-) Lack of different training for child development like leadership building.
-) Weak fiscal decentralization at local level because center has the final power to decision and transfer fund.

5.2 Conclusions

Kaskikot is a village of Kaski District of Gandaki Zone, Nepal. In this study area CFLG program implementation in FY2070/71 for basis on child survival, development, protection and participation. Kaskikot VDC fulfilled three main indicators like survival, protection and development but participation is weak.

In Kaskikot VDC based on child survival indicators like breast feeding, immunization, deliveries conducted by trained etc. are fulfilled by health post. Protection indicators like birth registered, child marriage cases decreased, child labor decreased, reduce violence, exploitation, trafficking etc. are fulfilled by schools and VDC. Development indicators like school enrollment, received basic education and non formal education, build separate toilets for girls and boys in public sector and extracurricular activities etc. are fulfilled by schools and VDC. Similarly, participation indicators, 12-18 years children to participate in the decision making process of local bodies, child club formed in each ward, children's plans are incorporated in the plan of the local bodies etc. are can't fulfilled by VDC. VDC formed VDC level 'Child-Network Kaskikot' and it is function very slow level so participation indicators are can't fulfilled these VDC.

In this study area budget allocated to different sectors like buying educational materials, computer, sports materials and capacity development program but it was not distribute as pre plan. It was found that budget was distributed to 11 schools located in Kaskikot VDC.

Kaskikot VDC faced mainly social, economic and geographical problem, like lack of enough fund for CFLG program, lack of political accountability, effective anticorruption mechanism, unstable governance. VDC can't summed all child due to scattered settlements of village.

Kaskikot VDC coordinate schools, health post and other public sector for CFLG implement and make useful for children. Except in some fiscal years the budgeting trend is rising. So CFLG program slowly growth for child development.

5.3 Recommendations

The following recommendations are adopted for the effective implementation CFLG program for child survival, development, protection and development and build child friendly national.

-) This study focus on child participation in budgeting and planning in study area their participation is weak so build up participation through awareness should develop for program effective implementation.
-) Government have to provide enough fund and play supportive role political leader, social worker, teachers, and parents for useful CFLG program.
-) Develop new technological program for child development. Nowadays child expatiation is high like modern educational materials, sports materials, library facilities, internet facilities so local governance focuses these programs.
-) Coordination role is weak in sectoral agencies, donor agencies, private sectors, NGOs and civil society so should be focuses on local government for strong coordination.
-) Local body have to follow the resources allocation and the schedule. The sectoral agencies, donor agencies, private sectors, NGOs and civil society should follow the same calendar matching with calendar of municipality.
-) Prevalent fourteen steps planning process is very lengthy which barricades the time performance for planning. Thus, the planning procedures should be shorted.
-) Local bodies should be adopted the right based approach to CFLG- with the spirit of Convention on the Rights of children. Establish effective coordination, collaboration and co-operation amongst all stakeholders; central to local level both horizontal and vertical side.
-) Present study shows, decentralized child development program has been netted with various obstacles and difficulties. However, it can be reduced if the correct measure is effectively adopted in time.

Finally, this case study of child friendly local governance in Kaskikot VDC, contain the current situation of child participation in budget allocation and planning for child development, use of CFLG budget and the problem and challenge faced by VDC on CFLG program. Therefore this study may be significant. However, the study was conducted in small sample size and this only may not be sufficient to make general conclusions for the whole nation about the role of CFLG program for child survival, development, protection and participation. But this study will certainly be beneficial to the people of study area.

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Annex-I

Child Friendly Local Governance: A study of Kaskikot VDC, Kaski district, Nepal

Questionnaire for KII

Central Department of Rural Development

TU, Kirtipur

Key Informants persons are,

- i. VDC's Officer
- ii. Principal of Schools
- iii. Local Level political party's leader

KII Questionnaire

S.N	Question	Answer
1	Respondents Name	
2	Institution	
3	Post	
4	Ward Number	
5	Address	
6	Contact Number	

- When did the concept of CFLG start in this VDC and what are the proposes ?
- How CFLG is Function at community level?
- Is the existing knowledge enough? Were any knowledge enhancement activities done in the community about CFLG?
- What are the situations of child development noticed before CFLG implementation?
- What are the changes noticed after CFLG implementation?
- How the children are involved in budgeting and planning of CFLG ? What are the action taken to their demand ?
- How the process CFLG decision are implemented?

- What is the trend of Financial Resource mobilization of years 2072/2073 ?
- What are the decisions made in favor of Child survival?
- What are the decisions made in favor of Children protection?
- What types child will get benefits from CFLG program implementation? Is it gender sensitive or not?
- How CFLG monitors and evaluation done (process, structure)? How are the process of CFLG VDC ?
- What are the Roles of civil society and government agencies for CFLG implementation?
- What are the key priorities of Local Government for CFLG environment?
- What are the key development activities related with child specific ?
- What is the Strength, weakness, opportunities, gaps & challenges of child development and VDC regarding CFLG preparation to implementation?

ANNEX-II

Questionnaire Survey for child

Rural Development Central Department

TU, Kirtipur

A. General Information of Child

S.N	Question	Answer
A.1	VDC/Municipality	
A.2	Ward No.	
A.3	Name of respondents	
A.4	Sex of respondents	Male.....1 Female.....2 Others.....3
A.5	Education Status	
A.6	Involvements on Child Club, if yes names	
A.7	Membership Date	
A.8	Religion	
A.9	Age	

Sign 1 of Education

(1) Class 6 (2) Class 7 (3) Class 8 (4) Class 9 (5) Class 10 (6) +2 level

B. Information about CFLG

S.N	Question	Answer
B.1	Do you know about CFLG?	Yes. 1 No. 2
B.2	Have you got the opportunities for participate on decision making process at your community level ?	Yes. 1 No. 2
B.3	What are the decision made in favor of child?	
B.4	How many times you got the opportunities to participate in CFLG process?	1..... 2..... 3.....

Sign B Repeated times of participate

(1) One time (2) More than two times (3) Never participates

C. Basic facilities for child development at Community level

S.N	Question	Answer
C.1	Sanitation and safe drinking water services	1..... 2.....
C.2	Health Services	1..... 2.....
C.3	Play Grounds	1..... 2.....

Sign C Basic Facilities

(1) Available (2) Not Available

- Is the existing knowledge enough? Were any knowledge enhancement activities done in the community?
- What are the key priorities of Local Government for CFLG environment?

- Does poor, Dalit, marginalized, Janajati, participate in CFLG? Is their voice reflected in CFLG program?
- Is there children club member participate in the children program held by VDC?
- What type of program should held for CFLG?
- What are the decisions made in favor of Child survival?
- What are the decisions made in favor of Child protection?
- What are the achievements of CFLG implementation at community?
- What are the situations of child development noticed before CFLG implementation?
- What are the change noticed after CFLG program implementation?
- What are the key development activities related with child specific?
- What kinds of gender sensitive program developed in the community level?
- What kind of program developed for the disable child?
- What are the problem and suggestion in implementing CFLG?