

CHAPTER – I

INTRODUCTION

1.1 Background

There is no common definition of Child under Nepalese law. Acts have adopted different definitions for determining capacity of a person. The children's act 1992 defines a child as a human being below the age of 16 years. The election Act has conferred a voting right to its citizen when s/he attains the age of 18. The Citizenship Act has made a provision of providing certificate when one completes age of 16. The military Act has made a provision of admission into its force when Nepalese citizen is 18 years old. Civil service Act has made a provision by which anyone after 16 years of age be eligible to get into the service. Children's act has prohibited employing a person under 16 in hazardous work but legalizing employing a child of 14 years and above in other work. Contract Act makes a person eligible to enter into a contract when s/he attains 16 years of age. There are few more statutory provisions which indicate children's age and their capacity. These definitions display ambiguity in Nepalese legislation in defining child, however 16 years and below is accepted as a child. 41% of the total population of Nepal is under the age of 16 which indicates the population of child.

Nepal is one of the most poverty stricken regions in the world so the vast majority of the people are leading a marginalized life and children also struggling as a labor to compete their basic necessities of life.

Child labour is a global phenomenon. The problem, however, is most critical in the least developed countries like Nepal. Generally, in the developed countries, children do not need to support their families; instead parents support their children until they are able to stand on their own feet. In underdeveloped countries, the reverse is true. Children must support their families economically through their labor or they are forced to leave home

and survive independently. For this reason, the overwhelming majority of children are child laborers. In spite of much effort to limit child labor, the problem is growing in Nepal too.

Children employed as labor in different fields such as in agriculture, industry, service sector, transportation, technical, business soon and so forth. Above mentioned different fields, one of the forms of child labor is being Domestic child labor. Children who are employed to do household work in their employers house on salary basis is defined as Domestic child labor.

Domestic service remains one of the most common forms of child labor. In many countries, the use of the children as domestic servant is regarded as a socially acceptable traditional practice. Child domestic servants typically perform household service and chores for their employers in exchange for pay and or room and board.

Children are working as domestic servants in many houses of elite families of different parts of Nepal. Domestic worker is not only deprived from basic necessities like nutrition, shelter, clothing, education and health. They also suffer form humiliation neglect abuse, exploitation and disease.

Violence and sexual abuse are among the most serious and frightening hazards facing children at work. It is of course almost inevitable that children growing up in such an environment will be permanently damaged both psychologically and emotionally.

Among the groups subject to such abuse are children domestic worker. Child domestic service is a wide spread practice in many developing countries, with employers in urban areas often recruiting children from rural village families, friends and contacts.

While most child domestic worker come from extremely poor families may have been abandoned, are orphaned or come from single parent families. We do not know how

many children employed in domestic service because of the hidden nature of the work but the practice especially in the case of girls, is certainly extensive.

In the past, child labor was limited to the rural areas and migration was very rare but due to increasing poverty, the child labor situation of Nepal is becoming more serious. Due to the economic crisis, people have increasingly started to migrate from village to urban areas hoping for an improvement in their lives. The number of domestic child workers in urban and semi urban areas has been increasing rapidly. Due to poverty, illiteracy urbanization, rural- urban migration etc the domestic child workers is rapidly increasing in urban areas of our country and has become a wide spread phenomena.

Although the UN convention on the rights of the child, ILO convention, the children rights act and existing legislation don't permit to employ children under 14 years of age, Child labor problems in Nepal are still a reality. In all the sectors children have been working in the worst conditions. There are some sectors which are not physically hazardous but are economically and mentally exploitative such as domestic work (washing dishes and clothes, house cleaning etc.) All these are deprived of basic education. Thus there is the importance of education to make those children self aware about their rights and also for empowerment.

Education is the process of bringing desirable change into the behavior of human beings. It can also be defined as the process of imparting or acquiring knowledge and habits through instruction or study. When learning is progressing towards goals that have been established in accordance with a philosophy which has been defined for, and is understood by the learner, it is called Education.

Empowerment through education is the focal point of human development. It can be defined as providing an individual with the means to escape the constraints that prevent the full exercise of one's natural talents and abilities in order to live a life more consonant with human dignity. Empowerment is a process, which challenges the existing structure

of oppression. It is directed towards developing a conscious, analytical and confident personality.

With the development of society, education has taken many shapes, such as: a) child education, b) Adult education c) Technical education d) Education the Humanities and Social Sciences, e) Education in the Arts and Crafts, f) Health education g) Physical Education and several others. The other broad classification of education could be 1) Formal education 2) Non Formal Education 3) Extension Education.

Formal Education is basically an institutional activity, uniform and subject-oriented, full-time, sequential, hierarchically structured, leading to certificates, degrees and diplomas.

Non-formal Education is not formal, which means it is flexible; life, environment and learner oriented; diversified in content and method; non authoritarian; built on learner participation; mobilizes local resources and enriches human and environment potential.

As society develops, it becomes imperative that the cumulative experience and the knowledge necessary for political, economic, social and other development should be passed on to new generations, or to the people who need this knowledge. The accepted customs, norms, values, skills which are required to be preserved need to be passed on to successive generations. It is need for education that gradually gave rise to a philosophy of education.

Children spend a considerable part of the existence at school. School, as a socialization instrument, is therefore expected to be an adequate reflection of developments in society. Education has to take these new developments into account, or, at the very least, to aware of them. In ideal circumstances, education can even provide the stimulus to such developments (the proactive approach).

Although because of the nature of the rights it confers, the convention on the rights of the child in many cases imposes obligations on states parties, it also grants a number of

general human rights to children. This new impetus to children's self-determination can't but produce new, important tasks for education.

Describing the relationship between education and the rights of the child is not easy. It is a relationship with many facets and problems, not always immediately obvious.

In various national and international legal instruments, the right to education is recognized as a universal fundamental right in society.

The right to education is already mentioned in article 26 of the Universal Declaration on Human Rights (1948), which, however, were not binding. Afterwards, it was repeatedly confirmed in binding international legal instrument. Article 13 of the International covenant on Economic, Social and Cultural rights, adopted by the UN in 1966, imposes an obligation on states parties to recognize the "right of every person to education ". In its articles 4 and 5 UNESCO convention (1960) develops this right still further and deals more particularly with the principle of non-discrimination in education.

The convention of the rights of the child (1989) also reconfirms this right.

Article 28 provides the means of enforcing it. The principles of non-discrimination, free access to education, the introduction of compulsory primary education are the examples of subjects covered by this right to education.

Article 29 contains detailed provision concerning the aims and values involved: the development of the child's personality to its fullest potential, the preparation of the child for a responsible role in the society, the development of respect for nature, mutual understanding and friendship among all peoples, and especially the development of respect for human rights and fundamental freedoms.

Both articles therefore impose the obligation on states parties to implement the convention directly through their education policy.

Child Rights are the fundamental rights of the children. Some of the basic rights are survival rights, protection rights, development rights, and participation rights which have been approved by the international conventions on the child rights. The constitution of Nepal 1990 spells out in its clause 26 and sub clause 9 that state should provide education, health, social protection for orphan children, marginalized women and old-age, and handicapped for their development.

The Nepali interim constitution (considered by far the most child rights sensitive) has 8 provisions (the proceeding one had 5) while CRC has 41 direct provisions and additional 12 requirements from signatory governments. All the provisions in the interim constitution are within the Fundamental rights. The entire basket of right to participation is completely missing.

1.2 Statement of the problem

Children are the future pillars of development. They are the vital and core parts of the society thus all issues concerning children are the social issue. Thus for the shake of development of the nation and also from the humanitarian perspective those social issues which are related to child should not be neglect then only the ultimate target of the nation i.e. development can be achieved.

After the revolution of 1990 there were various development programs implemented in the country related to child rights issue but the problem of the child labor is still a serious problem.

Child labour is not a new phenomenon in an agriculturally dominant country like Nepal. The growing number of child domestic servants in urban areas of Nepal is gradually increasing day by day. Domestic servant is one of the most exploited and hidden forms of child labor. There is no limit to the time, amount or kinds of work to which domestic

servants are concerned. They have to work from early morning to late night. They are paid very low amount of salary.

Sattaur argues that “children employed as domestic workers are frequently abused. They are humiliated beaten and even sexually abused. They are feed poorly and are treated unkindly for example they have to eat separately and may be locked out of the house when the family goes out. Others may be kept in the house at all times expect to shop. None are given holidays”.

The parents of these children face hardships in the village and can't even meet their primary needs such as food, clothing, shelter or healthcare. They do not give priority to the education of their children as they assume that education didn't have immediate results, instead child is a tender age and is encouraged to hold adult responsibilities of contributing to the family income.

While talking about the rights for education of child. Now the trend has little bit change some of the employers of child send school for social prestige and also from the pressure and fear from the different child rights organizations and media but the number of those benefited children can be counted in fingers in the particular area.

Non- formal education basically intended for all age groups and sections of society – children, youth and adults; working men and women; the unemployed and those with leisure; the illiterate, semi literate or educated; urban or rural people. This means that all categories of people if and when they need' if and when they want should be in the position to have access to non formal opportunities for learning. Those who are in formal education or who have benefited from it, may also need non formal education for personal fulfillment, professional growth, or deeper understanding. First priority is now being given to those who have neglected for a long time, the group of out- school child fro whom practically facilities are available, but who's potential for the country's development is most precious and vital.

The specific research questions of the study are as follows.

- i. What is the status of domestic child worker?
- ii. What is educational access of domestic child worker?
- iii. What is the role of NFE to personal and social development of domestic child worker?

1.3 Objectives of the study

In general, this study will attempt to find out the role of NFE for Domestic Children empowerment however the specific objectives of this study are as follows:

- i. To identify the status of domestic child worker at their working location,
- ii. To analyze educational accessibility of domestic child worker and
- iii. To analyze the impact of NFE to domestic child worker.

1.4 Significance of the study

As we know that education is the pioneer key essential to explore self to grab the opportunity for all human beings and thus uplift the living standard. Education has several objectives. At the highest and most idealistic plane, learning entails becoming a whole and complete man, physically, mentally, and spiritually; learning how to create a path way to knowledge which continues to evolve through out the course of one's life is yet another grand objective. Defending oneself against exploitation by the dominant classes understanding the conflict in and between the societies and utilization of collective action by those who are powerless and hungry are the other facets of the education.

However this study could be a basis for further researchers and program planners, student and policy makers who are involve in conducting programs on Domestic child worker. This study is expected to use as primary information for providing some insights into the

important dynamics of the problem that would help to formulate the more effective policies to cope with the education of domestic child worker.

1.5 Limitation of the study

The research study has the following boundaries.

-) This study only concentrated on Domestic child worker who had attended the NFE class and resides in Bagdol lalitpur.
-) The sample is concentrated in the only one community there fore the findings of the study cannot be generalized in national level.
-) The samples of the informants will be chose by the researcher in most cases and, therefore, the choice of them may have been biased.
-) No impact studies will available to give additional information about sensitive impacts on girls.
-) This study is connected to fulfill the partial requirements of M.A. in Rural Development therefore large area cannot be incorporated because of certain constraints.

CHAPTER – II

LITERATURE REVIEW

In course of literature review, the researcher visited different libraries, NGO/INGO, child organization and other resource centers and consulted different book, journals and research reports. Some almost related literature materials have been reviewed below.

Nepal is one of the country with a very high proportion of child labor. As estimate based on a labor force survey in 1998/1999 showed that about 2 million (41%) children out of the total population of 4.9 million of ages between 5 to 14 years were involved in work. (NG of Nepal child labor elimination program Kathmandu, 2002)

In total 694 Child Domestic workers were surveyed, out of which 62.54% (434) are girls and 37.46% (260) are boys. According to the age group most of the children are of the age group 15-18 years i.e. 47.98% (333) followed by 11-14 years of age group i.e. 38.33% (266), 18 years above 11.67 % (88) and children less then 10 years is found very few i.e. 2.02% (14). Out of 694 children 78 are staying with parents and working as nonresidential domestic worker. Most of the children's family economy is based on Agriculture. 49.57% children mentioned that the main income source for their family is agriculture and another large number 7.06% mentioned it is Agro labour, followed by the domestic work 6.77%, industrial labour 6.34% and small business 5.91%. It was almost same among boys and girls; however the number of children among girls mentioning Agriculture as main family income source is higher than among boys i.e. 51.61 % among girls and 46.15% among boys.

Out of 694 children only 25.50 % are found (177) school going, where as remaining 517 are out of school, among which 38.33% (266) are completely illiterate and never been to any educational programs and 35.01 % (243) are literate and dropped out of educational programs. Though the numbers are almost equal among boys, among girls children never

been to educational opportunities are higher (39.40% than the literate one 34.33%. The survey had conducted at Kathmandu metropolis (Basundhara -3, Baudha -6, Chabahil-7, Anamnagar-32, Bagbazar-31, Baneshwor-34, Koteshwor-35, Gyaneshwor-33, Soyambhu-15, Kuleshwor-14), Lalitpur Sub Metropolis (Kusunti-13, Tikhideval-14, Satdobato-15) and Madhyapur Municipal (Gatthaghar-15). (“Annual Report on Status of Child Domestic Workers in Kathmandu Valley 2007”, CWISH)

ILO defines child labour by “differentiating it from child work as being exploitative by nature and detrimental to the child’s growing process, depriving the child of the rights to survival, development, protection and participation” (ILO, 1995). It further defines child labour as “some types of work” done by children under 18 years of age and it includes full time work done by children under 15 years of age that prevents them from going to school or that is dangerous to their health. Therefore, ILO’s definition of the term child labour also includes work, which deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. To ILO, child labour is mentally, physically, socially or morally dangerous and harmful to children; interferes with their schooling by depriving them of the opportunity to attend school; obliges them of leaving school prematurely; and by requiring them to attempt to combine school attendance with excessively long and heavy work.

Working by children can be essential part of the specialization process and a means of transmitting acquired skills from parents to children. It can be a gradual initiation into childhood and a positive element in a child’s development light work properly structured is not a child labor. Work that does not detract from the other essential activities for children homely leisure, play and education is not a child labor. Child labor is work, which impairs the health and overall development of the children (ENNEW, 1995).

It is difficult to give accurate static on child labor in Nepal because there is only one level of study. However it is estimated that over 5 million children are directly or indirectly

involved in different forms of child labor in Nepal. The largest number of working children is found in agriculture sector, followed by the service sector, industry, plantations, construction and other informal sectors. In industry, the carpet, garment and brick kilns are the biggest employers of child labor in Nepal. Tens of thousands children are also found working in domestic service, restaurants, shops and bars. According to statistics, there are nearly 5, 00,000 children in Nepal who have migrated from rural areas to urban centers. Among them, there are approximately 3,00,000 child laborers in different kinds of jobs, 5000 street children and 40,000 children in debt bondage, 100 children in prison and nearly 50,000 children working in the sex industry, including children being trafficked into India and elsewhere for this purpose (CWIN,1998).

Child labor is that form in which child is engaged which is detrimental to growth and development including child prostitution, bonded labor and the economic activities, of street children (including begging and stealing). Family labor, which interferes with a child's education, recreation or physical, mental or oral, health would also considered child labor. Some forms of child work, however clearly are beneficial to growth and development, when for example, school is inadequate and which work is part of the socialization process for the child (Poudel 1994).

The majority of child workers have no independence or freedom from daily toil imposed upon them by their employers. Today, child workers are found in every area of manufacture and commerce as the informal labor supply industry established itself. Brokers recruit child workers from villages. Sometimes they simple entice the disillusioned away from the village by promising a life of enjoyment and ease in Kathmandu. Sometimes they will offer a loan to a parent. If a family is unable to repay the loan on pay the interest, they may strike a deal to 'train' or employ a son or daughter in the city. The child wages are taken as interest on the loan. Sometimes children simply run away from their villages to the city. This is often the case with children escaping abuse by step parents (Omar Sattuar, 1993:28).

Education is universally acknowledged as a fundamental intervention in confronting child labor. Therefore efforts to reduce and prevent child labor need to take into consideration all aspects of education, from the state school system and non- formal and transitional programs to curriculum development, provision of materials and equipment, pre- and in-service teachers training, and extracurricular activities. Non – formal education approaches are especially relevant since they can be tailored or adapted to suit the needs, expectations, and capacities of working, at risk, and vulnerable children. Nevertheless, education should remain the responsibility of governments, and if the aims of the EFA initiative and the MDGs are to be met, there must be stronger links between formal and informal systems to be ensured that all children can enjoy their fundamental rights to be a free and quality education (WINROCK INTERNATIONAL, 2008).

Education is an excellent yardstick against which to judge the rights of the child and their implementation. For instance, in many countries problems have surfaced concerning access to education and exclusion from it. These problems stem directly from children’s problematic legal position within the education system. The introduction of rights to self-determination for children, which must also be implemented in practical education for children, these are clearly human rights in education (Eugeen Verhellen, 2000).

While talking about education of children, Convention on the Rights of the Child clearly mentioned the obligations to all the states parties in the following articles.

Article 17

States parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

- a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- b) Encourage international cooperation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- c) Encourage the production and dissemination of children's book;
- d) Encourage the mass media to have a particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in the mind the provisions of articles 13 and 18.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - a) Make primary education compulsory and available free to all;
 - b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and to take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - d) Make educational and vocational information and guidance available and accessible to all children;

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.
3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to :
 - a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - b) The development of the respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - e) The development of respect for the natural environment.

The UNESCO – Convention (1960 – article 5), and the International Covenant on Economic, Social & Cultural Rights (1966 – article 13) clearly indicate that education in

states parties must aim at promoting respect for human rights. This is also in line with the spirit of the UN charter and the Universal Declaration of Human Rights (article 26, 2), in that familiarity with human rights is the best protection against infringements. This view was confirmed again at the UN World Conference on Human Rights (Vienna, 1993). In December 1994, the General Assembly declared 1995-2004 to be the UN decade for Human Rights Education. A detailed plan of action was drawn up by the High Commissioner for Human Rights.

ILO views compulsory education as the most powerful instrument to eliminate child labour. Children in school are less likely to be in fulltime employment or work and children who are out of school attendance have little alternative to working and fall into begging, delinquency and worse (ILO, 1996). One can see interdependence between law of compulsory education and the minimum age law; the enforcement of one contributes to the enforcement of the other.

World Bank has viewed compulsory education as more effective than outlawing child labour, because attendance at school is easier to monitor. It believes that economic progress is the answer to the problem. The justification for many intervention is that the state is more concerned about the well being of children than the parents are; but the Bank believes such an assumption to be wrong when child labour occurs as a mass phenomenon rather than as isolated abuse and that in some economies, the market for labour may exhibit multiple equilibrium such as one equilibrium having low adult wage and no child labour. This model is used to provide a framework for analyzing the role of international labour standards and the study of child labour.

Hiraoka and Rana (2000) forwarded issues associated with inadequacy of education as major causes of child labour and factors of forcing children to be out of school. Major causes have been attributed to the following factors:

-) Poverty, parent's inability to afford educational cost of the children,
-) Unequal distribution of schools or educational instruments,

-) Relevancy of the content of education and parent's faith on it, and
-) Lack of provision of compulsory education and its prerequisites.

World Education works to increase children's access to education, and to improve the relevance and quality of education and training for children rescued from abusive forms of child labour. This includes provision of Non- formal and vocational education opportunities, strengthening of community based education, and strengthening of monitoring and supervision system used in primary education and non- formal education program. Brighter futures engages policy makers in the continuous review of the lessons learned from program implementation and the study of specific barriers to children's participation in order to formulate and improve educational policy an child labour issues.

Basic education focuses on increasing children's access to education. For this addressing the issues of discrimination in education based on gender, ethnicity/ caste, topography, children at work, and as a consequence of different ability. The program endeavors to minimize dropout, repletion and irregular attendance through improving quality of education within classroom and quality of experience offered of children. During 2002, about 1900 children who are subject to social and other forms of discrimination gained access to basic education opportunity through inclusive non-formal / formal education schemes and school enrollment program (Save the Children Norway, 2002)

In subsistence rural economy, children can not attend schools only because they have to work either in household chores or outside. They have to combine both work and schooling. Work either takes place before schooling, after schooling or both before and after schooling hours. If timing and duration of work outweigh the duration of schooling, children would be less interested in education, understand less in school, tired off of work and get sleepy while in reading and naturally fail in examination, repeat classes and drop out of the school. The ways through which works can interfere children's education are outlined below. (Children working at own home: Save the Children, Aasaman Nepal, Sripurraj community development center).

Education is the key instrument to successfully eliminate all forms of child work in general and hazardous forms of work in particular. UNICEF has outlined the interrelationship between child labour and education as follows (UNICEF, 1997).

-) It frequently absorbs so much time that school attendance is impossible;
-) It often leaves children so exhausted that they lack the energy to attend school or can not study effectively when is class;
-) Some occupations, especially seasonal agricultural work, cause children to miss too many days of class though they are enrolled in school ;
-) The social environment of work sometimes undermines the value children place on education, something to which street children are particularly vulnerable;
-) Children mistreated in the work place may be so traumatized that they can not concentrate on schoolwork or are rejected by teachers as disruptive.

CAPCRON has conducted NFE class for domestic children with the objectives to enhance the educational and awareness level of working children to reduce exploitation and abuse of the working children and similarly to aware and educate the stakeholders on the rights and remedy of the working children to minimize the child labour.

CWIN has asserted that if provision of compulsory primary education for all children were introduced and could motivate their parents could be increased towards this goal, it is not impossible to bring the burden of child exploitation and ensure the protection of children's right.

CWIN has proposed the following education strategy for elimination of child labour.

- i) Promoting good education for social change
 -) A good education act is better than other acts to prevent and control child labour,

-) Need to ensure right to education of working children and give certain obligatory role of state and guardians, as education is not only the right of the children but also the obligation of adult.
-) Need to give proper attention to tackle the problem of high drop out rates of school children because of family level poverty, need of children in household and field works, high school class repetition and failure rate at early classes and so forth,
-) Need to increase the political commitment and active participation of government, society and NGO sector in order to realization of the notion of quality compulsory primary education in order to resolve the problem of the child labour.

Education is treated as the fundamental right of children and deprivation of this right is the context of child labour. Key informant from the organization agreed that, due to the reasons of need in household works, if children are out of school, it could be termed as child labour (CONCERN Nepal).

The Department of Education of the Ministry of Education and sports is responsible for the overall implementation, supervision and monitoring of the formal and non formal education program. The department is also responsible for institutionalizing and regularizing Basic and Primary Education program (BPEP) with its direct line of command with regional and district offices and with full administrative and financial authority.

The tenth plan aims to provide children with the opportunity of education and focuses on the elimination of child labour from the organized sector (National Planning Commission NPC).

Policies and action policies adopted in the tenth plan are concerned with integration of program geared towards eliminating child labour with poverty alleviation in the formal, urban and organized sectors. The programmatic thrust of NPC is as follows:

-) Provide parents of child labourers with training and credit enabling them to run their own business with small investment to alleviate poverty that has been the main element of the child labour.
-) Implement program to provide child labourer and potential child labourer with non formal education through child care centre.
-) Implement program to increase people's awareness on child labour through newspapers, posters, pamphlets, and through electronic communication media.
-) Implement program to increase the people's awareness of child labour engaged in menial jobs and rehabilitate them by providing education.

Ministry of Labour and Transport have separate views and definitions from those adopted by other line Ministries and the NPC. However, the position of this ministry is clear about the child labour if it fall under the following criteria:

-) Children below 14 years of age doing full time work,
-) Children do work that is harmful and dangerous to their mental, physical, and social development,
-) Children do not go to school because of the work that they do,

-) Children have no time for rest, relaxation and play which are the natural rights of all children,
-) Children are exploited whether physically, mentally, sexually and emotionally,

Ministry of Women, Children and Social Welfare (MWCSW) obliges to work with the definition as outlined in the tenth plan. Since the official document of the ministry mentions nothing about of school children working at own home.

While taking about Central Child Welfare Board; its broader objective is to facilitate child welfare activities in the country. Therefore, it has no separate definition on child

labour and child work. It has accepted education as fundamental instrument to eliminate child labour. No further definition is extended to define all out of school children as child labour.

One of the ILO workshop devoted considerable time to the deliberation on the status of basic, primary and vocation education in human development and the need to make it an instrument for combating child labor. It recognizes that education was one of the most effective interventions against child labor. Education provided a means of improving social status and breaking the vicious circle of poverty by offering better prospects of gainful employment. Also the lack of school education for a child meant a lack of any alternative to work. Further a majority difficult in combating child labor was the ignorance of the parents of its adverse effects and the value of education. Adult education was crucial to developing such awareness.

Both the Nepalese government and non- governmental organization laid great stress on non- formal education (NFE) as a means for spreading education among under-privileged communities. Non- formal education should also provide a bridge for out- of- school children to join school. Nepalese government had constituted the National Council for Non- formal education which formulated policies, prepared curriculum, coordinated and supervised non- formal education programs and carried out follow up activities. A number of NGOs had developed a curriculum for NFE and were carrying out programs in different parts of the country (ILO 1996).

“Various programs have been initiated to provide equal opportunities to the girl child by reducing their work burden and providing better access to school and health facilities. These include : the out- of- school program, under the Non- Formal Education Program, is designed so that children, especially girls can have access to basic education with which they can reenter the primary school system as well as learn skills that are useful in the home. The Early Childhood Education and Care (ECEC) project within the Education program promotes home-based child care and parenting education, as well as community-

based child-care centers. Child development activities help reduce the child-care burden of older girls, allowing them to attend school ” (UNNICEF 1998).

Cultural influences are also relevant to many aspects of the formal education of children. As has already been observed, it is customary in many African societies for children to work from a very early age to help support the family. However, such activity can also be seen as a “vital educational and socialization institution” (An-Na’im, 1994). In this context refusal to place children in formal education, or their subsequent removal, might be said to be in their best interests because, by working instead, they will gain vital informal education and socialization skills and help to ensure their own as well as their family’s physical survival. However, another decision maker who places more value in formal education might decide that it is in the children’s best interests to be educated in a more formal school setting. This view might be supported by an argument that informal, traditional education is less important given to the gradual breakdown of traditional forms of social organization and subsistence (UNICEF 1996).

Non – formal education is an effective intervention in the child labour projects and has been used widely, particularly in countries where access to quality formal can be limited, for example, in rural and remote areas or in disadvantaged urban districts. A NFE program allows greater focus on individual learners and works with them according to their own pace and capacity. It can also work more quickly through a curriculum and accelerate the learning process. This is useful in helping child labourer to attain the academic levels of their peers in the formal system and ultimately to transfer back into state- run schools. Non- formal education can work much more closely with the individual student, addressing any weakness or challenges and building self- esteem. Teachers are trained in learner- centered approaches, remedial education, and basic psychosocial skills and are better informed about issues such as child labour. In addition, in NFE programs, efforts are made to limit classroom sizes and to encourage greater participation of the child and his/ her family in the education process and the classroom (WINROCK, 2008).

Some countries have recognized the role of NFE is an overall education system, particularly in providing a more accessible, flexible, and relevant education system for vulnerable children, including child labour. In cases where there is an existing non – formal state education programs, organizations should ensure that they link in with the state program to the extent possible, particularly since materials and equipment may be available from local and national education departments. Accessing these can cut down the time required to launch programs and save on human and financial resources (WINROCK, 2008).

Non- formal education programs aim to provide more than just functional literacy and numeracy skills, although there are key elements of bridging or transitional education in preparing children for formal schooling. Non- formal education, more holistic in nature and generally more innovative than its formal counterpart, aims to stimulate and sustain the interest of the learners, which requires flexibility and a great deal of imagination. Non- formal programs should not be viewed as a long- term alternative to formal education, as every child should have access to good quality state education. Non- formal programs should be seen as complementary, providing the means for children to move into the state school system when adequately prepared and equipped to do so (WINROCK, 2008).

The role of the education in reducing and preventing child labour and in providing an alternative to work for marginalized, disadvantaged, and out- of – school children can not be stressed enough. Its inclusion in the MDGs and as the focus of the EFA initiative has reinforced it as a fundamental element of human development. Children who have been deprived of an education for whatever reason respond enthusiastically when they are given the opportunity to go to or return to school or another educational environment. Were there opportunities to be short lived and to end without any possibility of continuation, it would be devastating for these children, their families and their communities and could undermine any confidence they have left in the society. They

could even end up working in worse situations than before. So, organizations need to act responsibly in the planning and design of education interventions, and if there is little chance that they would be sustainable in the targeted community for whatever reason, it may be better to look at other communities where the potential for sustainability is greater (WINROCK, 2008).

However, the coexistence of formal and non- formal education programs can be challenging and can lead to some difficulties among stakeholders. The goal isn't to establish, parallel systems that may compete with each other or create a perceived two-tier system of education in which non- formal education is considered an inferior system for disadvantaged children. An effective approach is to promote these programs as part of a "transitional" strategy to ensure that former child labourers and at- risk children are integrated into formal systems as quickly as possible and at the appropriate movement in their academic and intellectual development (WINROCK, 2008).

Education is one of the basic rights of every child. It is essential that children receive an education because:

-) It gives them the opportunity to develop their capabilities and talents. The basic Knowledge and skills they acquire, such as reading, writing and arithmetic, are essential in their everyday lives. A basic education will enable children to find better jobs.
-) Education prepares children to play an active role in society, to develop values and learn communication skills that will help them become responsible and involved citizens in the future.
-) Through education, children are made aware of their rights and responsibilities and are less likely to accept hazardous work and exploitative working conditions.
-) For working children in particular, education can play a key role in improving their existing situation. Relevant and quality vocational and technical training enables them to seek better work alternatives in the future.

Children who work do not have the opportunity to participate in activities that are a crucial part of growing up, such as playing, going to school and socializing with their peers. They do not obtain the basic level of education that is needed to cope in life. Nor do they get the opportunity to interact with others and actively participate in and enjoy life. These activities are abandoned in favour of work and children are consequently pushed into adulthood before they are ready, doing work that requires an adult level of maturity.

Child labour is an obstacle to children's development and future prospects. All children, regardless of race or social and economic status, are entitled to enjoy their childhood years and to grow up fully and naturally. All have the right to love, education and protection. Knowing and understanding these rights is the first step in preventing child labour and providing children with education so that their future can be a better one (ILO / IPEC, 2004).

In 1971, the National Education System Plan stated that adult education will be launched in two forms; (a) literacy extension programme and (b) functional adult education programme. The adult education programme will have the annual target of 100,000 for literacy. The separate and independent endeavors and programmes of all technical ministries aimed at educating or informing the adults will, therefore, be amalgamated into a joint programme to be named functional adult education under the auspicious of a committee representing various ministries concerned (NESP, 1971).

Most adult education and functional adult literacy programmes in the past have focused on 'rural development'. A pilot project known as "Education for Rural Development" in Seti Zone had included a major component on functional literacy (1981). One of the major objectives of the Seti project was to introduce a campaign approach to tackle the problem of illiteracy through functional literacy and the provision of reading materials to make the adults aware of new ideas, skills, and knowledge that enable them to take direct action to improve the quality of their life. The Seti project was supported by UNESCO, UNDP and UNICEF. Quite a number of the current programmes such as the out-of-

school programme, flexible schooling programme, women's literacy programme, community learning centre, had been successfully piloted under the Seti project.

It has been about two decades since the Ministry of Education has been operating quite a variety of programmes related to literacy and non-formal education. Most literacy and non-formal education programmes are those that go beyond the teaching of three R's. Some of the programmes are called functional because they attempt to include skills and knowledge that are immediately useful for the neo-literates

Although a large variety of literacy /NFE programmes have been developed and implemented for decades. Nepal's achievement in terms of quantity has not been satisfactory. The 2001 census indicated that almost 46 percent of the population was still illiterate.

In Nepalese context it is being considered in national plan and programme that Education is a powerful means to address the issue of poverty through human development measures by enhancing the capacity of the people in terms of appropriate knowledge and skills to acquire economic and social prosperity. In this regard, literacy is viewed as a continuum of knowledge and skills and has proved to be the foundation of economic and social development of the individual as well as the country. It is considered as a first step towards contributing to the promotion of education as well as improving the status of the poor, women and marginalized groups. In this regard, literacy is viewed as a continuum of knowledge and skills and has proved to be the foundation of economic and social development of the individual as well as the country.

Among the six objectives passed in the Dakar convention the fourth objective was to achieve a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. The convention has positively influenced Nepal to accept the literacy and NFE programme as a main vehicle of the poverty reduction and social empowerment. Nepal has also developed and implemented National Plan of Action with a time frame to achieve the 15+

age group literacy rate of 90 percent by the year 2015 to achieve the anticipated outcome of the EFA goal on adult literacy and continuing education, varieties of literacy post literacy and income generating programs have been design and implemented nationally.

Ministry of Education has always been regarded as a sole agency responsible to raise the literacy level of the country. Other line ministries have also been involved in providing literacy skill as tools to improve the performance in their respective sectors. Ministry of Health, Ministry of Agriculture, Ministry of Forestry, Ministry of Local Development have had extensive programmes to help the participants of their programmes to be literate. But their contributions to raise the national literacy level are reflected only in the national census. The Ministry of Education has not been able to capitalize on the contribution of the other Ministries.

Today, in Nepal, there are numerous NGOs and I-NGOs involved in running non-formal education programs. Conceivably, the focus of these programmes is on human development with emphasis on fostering human skills in areas such as health, education, social living, awareness building, income generation, civic awareness, human rights, etc. It seems that these organizations have used their own modus operandi to conduct NFE activities.

The INGO's operating in Nepal are involved in the literacy programmes. Out of about a hundred INGO's registered in Social Service Coordination Council, (SSCC) about 50 percent of these INGOs operate programmes with literacy component. These INGO sponsored literacy components are generally used as tools to achieve their specific objectives like awareness raising, empowerment, income generation, information sharing. Success to bring these INGO sponsored literacy programmes within the NFEC national network would have significantly helped towards qualitative and quantitative improvement in the national literacy programme. So far, this has not happened.

Non-formal education

For almost half a century, Government of Nepal has been conducting Adult Education for illiterate adults as the only scheme for reducing illiteracy in the country. Keeping in view the need to expand the scope of Adult Education, the government replaced the word Adult Education by non-formal education in the Education Regulation (2002) and expanded the scope of the programmes by including the following activities : (a) Basic adult education programme, (b) Post-literacy education, (c) Continuous education, and (d) Alternative primary education. Some of the programmes are called functional because they attempt to include skills and knowledge that are immediately useful for neo-literates. Why some of these programmes are called non formal needs further explanation. Most non-formal programmes still use the formal education setting with formal methods of instruction. The principal difference is that non formal classes do not operate like formal schools with 6/7 hour teaching a day during the day or morning time (A 10-Year Literacy/NFE Policy and Programme Framework, 2006, UNESCO Kathmandu,).

Literacy

The 1971 census defined a literate person as one who can read, write and comprehend in one's own language. This definition continues to serve as the accepted norm (A 10-Year Literacy/NFE Policy and Programme Framework, 2006, UNESCO Kathmandu,)

Life-skills

Following the emphasis made in Dakar Framework for Action (UNESCO, 2000), Nepal's Core Document on EFA (2004-2009) made it specific that learning generic skills such as information gathering, problem solving, critical thinking, teamwork, negotiation, interpersonal skills, self awareness, assertiveness, handling emotions, conflict resolution, living in harmony and peace with neighbors as key aspects to be considered to meet the learning needs of all children more specifically those belonging to indigenous and linguistic minority groups (MOES, EFA Core Document 2003).

The thematic group named as “Appropriate Learning and Life Skill Education” formed under the EFA National Plan of Action (2000-2015) discusses three groups of life skills. They are: survival skills; generic skills or key competencies; and transferable skills. Other aspects identified include home management, personal management, decision making, interpersonal skills, use of information and ability to transfer skills.

The legal foundations of NFE policies

National NFE policies or reforms, special targeting policies

The government of Nepal’s policy strategies which took into account the EFA goal 4 are:

-) Literacy campaign for eradicating illiteracy .
-) Expanding access to schooling so that the up-coming generation of adults get better educated -- Alternative school as a flexible extension of educational access to out-of-school youths .
-) Operating non-formal and alternative education for facilitating out-of-school children and youths to join school.
-) Providing various forms of non formal education programs, particularly focused on female adults, for example, literacy for women's empowerment and functional literacy for women .
-) Providing facilities for continuing education to upkeep learning abilities relevant to the changing contexts-- Literacy education as an educational/skill training support for local income generation needs.
-) Developing Community Learning Centres (CLCs) as the community-based physical provisions for learning resources and activities -- venue and support system for literacy activities, continuous/lifelong learning, community-based educational forums and income-generating activities

Basic literacy programs have been conducted by the government of Nepal on a priority basis for the disadvantaged social groups based on the following criteria:

Remoteness: The areas that are a long way from the road network or the airport and the far-western development region.

Dalit (the socially deprived group): The disadvantaged group of people from among the Dalits who fall under the priority groups in the National Dalit Commission document, e.g., Musahar, Dushad, Badi.

Minority Ethnic Groups: Such as Raute, Rajbansi, Dhimal, Chepang, or the groups that are in the priority list of the National Ethnic Upliftment Academy.

Women: Women activists, elected representatives and the groups that are prioritised by the National Women's Commission.

Age-Groups: Adolescents and children, etc.

Economic: Landless, jobless, Dalits, women, people from ethnic groups, groups involved in production promotion, farmers, laborers, housewives, etc.

From among these groups, the groups or areas as prioritized by Village Development Committees and District Development Committees.

The UNESCO Kathmandu's publication A 10-Year Literacy/NFE Policy and Programme Framework, 2006, presents following policy status:

“The MOES/NFEC has not published such a policy document on Non-formal education so far. However, one can find some statements of the government relating to non-formal education which give some indication of government policy. The following policy statements have been extracted from government publications which throw some light on NFE policy (MOES, 2005).

-) Ensure strong support for Education for All by the year 2015 by providing NFE services to the 6-45 years' age group population.
-) Expand the NFE programmes to reach un-served and under-served groups including women, the disadvantaged, deprived and marginalized so as to reduce the existing disparities in the basic and primary education sector.
-) Conduct mass literacy campaign (intensive programme) for children youth and adults who have not been able to have access to formal education.
-) Link adult education programmes with national development efforts geared towards improving quality of life.
-) Provide post literacy and continuing education for neo-literates in primary and adult education.
-) Mobilize participation of other agencies including GO's, NGO's and INGO's in a coordinated manner for the promotion of non-formal education programmes.
-) Implement non-formal education programmes on a national campaign basis with the active participation of national and international NGO's and community organizations for adults and out-of-school children of 6-14 years.
-) Adopt the Community Learning Centres approach gradually as a permanent organizational structure for NFE programmes.
-) Provide income generating programmes for poverty stricken, deprived, disadvantaged and dalit women.

The Tenth Plan (2002-2007 A. D.) is another document which has specified the HMG/N Literacy/NFE policy. The following are the policy statements in the 10th Plan.

-) The NFE programmes would prioritize women, disadvantaged ethnic groups, and dalits for inclusion.
-) Literacy rate will be increased by effectively implementing the adult and children's literacy programmes.
-) Literacy, post literacy and continuing education programmes will be implemented in an integrated way in order to achieve the objectives of relevant education.

There are other government documents which state some policies related to literacy/NFE, for example the EFA National Action Plan on literacy.

-) The Non-formal Education Council (NFEC) to be developed as an organization with representation of stakeholders rather than an administrative unit.
-) Achieving 90% literacy rate and providing opportunities for continuing education for neo-literates by 2015.
-) Promoting critical awareness of participants about literacy.
-) Making literacy programmes life-related.
-) Policy statements published in different government documents help identify the major policies currently adopted by the government. A general study of the policies and periodic and annual plans reveal that some policies have not been implemented at all and some have been adopted in a half-hearted manner. The annual programmes of the government reflect that there is no consistency between the plans and policies).

Targets

The literacy targets are set to be fulfilled in five phases: i) by 2005 ii) by 2007, (end of 10th Development Plan), iv) by 2012, (end of 11th Development Plan) and v) by 2015.

Important legislation related to NFE

The Education Act 1971, 8th amendment, has stated that the NFE will be implemented in

Indicators	2000	2005	End of 10th Plan, 2007	End of 11th Plan, 2012	2015
% of Literacy Age Group 15-24	70c	76	79	86	95
% of Literacy : Age Group 6+ years	54c	65	75	85	90
Age Group 15+ years	48 c	58	63	70	75
18. Literacy GPI (15+ years)	0.6 c	0.7	0.8	0.9	1.0

the country according to the stipulated regulations. The Education Regulations 2002 made the following provision of NFE (Education Regulations 2002, extracted directly from the regulation):

Non-formal Education May be Given:

(1) Persons who may not acquire education getting admission in school may be given non-formal education in the manner as follows:

- (a) Basic adult literacy education,
- (b) Post literacy education,
- (c) Continuing education,
- (d) Alternative Primary Education,

(2) Curriculum and text books of non-formal education pursuant to sub-rule (1) shall be as approved by National Curriculum Development and Evaluation Council.

Basic Adult Literacy Education:

(1) Normally, basic adult literacy education shall be given to illiterate people from fifteen to forty five years of age.

(2) Normally, the time duration for conducting Basic Adult Literacy Education classes shall be of six months.

Post Literacy Education:

(1) Post literacy education shall be given to those who have completed basic adult literacy education.

(2) Normally, the time duration for conducting classes of post literacy education shall be from three to six months.

Continuing Education:

(1) The person who has completed post literacy education shall be given Continuing Education.

(2) The time duration for conducting extended education classes shall be as prescribed by the Ministry.

Alternative Primary Education:

(1) Normally, alternative primary education may be given to the children from six to fourteen years of age.

(2) Normally, the time duration for the conduct of alternative primary education classes shall be of nine months.

(3) Provisions may be made for the children completing alternative primary education to be involved in other programs related to non-formal education.

(4) School may admit the children who have completed alternative primary education in suitable class by observing their educational standard.

Non-formal Education May be Conducted:

(1) If any organization desires to conduct non-formal education, application along with recommendation of the concerned Village Development Committee or Municipality shall be filed to the District Non-formal Education Committee for approval.

(2) If any application is filed per sub-rule (1), the District non-formal Education committee shall make necessary inquiry and if it seems to be appropriate to allow to conduct non-formal education to the applicant, approval shall be given along with necessary terms and conditions

(3) If any organization does not conduct non-formal education according to the terms and conditions prescribed pursuant to sub-rule (2), District non-formal Education Committee may revoke the approval given to such organization at any time.

Official body(ies) supervising or coordinating NFE programmes

According to Education Regulations 2002 provision of the following official bodies has been made (extracted directly from the Education Regulations, 2002).

Non-formal Education Council:

(1) In order to formulate policy relating to non-formal education and to co-ordinate, look after and manage it there shall be a National Non-formal Education Council comprising of the members as follows:

- (a) Minister of Education and Sports or Minister of State-chairman
- (b) Member of National Planning Commission, (education sector) -Member.
- (c) Chairperson, Population and Social Committee, House of Representatives- Member.
- (d) Secretary, Ministry of Education -Member.
- (e) Secretary, Ministry of Health -Member.
- (f) Secretary, Ministry of Local Development- Member.
- (g) Secretary, Ministry of Finance -Member.

- (h) Secretary, Ministry for Agriculture and Cooperatives -Member.
- (i) Secretary, Ministry for Women, Children and Social Welfare-Member.
- (j) One person nominated by the Ministry from amongst the Deans of Central Department of Education of Universities-Member.
- (k) Joint Secretary, the Ministry (Educational Administration Division) -Member.
- (l) Director General, Education Department- Member.
- (m) Member Secretary, Social Welfare Council- Member.
- (n) Chairperson, Federation of District Development Committee -Member.
- (o) Chairperson, Federation of Municipalities- Member.
- (p) Chairperson, Federation of Village Development Committees -Member.
- (q) One person nominated by the Ministry from amongst the chairman of national and international non-governmental organizations -Member

- (r) Representative, Teachers Union, central committee -Member.
- (s) Director, Non-formal Education Center- Member-Secretary.
- (1) shall be of three years
- (2) Tenure of the members nominated as per sub-rule.
- (3) Other functions, duties and powers of Non-formal Education Council shall be as prescribed by the Ministry.
- (4) The Secretariat of Non-formal Education Council shall be located at the Non-formal Education Center.
- (5) Procedures relating to meetings of Non-formal Education Council shall be as determined by the council itself.

District Non-formal Education Committee:

In order to look after, manage, co-ordinate and supervise Non-formal Education in the district level, there shall be a District Nonformal Education Committee comprising of the members as follows .

- (a) President of District Development Committee -Chairperson.
 - (b) Chief District Officer -Member.
 - (c) Secretary, District Development Committee - Member.
 - (d) Chief, District Public Health office -Member.
 - (e) Chief, Women's Development Section -Member.
 - (f) One person nominated by District non-formal education committee from amongst the Chairmen of Village Development Committees or chief of municipalities -Member.
 - (g) One person nominated by District Education Committee from amongst the nongovernmental organizations conducting non formal education programs in the district.
 - (h) Program officer, non-formal education program, District Education Office-Member.
 - (i) One person nominated by District Education Officer from amongst its Headmasters - Member.
 - (j) Chairperson, Teacher's Union, District Executive Committee -Member.
 - (k) District Education Officer –Member Secretary.
- (1) shall be of three years.
 - (2) Tenure of the members nominated according to sub rule

- (3) District Non-formal Education Committee may form village level and ward level Non-formal Education Committees as may be necessary.
- (4) Other functions, duties and powers of the District Non-formal Education Committee shall be as prescribed by the Non-formal Education Council.
- (5) Procedures relating to meeting of the District Non-formal Education Committee shall be as prescribed by the committee itself.

Main sources of NFE financing: e.g., state, NGOs, international agencies. Is there a national (public) budget allocation to NFE? How does this compare with the allocation to the formal education sector?

The state makes available public funds for the administration, management and implementation of NFE and literacy programs in the country. For the 10th plan period (2002-2007), a total of Rs. 247.9 million (\$3.4 million), 1.3% of the total education budget was allocated to literacy and NFE program (Planned Development in Nepal and 10th Plan 2059-64BS by Bhabuk 'Parajibi',).

MOES is following a traditional system of financing the Literacy/ NFE programme, Nepalese Government has adopted a programme budget system. MOES gets allocated an annual government fund on the basis of an approved programme. In general, MOES propose programmes on the basis of the plans prepared to achieve certain targets. .However, the MOES proposal does not always get approved. A study of the government allocation of funds for the past few years indicates that the funds allocated for Literacy/ NFE fall far short of what is required to achieve the tenth plan target and the target set by the EFA Action Plan. The share of Literacy/ NFE budget in the national budget also indicates the lack of commitment of the government towards the Literacy/ NFE programme. NFEC operates many programmes of numerous kinds with the little funds it has available. The EFA programme also allocates some funds for Literacy/ NFE. Nevertheless, the amount is too small to achieve the objectives and targets. (A 10-Year Literacy/NFE Policy and Programme Framework, 2006, UNESCO Kathmandu).

NFE programs are formally supported and managed nationally through the Non Formal Education Centre which receives annual budget from the Ministry of Finance with the approvals of plans by the National Planning Commission.

The commitments made by the government at national and international levels to raise the national literacy rate are associated with a long list of tasks that overwhelms any organization which is assigned to perform these tasks. The MOES has the responsibility to perform these with Non-formal Education Centre (NFEC) as its executing agency. Planning, management and evaluation are the three major task areas which need to be effective to accomplish the goals and objectives of national literacy policy. The NFEC has been conducting programmes every year within the limited approved annual budget which is too small to achieve the quantitative targets and NFE goals. The NFEC has prepared an indicative Five Year Plan (2004-2009) which can be regarded as a good planning exercise to prepare a holistic approach to a national Literacy/NFE programme. Management of literacy/NFE programme is a formidable task. By its very nature an NFE programme makes use of multiple modalities and involves multiple agencies. Quite a few line ministries, INGOs and NGOs are actively involved in the NFE programmes. NG has created an NFE council for the purpose of management and coordination. Though NEFC has to manage literacy/NFE programme with different mode of delivery, the style and process of management is similar to that of the large formal education system. In fact, NEFC is like a regular department under MOES like the Department of Education at central level. The NFEC executes its programme through the management structure of MOES and uses Regional Directorates and District Education Offices.

It involves the NGO's and CBO's at the VDC level to implement its programmes. Large number of CBO's and INGO's implement literacy/NFE programmes mostly at VDC level. District Education Office has been given a critical role in the management of NFE programme. But, the DEO does not possess a management to discharge the tasks related to NFE. So, management of NFE is found very weak at district level.

(A 10-Year Literacy/NFE Policy and Programme Framework, 2006, UNESCO Kathmandu).

Non-formal education (NFE) is gaining increased significance in the education sector. It is evident from the fact that NFE has been included as one of the six goals of the Dakar Declaration, 2000. Since the challenges to 'Education for All' by 2015 appear to be numerous, strategies to encounter them need to be correspondingly diverse. In this context, priority to developing and implementing various learning programs through NFE must be in place in the national educational policy and plans. As we turn to the reality, we find hesitation on the part of decision makers to consider NFE in a significant way in planning and

program development. Public investment in NFE is still negligible, its management is feeble, professional development of facilitators is inadequate, salaries for them are incompatible and their status is at marginal edge. Societal perception on NFE is superficial, for it ranks it as a second class education. Hence, NFE has not got the same status as formal education in the society.

This history of Non-formal Education (NFE) in Nepal can be traced back to 1951 when activities for educational expansion were conducted as a strategy for national when activities for educational expansion were conducted as a strategy for national development. However, these efforts become evident only with the introduction of the First Five-Year Plan in 1956. These activities which were initiated by the Ministry of Education and Culture remained limited to literacy programs until 1960s. New era for literacy programs started when other NGOs (Non-government Organizations) and INGOs (International Non-governmental Organizations) also started to be involved in literacy programs since 1980s. Especially after the democracy movement in 1990, it flourished more with national and international commitment to “education for all” by the conferences like in Jomtien, Thailand. The government of Nepal also started to take active role by establishing a Non formal Education Council (NFE Council) to coordinate the NFE activities in the country, launching various projects like BPEP (Basic and Primary Education Program), and initiating literacy campaign in the selected districts.

CHAPTER – III

METHODOLOGY

This chapter gives the details of the procedure that will adopt for the research study. This chapter describes the selection of study area, research design sampling procedure, sources of data collection, data collection tools and techniques and data analysis respectively.

3.1 Selection of the study area

This study focused on only ward no. 4 Bagdol of Lalitpur district. In this area most of the people especially migrated from different parts of country and all most all adult member of the family involve in outside households activities thus, they keep child labor for the domestic work. So, large number of domestic workers is recruited here and another reason foe selecting this area because of NFE class has been operated in this area with the initiative of Organization working with child workers and Bagdol community.

3.2 Research Design

The study was based at the micro level. Since this study called for comprehensive observation in the field so both descriptive as well as explorative research design were followed. It was explorative because the study attempted to explore the living status of domestic workers while, descriptive research design enable the researcher to explore a real scenario of the NFE phenomenon and at the same time helped to analyze the impact of NFE to domestic children.

3.3 The Universe and the Sample

First of all the universe was stated by listing all the name of the children at NFE class. Then the way of achieve the objectives was of course the purposive sampling technique. So, 40 domestic child workers who attend NFE class were taken as a sample interview schedule.

3.4 Nature & source of Data Collection

Both primary and secondary data were used in this study. Primary data were collected from the field through interview of the respondents. Besides data were rechecked to see if they contradict with the information provided by key informant. Secondary data were collected from various reports published or unpublished literatures such as books, research reports, articles etc. The nature of the data was qualitative as well as quantitative. Simple observation technique was also being followed to acquire factual data.

3.5 Tools and Techniques of Data Collection

Primary data for the present study have collected through some limited tools like interview, focus group discussion, observation, and case study as well as secondary data collected through the relevant literature library and other published and unpublished materials.

3.5.1 Interview

The set of questions were use to collect some of the basic data such as personal identification of ethnicity, castes, sex, age, economic background of their family, educational background and the impact of Non formal education on their daily life and changes they felt after joining the class.

3.5.2 Observation

To find out the existing perception and behavior of children at NFE class; observation was a useful tool. Simple observation had been done in the study area to observe the perception and behavior of children and their performance.

3.5.3 Case study

More emphasis was given to qualitative data therefore observation along with case studies will be primarily conducted. Few case studies of the samples children feeling were mentioned.

3.5.4 Key informants

Unstructured interview was held with the key informants. It was conducted with those people who were related in conducting NFE for domestic child worker such as NFE facilitator, employers, social worker and staffs of different organization.

3.6 Data Analysis

Data analysis was a continuous process of reviewing the information as it has been collected, classifying it formulating additional question, verifying information and drawing conclusion. Analysis was the process of making sense of the collection information. All the data were entered and analyzed to fulfill the objective. To illustrate the research work table, figures and charts manually were used as for data presentation. In this research some statistical tools were used to analyze data. Computer programs also have been used for processing data if they were found to make things easier and clear.

CHAPTER – IV ANALYSIS AND DISCUSSIONS

This chapter presents the findings of the study. Necessary data have been collected from NFE class of domestic child workers at Bagdol community. The data have been arranged in a systematic way of projecting the real situation of the domestic child and the impact of NFE class on them. According to the objectives of the study, the findings are presented on three major headings which are socio-economic characteristics of the domestic child worker, their educational accessibility and impact of NFE to their social and personal development respectively.

4.1 Socio Economic Status of the Domestic Child Worker

This heading is divided into various socio economic related variables such as age, sex, caste, ethnic group, ethnic group composition, family occupation etc.

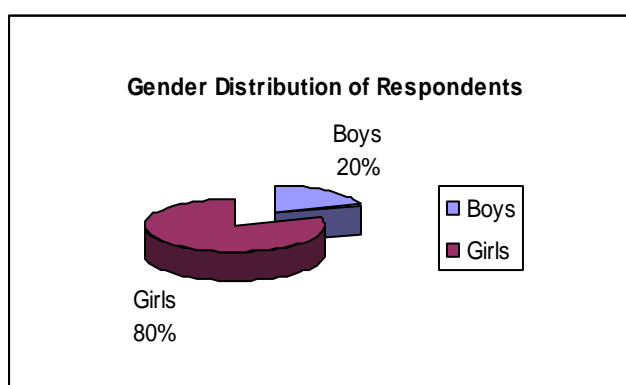
4.1.1 Age groups of the domestic child worker and Gender distribution

There are different ethnic groups of children participated in NFE class. Major age groups of participated children are presented in the table below.

Table: 1
Age group of the respondents

Age- group	Boys		Girls		Total	%
	No.	%	No.	%		
5 -10	-	-	4	10	4	10
11-15	4	10	16	40	20	50
16 - 18	4	10	12	30	16	40
Total	8	20	32	80	40	100

Source: Field survey, 2008



In the study, children below age of 16 and working as domestic workers have been considered as the respondents

because according to the children act and labour act of Nepal a person under the age of 16 years is known as child. Below the age of 14 years children are strictly prohibited to work as labour. The age group of the sampled child workers found to be 50% (20) between 11 – 15 years of age and 40% between 16 -18 years of age. Table 1 provide the age of the sampled children. From the survey it is found that there were more girls i.e 80% than boys. It is found that girls are preferred than boys for domestic service because they more silent and less chance of mobility.

4.1.2 Caste/ Ethnic Composition and the Place of Origin of the child workers

According to the field survey of the NFE class, there are different groups of caste/ ethnic children from different districts of the country. Those are Bramin, Chettri, Madheshi, Tharu, Magar etc. The following table shows the caste/ ethnic composition of the domestic child worker. And it also shows the place of origin of the child worker.

Table: 2
Composition of the caste / ethnicity and origin of the respondents

Place ↓	Caste / Ethnicity ⇒	Tamang	Bramin	Tharu	Magar	Newar	chettri	Others	Total
Dhading		5	1		3				9
Rupendehi			2	3				1	6
Sindhupalchok		2	3						5
Makwanpur		4						1	5
Janakpur				3					3
Kavre			1				2		3
Dhagadi				2	1				3
Jhapa			1					1	2
Lumbini			2						2
Lalitpur						2			2

Total	11	10	8	4	2	2	3	40
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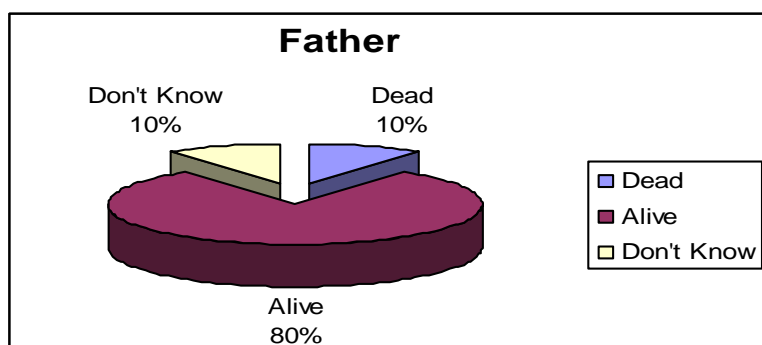
Source: Field Survey 2008

The above mentioned table of the survey showed that 50% of child comes from Tamang, Bramin and Tharu ethnic group i.e. 22.5 %, 15 % , 12.5% respectively and the remaining other from i.e. and other remaining from Magar , Newar, Chetri , Rai, Limbu, Dalit etc. It should be noted that other in the above table includes (limbu, lepcha, Nepali etc. caste).

The Majority of the child workers come from Dhading Rupendehi, Sindhupalchok, Makuwanpur. Most of the child workers were brought to Bagdol from the place where the employer's relatives live or the origin place of the employer and domestic is the same.

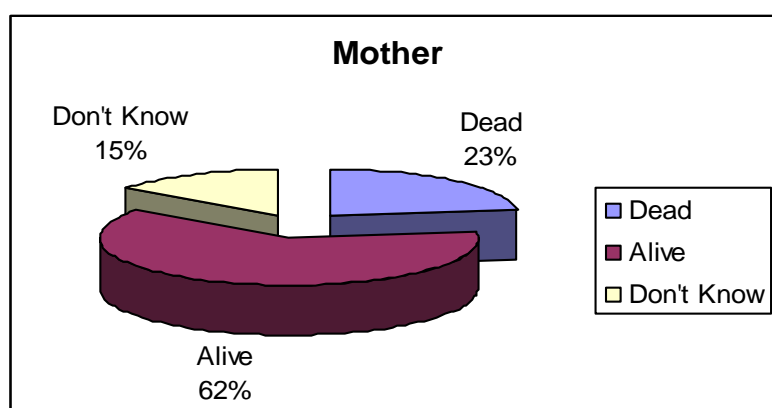
4.1.3 Parental status of the respondents

The following charts show the family background of the child workers. It deals about their father and mother, whether they live or dead.



Dead	4
Alive	32
Don't know	4
Total	40

Source: Field Survey, 2008



Dead	9
Alive	25
Don't Know	6
Total	40

Source: File Survey, 2008

10% of the children's father and 23% of their mothers are deceased. The tendency of mother's desertion is higher than father's due to spousal abuse of women being a common phenomenon in Nepal.

4.1.4 Family structure of the respondent

Table no. 3 shows the family structure that means family size of the sampled domestic child worker.

Table: 3
Family structure of the respondent

Family Structure	No. of the respondent	%
Nuclear	28	70
Joint	12	30
Total	40	100

Source: Field Survey, 2008

During the visit researcher observed that majority percentage of the domestic child worker belong to the nuclear families than joint families.

4.1.5 Source of employment

The table 4 presents the data of child worker with whom they came to their working place such as relatives, employers parents etc.

Table: 4
Respondents classified according to the types of people who assisted them for job

Person with whom they come	No. of respondent	%
Relatives	11	27.5
With the employers	16	40

With parents	3	7.5
With a villager / broker	10	25
Themselves	-	-
Total	40	100

Source: Field Survey, 2008

It is at the consent of parents that the majority of children are bound to being as domestic child worker. On asking sampled child worker how they come to kathmandu and engaged in domestic works, it is found employers themselves are the main sources. 40 % of the children said that they came here with their employer. Secondary and tertiary major source are relatives and villager respectively.

4.1.6 Child worker's family occupation.



Nepal is the agricultural dominant country. The main 80 % of the total population resides at rural area and hence 90% of the people of that area are engaged in agriculture as an occupation. Thus the data of the study also revealed that 87.5 % of family of domestic child worker has taken agriculture as a main occupation.















Table: 5
Family occupation of the child workers

Occupation	No. of respondent	%
Agriculture	35	87.5
Daily wages	3	7.5
Others (tea shop, painting)	2	5

4.1.7 Nature of the work / Daily schedule / daily working hours

Table: 6
Daily Routine of Domestic Child Worker

Tentative Beginning time	Job / work of Domestic child Worker	Tentative ending time
) Wake up	

))))	Brushing the floor Wash down the floor and stepladder Preparing / serving Tea Washing worship dishes, Worship	
)))))	Cooking food Preparing to send school (children) Ready to serve food for employers Arrange the beds Home work / study Bathroom / toilet cleaning	
)))))))	Lunch time Dishes wash Kitchen arrangement / cleaning Bathroom / toilet cleaning Cloth Washing Brushing the floor / Wash down the floor Garden work Walk to NFE class	
)	Participate to non formal Education Class	
))))))	Complete the remaining kitchen work Preparation of snacks and food Washing cups and plates Brushing the floor Gardening work Watching Television Cloth washing	
))))	Preparation for dinner (Vegetable, rice, fruit etc.) Cooking dinner Serving / having dinner, Dishes washing Watching TV Reading / writing	
)	Bed time / napping	

Source: Field survey 2008 / PRA with children

According to above table we have found most of the domestic working children were wake up early morning as 5 am and sleep late night as 11 pm. Table shows they have to work 11-15 hours daily at home.

Notes:

-) Some small children were assisted by their female employers in kitchen work.
-) Winter season is difficult than the summer season to the DCW.

-) Evening work is easier than the morning.
-) Work load is increasing along with respect to their growing age.
-) After joining the NFE class there is some difficulties to manage the time.

4.1.8 Previous work employment

In the following table it is described about whether the child workers had previous work experience and if they had what types of work they had and what is the reason behind leaving the previous work.

Table: 7
Types of previous work

Description of work	No. of respondent	%
No previous work	27	67.5
Domestic work	9	22.5
Hotel	1	2.5
Others	3	7.5
Total	40	100

Source: Field Survey, 2008

From the study it is found that 67.5 % had not worked previously and had come directly to work as a domestic worker. Similarly 22.5% of the children had already worked as domestic at another place.

4.1.9 Reason behind leaving previous work

The following table clarifies the reasons of the domestic child workers which had force them to quit their previous job. Among 13 respondents who had previous work experience, 23% said work load is the main reason to quit the previous job, 31% left their previous work place because of the misbehavior of the employer and 46% left because of low payment.

4.1.10 Earnings of domestic child worker / wage management

The following tables 9 and 10 deals about the earnings and wage management practices which is found mostly in the circle of domestic child worker.

Table: 9
Wages of domestic child worker

Remuneration	No. of respondent	%
Unpaid	15	37.5
Not fixed	5	12.5
Less than Rs. 500	2	5
Rs. 500 – 700	14	35
Rs. 700 – 1000	4	10
Total	40	100

Source: Field Survey, 2008

On the wages of the child worker's work 50% were paid a wage, 37.5% were unpaid. In case of the child workers who mentioned not being paid a wage, the reason behind it was that employer had committed them to send school, and also committed for accommodation and food at the time of recruitment. But later on they do not send them to school and hence the children were compelling to work without salary.

Majority numbers of child were provided salary range of Rs.500 – Rs.700. The above table shows 35% of the respondents were paid under salary range of Rs.500 – Rs.700. Similarly, 10% of the children are getting about the range of Rs.700 –Rs.1000.

Table: 10
Person who keeps the earning of the child workers

Person	No. of respondent	%
Parents	17	68
Child worker themselves	5	20

Brothers	3	12
Total	25	100

Source: Field Survey, 2008

From the survey it is known that more than 60 % of the earnings of the child are taken by parents. 20% of the child worker keeps their own earnings. It clearly shows that domestic child worker have less access over their own earning. Due to the poverty and poor economic status of their parents 80% of the domestic children have to support their family. Thus they have less access over their own earnings.

4.1.11 Recreational time and facilities available

Every child has a right to have a time for recreation. So, the child workers were asked whether they play games or not, whether they are allowed to watch T.V. All these have been mentioned on the table below.

Table: 11
Respondents classified according to play/ rest / watching TV/ health

Facilities (play, rest, TV)	No. of respondent	%
Yes	30	75
No	10	25
Total	40	100

Source: Field survey, 2008

On average all employers provide basic necessities such as food, lodging and clothes to child workers. 75% of employers are found to be arranging entertainment and health care facilities according to the respondents' interview. The rest 25% of the respondents also get chance for recreational activities and extra curricular activities at NFE class. Some children also come at class for rest, at least 2 hours they are free from the work in the name of NFE.

4.2 Educational level and accessibility of domestic child worker

Rights of children to free education, knowledge acquisition, and obligatory elementary education are also dependent on the overall economic and social situation as well as on the different social contexts within individual lives. Continuing the presentation this study documents some data that will show which structural and functional elements decrease the possibilities of the implementation of educational rights of children in Nepal.

This heading presents the educational level of the domestic child worker before joining the NFE class and their accessibility towards the rights of education.

4.2.1 Literacy status of domestic child and their parents

Here the literacy status of the domestic child worker is analyzed.

Table: 12
Literacy of the respondent child

Literacy status	No. of respondent	%
Literate	26	65
Illiterate	14	35
Total	40	100

Source: Field Source, 2008

The literacy rate of the working children is observed to be 65% which is higher than the other sector of the child labour. Here literate means the ability to read and write. 35% were illiterate. Generally, children attend school until the primary level and are forced by their parents to earn and contribute to the income of the family.

Table: 13
Parent's education level

Educational level	No. of respondent	%
Literate	13	32.5
Illiterate	27	67.5
Total	40	100

Source: Field Survey, 2008

From the survey it was found that 67.5% of the parents of the child were illiterate according to their interview. Thus education of a child is given the least preference by the parents and they do not encourage their children to attend school, as they are of the opinion that education does not bear immediate return. Thus most of the children do not complete primary or high school even if they have the desire to do so.

4.2.2 Reasons for dropping out or not joining school

Poverty and financial constraints faced by the family are the primary reasons lamented by the children for not joining or dropping out of school and other reasons are also presented in the table below.

Table 14
Reasons for dropping out school

Reasons	No. of respondent	%
Poverty	9	64.28
Parents did not send	3	21.42
household work	2	14.28
Total	14	100

Source: Field Survey, 2008

In some cases, it is also believed that because of their parents' illiteracy and ignorance these children do not receive encouragement and supervision in their studies.

4.2.3 Willingness for schooling and opportunity

More than half of the children respond positively to the idea of joining school or continuing their studies after completion of NFE. They feel that education plays a vital role in the future and express dissatisfaction with remaining illiterate and ignorant like their parents.

Table: 15

Domestic child worker who wanted to continue / join school

Willingness to go to school	No. of respondent	%
Yes	25	62.5
No	15	37.5
Total	40	100

Source: Field Source, 2008

According to the survey 62.5% of children have desire to continue or join the school while 37.5% have no desire to continue the school as they prefer such technical trainings so they work for a living and earn money to support their families. In this category the age group of the children were above 16 thus they want some kind of vocational training to uplift their living standard.

Table: 16

Respondents classified according to their employers commitment to send them to school

Offer made by employer	No. of respondent	%
Yes	24	60
No	16	40
Total	40	100

Source: Field Source, 2008

It is found that 60% were offered to study by their employer. And 40% of the respondent said that they had not been offered because their employer needed fulltime workers. This data shows there is more than 50% possibility of continuation of school to the children via their employer.

4.3 Overall impact of NFE on social and personal development of the domestic child workers

The non formal class for domestic child worker at Bagdol is conducted by CAP-CRON in collaboration with DEO Lalitpur. DEO/NFE developed guidance and lesson plan for daily class teaching. After some sessions DEO/ NFE developed curriculum with the accumulation of class 4 and 5 courses. After completion of 12 months class children will equivalent of primary level of education and able to join school at class six in any government school which is the opportunity for respondents to join the school. In the class Nepali, English, Mathematic, Science, Social are the major five subject of NFE.

After participating in the NFE class, domestic child workers were found to be changing some by the impact of the program. Here the researcher represents and describes about the impact of the NFE class on personal and social development of the domestic child worker. Impacts are measured in different sub headings such as awareness about rights, Level of confidence while dealing with people, general calculation skill, knowledge about personal health and hygiene, Communication skill, awareness about abuse etc.

4.3.1 Knowledge about the child rights of the domestic child worker after joining NFE

One of the basic objective of NFE for domestic child worker is to aware the respondents about their rights. Thus the joining the class their level of understanding about the rights is as follows.

Table: 17
Knowledge about rights of the respondent

Circumstances of child rights	No. of respondents	%
Having good knowledge	7	17.5
Having general knowledge	30	75

No idea and knowledge	3	7.5
Total	40	100

Source: Field Survey, 2008

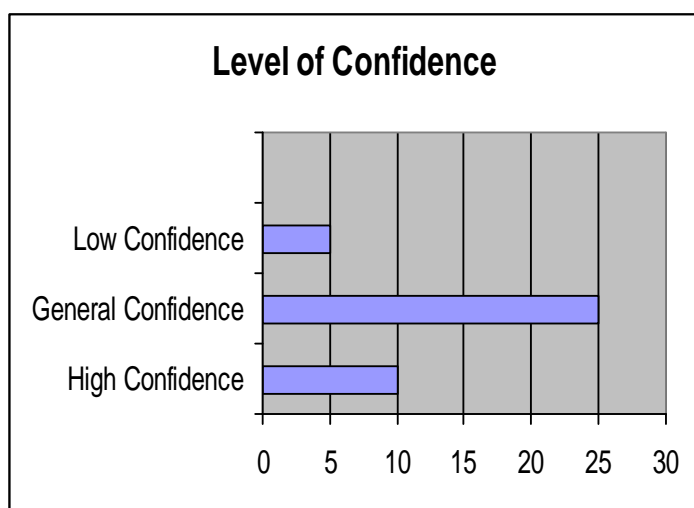
According to field survey, 75% participants of the NFE have general knowledge and idea about child rights, similarly 17.5% have good knowledge about child rights and 7.5% child has no idea and knowledge about child rights. This data represents that most of the children are aware about the rights after joining NFE.

4.3.2 Inspiration to involve in extracurricular activities

Non formal educational program need a lot of encouragement and during the implementation of the program (use of attractive methods, cultural and out door activities etc.) Thus there are various extra curricular activities are being conducted in NFE class during occasion like children's day and other special occasions. These are the source of inspiration to personnel development of the children.

4.3.3 Level of confidence to public speaking

Public relation and public speaking are very important to develop the own personality. After conducting various activities in the NFE class, they have found confidence to address the different people who are unknown for them. Levels of their confidence of the children according to the observation of NFE facilitator and researcher are presented in the following chart.

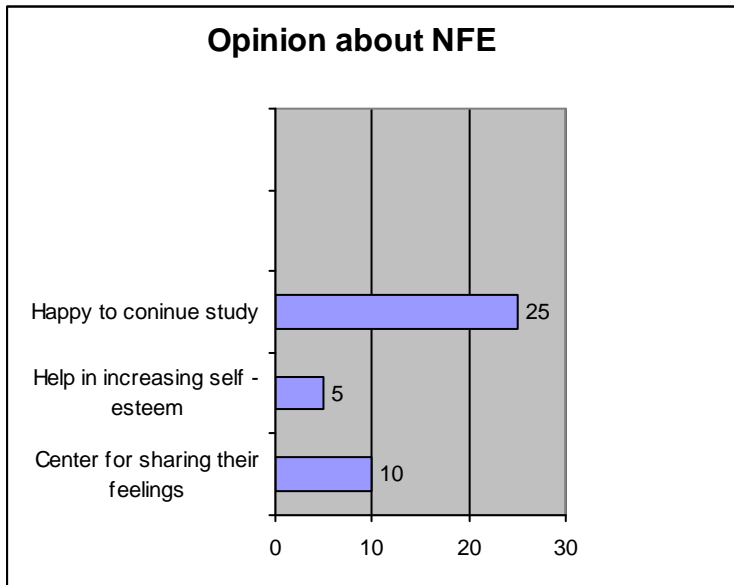


According to the field survey and information provided by the NFE facilitator most of the children 62.5% (25) are generally found to be expressed their own feeling before public as well as with their employer while 25% (10) children are found to be high confident to

address and explore before public after joining the class. Overall findings data shows the confidence of increment of the domestic child worker through NFE class by gaining various information while studying.

Source: Field Survey, 2008

4.3.4 Opinion of sample respondent regarding NFE class



The respondents were asked for their opinion about NFE. Different respondents gave different views regarding the NFE class which are presented in the following chart. 62.5 % (25) number of respondents replied that they are happy because they can continue their study through NFE.

Source: Field Survey, 2008

Similarly 25% (10) of the respondents felt NFE as a focal place or prominent place to share their interest, feeling and problems with their colleagues and NFE facilitator while 12.5% (5) of the sampled child worker said that NFE help them in increasing self-esteem. This denotes NFE create high motivation for join or continue to school among children.

4.3.5 Motivation towards Vocational trainings

The age group of above 15 years motivated for the vocational trainings rather than they have interest on continuation of the study. So that they could sustained and also could support to their families.

4.3.6 Future aspiration

Children have to decide their future in their basic age during their studies. But the researcher found that individual had their own wish about their future. Some literate drove their future in the path of success and some illiterate still did not had the perfect decision of their future.

Table: 18
The future aspiration of the respondents

Future Aspiration	No. of the respondents	%
Couture	5	12.5
Teacher	12	30
As like Project staffs	6	15
Beauticians	3	7.5
unknown	14	35
Total	40	100

Source: Field Survey, 2008

When asked to the sampled respondents 34% said they have not decided while 30 % wanted be teacher similarly 15% wanted to have job at project concerned with child while 12.5 % and 7.5 % decided to the track of tailoring and beauticians respectively.

4.3.7 Children voices at NFE class

In the survey period researcher heard the following voices of the domestic child worker at NFE class. They are as follows in their own words.

) We are very excited to read books, news papers and write letter, poem, stories etc.

-) I am building confidence and feeling self- esteem. So, I want to join school for further study.
-) After joining the NFE class, we are feeling positive response and respect from our employers.
-) We are quite interested to involve in extra curricular activities.
-) I have a confidence to interact/ talk with the stranger without hesitation and I can deal with different people (Guest, Strangers, and Shopkeeper).
-) We are interested to learn vocational trainings (tailoring, beautician) after then we can operate small business our self.
-) I have gain simple calculation skills to visit grocery and vegetable shop for shopping.
-) We like to share our feelings and problems with colleagues and with class teacher.

CHAPTER – V

SUMMARY, CONCLUSION AND RECOMMENDATON

5.1 Summary

This study was conducted with the aim of examining the impact of Non formal education class of domestic child worker as well as their socio economic status. The respondents were those domestic child workers who were participating in NFE class. The survey was conducted in the Bagdol - 4 of Lalitpur district. A total number of 40 children aged 10 – above 16 were interviewed. The respondents were selected on the basis of purposive sampling. Unstructured interviews as well as focus group discussion was employed to generate primary data while organization reports, Newspapers and publications were reviewed as a secondary source of data.

The following is the summary of the findings:

-) A total number of 40 domestic child workers of age 5 - 18 years were interviewed in which 90% of the total respondents belonged to 10-18 years of age and girls constituted 80% of the total respondent.
-) Highest numbers of children come from Tamang and Bramin families and majority of the children from Hills.
-) Among 42.5 % both parents are alive and 25% of the respondents don't know about their parents while 32.5% were dead.
-) 70% of the respondents from nuclear family.
-) The primary family occupation of 87.5% is agriculture.
-) Employers, relatives and villagers are the major source of employment for domestic child worker.
-) Highest numbers of children work at least 11 – 15 hours a day. In spite of this work load some of the respondents were happy as they compare to their previous life. At least they had food to eat, and security but other wanted to move away if they had opportunity.

-) 45% of the child workers providing the salary range of Rs.500 – 1000. About 80% of the respondents child had to support their family. The domestic child worker had to do all kind of household chores.

-) 75% of children were provided facilities such as playing, rest, watching TV etc.

-) 65% of the children are literate and 67.5% of parents are illiterate. More than 60% of the children have desire to continue the school. The main reason behind drop out the school is poverty and 80% of the employers of those children committed to send school.

-) After joining NFE class the domestic child worker gained skills/ knowledge of simple calculation, Communication, aware about child rights, personal health and hygiene and protection from abuse.

5.2 Conclusion

On the basis of the above findings the study has conceded the following points.

-) Finding showed employers prefer to recruit large number of girl child than boys thus it can be easily concluded that girls were more silent in nature and perfect in household activities and less chance of mobility rather than boys. At the same time they were also in the high risk of abuse.

-) Majority of the children were from Tamang and Bramins caste which means these ethnic groups were under the viscous circle of poverty. Even though in the case of Bramin who enjoys lot of executive power of the state but still due to large population of this ethnic group some are also live under the poverty. Thus majority of the parents of these child workers depend upon agriculture to fulfill the basic requirements of life.
-) From the findings it can be viewed that employers themselves brought the worker from their origin place with the commitment to joining schools and also promised to provide lodging, food and shelter to them.
-) The remuneration of the domestic child worker was not enough as compared to their workload.
-) Poverty is one of the most significant causes of child labour. Life consequently becomes a day to day struggle for survival for the parents of the domestic child worker. Children are therefore forced to take on families responsibilities and thus earn money for support family being domestic child worker. And poverty is a reasons for those children who were drop out from the school.
-) Majority numbers of the respondents were literate and wanted to continue school. At the same time their employers were also committed to send to school which means there is high chance of schooling support for those domestic children.
-) As the course designed by DEO/ NFE, after completion of 1 year NFE class children were able to join the grade 6 in any government school of Nepal. In this regard NFE plays a role of bridging non formal and formal education which plays a significant role in the educational status of domestic children and we can say this NFE as a “bridge course”.
-) Through NFE domestic child worker acquired basic knowledge and skills such as reading writing and arithmetic which were essential in their everyday lives. Similarly helped to develop societal values and learn communication skills that will help them

become responsible and involved citizens in the future. Children are made aware of their rights and responsibilities. This education played a key role in improving their existing situation. Relevant and quality vocational and technical training enables them to seek better work alternatives in the future.

5.3 Recommendation

After drawing the conclusion of the study based on the overall scenario of domestic child worker the researcher identified the following recommendations.

-) Considering most of the children are literate and school drop outs, they need to be provided with educational support and readmittance to schools.
-) The main reason for dropping out of school is economic difficulty at home and these children support their families financially. Therefore, if some of these children's parents can be made economically sustainable then they would not send their children to work.
-) Due to high rate of parents illiteracy children have to left school. Thus awareness programs should be introduced among families of domestic child worker and the employers.
-) The age group of above 16 years of domestic child workers needs alternative work and desire for vocational training for the sustainability of their socio economic condition. Thus vocational training is required with a provision of income compensation.
-) Not only the law and act the government should concerned not to employ any children below 14 years of age. The government should focus on the implementation as well as monitoring and evaluation.

) Domestic child workers receive little or no social counseling, beneficial to families and the community. NGOs and social workers need of program for family rather than continuation of support to the children it is very important for the sustainability of the family.

