MISSION TO NEPAL ON PROMOTING CHILDREN’S RIGHTS EDUCATION

June 2011

Working Report
MISSION TO NEPAL ON PROMOTING CHILDREN’S RIGHTS EDUCATION

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Working Report
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INTRODUCTION TO THE WORKSHOP

Jean ZERMATTEN, Director of IDE, Sion

Honorables Justice Kaylan Shresta,
Dear Uddhav Poudyal,
Dear colleagues, Members of GOS and NGOs,
Dear participants to this panel,
Dear guests and dear friends,

On behalf of the International Institute for Children’s Rights (IDE), associated with The University Institute Kurt Bösch (IUKB), both located in Sion, Switzerland, I have the privilege to welcome you in this workshop dedicated to Child Rights Education.

I’m very pleased to be in Kathmandu for the third time, to deal with children’s rights and I have to say that I have found in this country a very significant interest in this issue, especially when discussing with the Constituent Assembly and proposing the integration of children’s rights in the Chapter on Fundamental Rights.

Children are our future! Nobody has any doubt in the pertinence of this motto. But, I think that very often, we all are forgetting to take this affirmation very seriously, especially when it comes to education on the issue of children’s rights. For us, active in the field of the training of students and professionals working with and for children, it’s of crucial importance to invest in training, if we want to facilitate the respect of their rights for all our children, here in Nepal, as well in our country Switzerland.

My purpose in this short introduction is to recall some basic principles, from the CRC Convention and from my experiences as a Committee Member and as a Director for an Institute whose mandate is to train people.

First of all, I will say that according to the CRC Convention, the States has the legal obligation (please don’t forget that the CRC is a binding juridical instrument!) to take all appropriate measures to implement the Convention (art. 4). One of these measures is the mandatory training of all professionals working with and for children.

In its GC no 5 (General measures of implementation of the Convention on the Rights of the Child)\(^1\), the Committee

53. ....Emphasizes States’ obligation to develop training and capacity-building for all those involved in the implementation process - government officials, parliamentarians and members of the judiciary - and for all those working with and for children. These include, for example, community and religious leaders, teachers, social workers and other professionals, including those working with children in institutions and places of detention, the police and armed forces, including peacekeeping forces, those working in the media and many others.

\(^1\) CRC/GC/2003/5. from 27 November 2003
And the Committee adds some very interesting points, that may be, I have to make clear, in the perspective of our future today discussion:

a) Training needs to **be systematic and ongoing** - initial training and re-training.

b) The purpose of training is to **emphasize the status of the child as a holder of human rights**, to **increase knowledge and understanding of the Convention** and to **encourage active respect** for all its provisions.

c) Training has to reflect the **“spirit or culture”** of the Convention, not only to provide technical knowledge or specialists’ training.

d) This has to be put in **professional training curricula, codes of conduct and educational curricula** at all levels.

e) Understanding and knowledge of human rights must, of course, be promoted among children themselves.

f) There should **be periodic evaluation of the effectiveness of training**, reviewing not only knowledge of the Convention and its provisions but **also the extent to which it has contributed to developing attitudes and practice** which actively promote enjoyment by children of their rights.

g) Many aspects of training, are essential if all children are to enjoy their rights.

If you allow me three more minutes, I want also to mention some of the recent Concluding observations taken by the CRC Committee towards countries of the Region

For example:

**For India** (CRC/C/15/Add.228), 26.02.2004

the Committee recommends that the State party:

(c) **Undertake systematic education and training on the provisions of the Convention** for all professional groups working for and with children, in particular, judges, lawyers, law enforcement officials, civil servants, municipal and local workers, personnel working in institutions and places of detention for children, teachers, health personnel, including psychologists, and social workers;

For **Bangladesh** (CRC/C/BGD/CO/4), 26.06.2009) the CRC C. recommends that the SP :

Reinforce systematic training of all categories of professional working for and with children in rural and remote areas, including teachers, police, lawyers, judges, health personnel, the media, social workers and personnel of childcare institutions;...
For Pakistan (CRC/C/PAK/CO/3-4), 15.10. 2009

The Committee calls on the State party:

(b) To pursue and reinforce the systematic training and sensitization of professionals from all categories working for and with children, such as teachers at governmental, private and Koranic schools, police, lawyers, judges, health personnel, social workers, personnel at childcare institutions and the media…

For Afghanistan (CRC/C/AFG/1, February 2011)

22. The Committee recommends that the State party strengthen its efforts to systematically disseminate and promote the Convention, raising awareness in the public at large and among children in particular. It further recommends that adequate training be systematically provided to all professional groups working for and with children.

And… for Nepal (CRC/C/15/Add.261), 21.09.2005

31. While taking note of the efforts made by the State party to involve members of civil society, including children, in the preparation of its periodic report and to disseminate information about the Convention, the Committee is concerned that these measures to raise awareness on the principles and provisions of the Convention are insufficient. In particular, the Committee regrets that the principles and provisions of the Convention have not been incorporated into the curricula at all levels of education, and that there is no systematic plan to introduce training and awareness among professional groups working for and with children.

And the Committee recommends… that Nepal undertake systematic education and training on the rights of the Convention for children and their parents, as well as all professional groups working for and with children, in particular parliamentarians, judges, magistrates, lawyers, law enforcement officials, civil servants, personnel working in institutions and places of detention for children, teachers, health personnel and social workers.

In this short introduction, I just wanted to insist on the obligations of the States to comply with their international and domestic obligations.

We can’t promote the CRC Convention, if we have normative frameworks, wonderful strategies, long-term Plans of actions and policies, but if we have not the human necessary resources to apply the laws, to implement the policies, plans and strategies. And if the professionals working with and for children are not well prepared to their tasks.

The interest of the Convention – and the best interests of the children of the world- call for an urgent effort to train all the professionals.

Education in children’s rights is crucial for the respect of their rights.
EXPERIENCE ON CHILD RIGHTS EDUCATION IN SWITZERLAND AND ABROAD

Prof. Philip D. JAFFÉ, Director of IUKB, Sion

Experiences on Child Rights Education in Switzerland and abroad

Prof. Philip D. Jaffé

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Plan sommaire

1. What is the University Institute Kurt Bösch (IUKB)?

2. Children’s Rights Education at IUKB: Our credentials

3. Necessary ingredients (structure and content) of a successful CR academic program
Mission to Nepal on Promoting Children’s Rights Education

Switzerland in Europe

SWITZERLAND 101...

Population
7'850'000

Capital
Bern

Official languages
German, French, Italian, Romansh

Government
direct democracy,
Federal republic

Currency
Swiss franc (CHF)

Specialties
Banks, Chocolate,
Tourism, Neutrality
Mission to Nepal on Promoting Children’s Rights Education

The view from our offices…
IUKB = Switzerland’s smallest publicly funded academic entity

IUKB = an independent higher learning institution part of the network of official Swiss universities.

IUKB = is both a teaching and research institution, by mandate it must do both and, in addition, within a conceptual framework of interdisciplinarity

IUKB = delivers only graduate degrees (MAs, Doctorates) and postgraduate certifications (continued education certificates, specialized training, Certificates, Diplomas, and so-called MAs of Advanced Studies, etc.). NO undergraduates / Bachelors

IUKB = at full strength IUKB aims to have only 100 FT graduate students and 200+ PT postgraduate students

IUKB = specializes only in two emerging fields and is composed of two departments:

1) The Children’s Rights Teaching and Research Unit

2) The Teaching and Research Unit in Tourism Studies
IUKB is extremely proud to house the International Institute for the Rights of the Child or IDE (Jean Zermatten, director, and Paola Riva Gapani, deputy director).

IUKB is a publicly funded academic entity
IDE is a highly successful NGO specializing in CR

IUKB’s Children’s Rights Teaching and Research Unit and IDE pursue many numerous common goals and we are highly integrated in the educational field. Most of our training programs are, to one degree or another, joint ventures.

Two best kept secrets:
1. Jean Zermatten sits on the Board of Directors of IUKB and I sit on the Board of Directors of IDE
2. IUKB CR Training and Research Unit owes its existence to Jean Zermatten’s commitment + fame in the CR field

Children’s rights

= an emerging, complex and multidimensional academic field of teaching and research

= multiple social structures (education, institutions, culture, media, politics, health care, etc.) and stakeholders (children, families, educators, NGOs, States, Intergovernmental organisations, etc.)
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Complexity of Children’s rights

- **Agency**: Internal complexity of the child as a bio-psycho-sociological person
- **Structure**: External complexity of the context: micro-, meso-, macro.

Children’s rights

= several disciplines studying children and childhood: interaction, dialogue and integration of disciplines in an inter- and transdisciplinary perspective.
Several types of academic programs in CR...

A more traditional approach:

- in a given faculty (e.g., Law, Psychology, Sociology, etc.), a professor proposes a course in CR (e.g., a CR for social workers undergoing their initial formal training)
- in a given university, several professors (intra- or inter-faculty) decide to set a program on CR
- a postgraduate / continued education program draws on the resources of several professors from one faculty or several faculties

Cons

- program is often very discipline-based
- program identified with one discipline or faculty and does not have a identity of its own
- if truly inter-faculty, lacks strong backing from the overarching academic structure
Several types of academic programs in CR...

**Modern** approaches:

- @ IUKB and in very few other places, set up interdisciplinary structures that are recognized as such and handle all aspects of the programs in house
- one approach is more (sociologically) childhood centred, e.g., Childhood studies @ Rutgers University (New Jersey)
- IUKB approach was initially more CR (based on the legal framework) and currently moving towards a mixed CR legal and childhood blend

Cons: wide field and need to remain open to developments in various disciplines, difficulties enhancing dialogue between disciplines, students not used to this model

**Existing courses, training programs in CR**

European Network of Masters in Children’s Rights

www.enmcr.ne

Latin American Network of Masters in Children’s Rights

www.redmaestriasinfancia.org
NOTHING IS SIMPLE...

Variety of CR training programs @ IUKE:

- **Generalist and holistic** flagship CR programs:
  - Master in CR (in F), FT basic academic program
  - Master of Advanced Studies in CR (in E + CE PT)

- **Specialized focused** CR programs (in F + all CE)
  - Diploma in Child Protection
  - Diploma in Court-ordered forensic evaluations
  - Certificate in child-friendly interviewing techniques
  - Certificate in CR and Education
Focus on the IUKE Master of Advanced Studies in CR

- well-known internationally
- 5th edition
- PT over 2 years
- 100+ graduates from all continents, several dozen countries,
- before attending participants employed in governmental organizations, NGOs, etc., mostly with substantial experience in HR and/or CR, some research oriented participants, a few free-lance professionals

Focus on the IUKE Master of Advanced Studies in CR

- For an CR academic program to be successful, it must:
  - attract participants with interesting diverse profiles
  - propose high level content
  - be structured rigorously according to prevailing academic quality standards
  - provide added value for the graduates
  - contribute to the promotion of CR in the widest sense
A model CE study programme (such as the MCR) consists of:

- different teaching modes (only residential or residential modules with interspersed distant learning methods),
- mandatory reading,
- group work,
- an individual training component,
- practical training
- the preparation of a thesis on a subject useful to the participant and that fits in to his/her learning objectives with the field of CR.

A model CE study programme consists of:

1 - Modules and seminars (1/3)
   - Thematic Modules
   - Participation at external seminars and/or conferences

2 - Work related to the modules (1/3)
   - Reading
   - Preparation for the modules
   - Group work

3 - Individual Training Programme (1/3)
   - Observation at work
   - Internship
   - Thesis
Formal structure of a CE program:

A clear definition of the workload relating to various components. (In Europe, the standard is currently the ECTS / European Credit Transfer System which amounts to 250 to 375 hours (6 to 8 weeks FTE) of student work covering 1/3 formal classes, 1/3 home study preparation and 1/3 individual program.

The shortest degree, a CE CERTIFICATE = 10 to 15 ECTS, i.e. 250 to 375 hours (6 to 8 weeks FTE) of student work covering 1/3 formal classes, 1/3 home study preparation and 1/3 individual program.

The intermediary degree, a CE DIPLOMA = 30 to 45 ECTS, i.e. 750 to 1125 hours (19 to 28 weeks FTE) of student work covering 1/3 formal classes, 1/3 home study preparation and 1/3 individual program.

The intermediary degree, a CE MASTERS = 60 ECTS, i.e. 1500 hours (circa 38 weeks FTE) of student work covering 1/3 formal classes, 1/3 home study preparation and 1/3 individual program.

Other essential ingredients:

- one or more focal persons dedicated to the overall supervision of the training course and serve as the main interlocutors for the participants.
- a clear program governance structure with an advisory board and a scientific committee
- an excellent panel of local and international lecturers
- an irreproachable set of detailed regulations regarding attendance, assessment, and all aspects of the program (e.g., to the point of specifying font size for written papers, or clarifying appeal procedures when discord appears)
- an interactive website accessible to participants, staff and lecturers
- objective methods to assess successful completion of various requirements (examinations, thesis, etc.)
Assessment

Participants must be assessed throughout the program based on several criteria:

• presence and active participation in the modules;
• formal examinations of each thematic module of the program
• assessment of the individual training program
• presentation of the thesis
the backbone of the training program is the **CRC**

the training model is **interdisciplinary** (i.e., studying CR via different disciplines, methodologies, research traditions, etc.)

modules = harmoniously self-contained thematically
A proposal for the content of a high quality CE program

1 Children's rights in context
An interdisciplinary introduction to the background, sources and development of HR and CR

2 International legal instruments on children's rights
A study of the principles and implementation mechanisms of international conventions and declarations on the rights of the child

3 The general principles of the CRC
Examination of the right to non-discrimination, the best interests of the child principle, the right to survival and development and participation rights, that are defined as the general principles of the CRC

25 march 2011

A proposal for the content of a high quality CE program

4 Child labour
An examination of the discussions on children's work

5 Armed conflict, trafficking and sexual exploitation
An examination of the importance, context and rights of children in particular exploitative practices, such as children in armed conflict, sexual exploitation and trafficking

6 Juvenile justice
A study of different models and practices of intervention towards children and youngsters accused of having committed an offence

25 march 2011
A proposal for the content of a high quality CE program

7 Child protection
A study of the international legal instruments and international cooperation regarding child protection matters, best practices concerning international adoption, dealing with family violence, child abuse, within social and judicial frameworks, etc.

8 Implementation and monitoring strategies
A study of models and practices aimed at the protection and promotion of children’s rights, including child-advocacy, prevention strategies, mediation, resilience, ombudswork and child rights education

Conclusions:

• Setting up training programs in CR is a serious and a complex business

• Yet, this must be done if we are serious about CR

• The trick is to find the right formula, to be ambitious and to get to work

• From experience, when a fine training product is proposed, the participants show up and they become the best advocates of their own training

• Proof? Who in the room completed the Master of Advanced Studies in CR at the IUKB in Switzerland?
CHILD RIGHTS TEACHING IN HIGHER EDUCATION IN NEPAL

Brian J. HUNTER, Country Director Nepal & Bhutan, Save the Children

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2. Child Rights Teaching in Higher Education
3. Third Parties’ Involvement in Child Rights Teaching in Higher Education
4. Child Rights in Higher Education in Other Parts of the World
5. Review of Current Child Rights Teaching in Higher Education in Nepal
6. Conclusion and Recommendations

Research Objectives

- To establish links with key universities/departments to learn if and how they are addressing child rights in their current courses
- To collect and assess the syllabi of the child rights courses
- To find out how other organizations, people or bodies are promoting or planning to promote child rights in higher education
- To explore child rights teaching in higher education in other countries
- To review literature in the field of child rights
- To advise Save the Children on how to proceed in child rights teaching
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Methodology

- Primary data collection through interviews and group discussions with heads of department, faculty members, lecturers and university students, child rights organizations, government bodies, independent consultants, etc.
- Secondary data collection: Internet search and literature review from the report of SC Sweden and through HREA (Human Rights Educational Associates).

Limitations

- Study conducted in Kathmandu only
- Only three universities in Nepal have been approached
- Not all disciplines within the universities were reached (such as peace and conflict studies, political science, anthropology, sociology, etc).

Child Rights Teaching in Higher Education
Child rights courses in Tribhuvan University

- **Faculty of Law**
  - **LLB. (Bachelor of Law)**: “Child Rights and Juvenile Justice” for first year students introduced in 2009.
  - Curriculum development support from CCWB
  - **LLM. (Master of Law)**: “Human Rights” and “Humanitarian Law”
  - **PhD**: Students doing thesis in child rights
  - **5 year integrated legal course**: in the process of adding one more legal scheme from September 2011 including "Child Rights and Juvenile Justice"

- **Faculty of Education**:
  - Some child rights teaching in the degree Course “Primary Education and Early Childhood Education.”
  - Is open to introduce a separate child rights subject and wants to cooperate with Save the Children in curriculum development

- **Faculty of Humanities and Social Sciences- Department of Psychology**
  - New unit within the subject "Psychology of Juvenile Delinquency”:
    - “Juvenile Justice System in Nepal and in Global context”, including the areas:
      - "Child Rights and Juvenile Justice"
      - "Juvenile Justice System"
    - Curriculum development support from CCWB
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- **St. Xavier's College – Department of Social work**
  - Affiliated to TU (Postgraduate Diploma in Social Work), KU (Bachelor's of Social Work) and PU (Master's of Social Work)

**TU: Postgraduate Diploma in Social Work**

- Target group: government employees
- First course started July 2010
- One subject including child rights: “Legal mechanisms – Human Rights, Child Rights and Women's Rights”

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**Child Rights courses in Kathmandu University**

- **National College, Center for Development Studies**
  - In the process of developing/revising curriculum for Bachelor of Development Studies
  - Students are researching on child rights issues
  - Supervised/evaluated by CWIN
  - Open to include child rights subjects
  - Wants to cooperate with Save the Children regarding curriculum development
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- **St. Xavier’s college – Department of Social work**
  - Bachelor of Social Work (BSW) affiliated to KU
  - No child rights subject, only “Human Rights” and “Women’s Rights”
  - Currently extending the BSW to four years
  - Open to revise curriculum and include child rights
  - Wants to cooperate with Save the Children regarding curriculum development

- **Kathmandu School of Education**
  - Not interested to incorporate child rights course
  - Some interest in incorporating child friendly teaching methods (according to PLAN)

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**Child Rights Courses in Purbanchal University**

- **Kathmandu School of Law**
  - **LLB. (Bachelor of Law):** No separate child rights subject, but some incorporated in "International Human Rights Law" and "Criminal Law"
  - **LLM. (Master of Law):** No separate child rights subject, but some incorporated in "Human Rights and Gender Justice"
  - **MA Program:** MA in Human Rights. Few students
• Kathmandu School of Law (cont.)

Child Rights Research and Resource Centre
- Established in Dec 2007 with funding from Save the Children and others
- Research and information sharing – aim to be a regional champion on child rights
- Successful first year
  - Research, material, volunteers, child rights teaching/training
- Now little activity, not updated material
- Still a large collection of material (incl. documentaries) on child rights
- Faculty members still giving training on child rights on demand

• St. Xavier’s college – Department of Social work
- Master of Social Work (MSW) affiliated to PU
- Child rights subject compulsory in second year
- Students do research paper on child rights
- Students struggle to get exam results from PU
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- **Kadambari College – Department of Social work**
  - Bachelor of Social Work (BSW)
  - Four subjects including child rights
    - Juvenile Justice
    - Child Rights
    - Family and Social Work
    - Introduction to Gender Studies
  - Students do research dissertation on child rights
  - Students do field work in child rights organizations
  - Save the Children Sweden involved from 2004 (curriculum development)
  - Open to revise and strengthen curriculum

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**Child Rights Courses in Other Training Institutes**

- **Army Academies and Schools**
- Human Rights (including child rights) training courses given as:
  - Preliminary Training
  - Career Training
  - Specialized Training
- Cooperates with Save the Children and CWIN in the area of child rights teaching
- Open to revise curriculum, and wants partnership with Save the Children
• **Police Academy**
  - Separate training course focusing on child rights
    - “Crime against women and children”
    - 16 days (96 hours) training
  - Curriculum development initiated by CWISH
  - Long process
  - Also other training on child rights
  - CWIN, CWISH, KSL invited to give training

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**Third Parties’ Involvement in Child Rights Teaching in Higher Education**
Efforts by Save the Children

- **Health**
  - Introduced new born care in the curriculum of Nursing Faculty
  - Challenges: long process, need not realised, lack of material

- **Social Work**
  - SC Sweden initiated efforts at Kadambari and St. Xavier’s
  - Curriculum development, child rights resource centre

- **Law**
  - Initial funding of Child Rights Resource and Research Centre

- **Army**
  - In-service training to army personnel on ‘Child Protection in International and Internal Armed Conflict’

- **Education**
  - Training of trainers: learn without fear, peace education

Efforts by other child rights organizations

- **Child Nepal**
  - Concept of “School of Child Rights”
  - Complete course consisting of six modules
  - Target group: professionals, students, government staff

- **UNICEF ROSA /Nepal**
  - Little effort in higher education apart from guest lectures

- **CWISH**
  - Introduced child rights subject at Police Academy
  - “Crime against Women and Children”, 16 days training package
  - Challenges: long process, convincing of need,
  - Lecture at Kadambari, internships for social work students
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Save the Children

- **CWIN**
  - Training package on child protection (lectures given to students of social work and sociology, government staff, etc)
  - Student internships
  - Student guides/evaluators
  - Plan to start “Child Rights Training Centre”
  - Plan to expand its Child Rights Resource Centre

- **Plan Nepal**
  - “Learning without fear”
  - Training of trainers

- **Creating Possibilities**
  - Plans to name the new institution as ‘Institute of Child Rights Studies’
  - Vision to establish child rights course in 2011, affiliated to national or international university
  - Short courses and postgraduate diploma

  Target group: police, army, civil service, academia

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Save the Children

**Government Bodies’ View on Child Rights Teaching**

- **NHRC (National Human Rights Commission)**
  - Supports plans of child rights subjects and courses
  - Wants commitments from the Government

- **CCWB (Central Child Welfare Board)**
  - Has been involved in curriculum development of TU (law, psychology)
  - Gives training to several stakeholders
  - Supports plans of incorporating child rights in curriculum

- **NCED (National Centre for Educational Development)**
  - Teacher training on peace education, “Learn without fear”
Child Rights in Higher Education in Other Parts of the World

Child Rights Teaching in Western Countries

- Many “Human Rights” courses offered by universities worldwide
- Recently also focus on “Child Rights” courses. Master of Child Rights offered in at least 5 European Universities:
  - Freie Universität, Berlin, Germany
  - Institut Universitaire Kurt Bösch/University of Fribourg, Switzerland
  - Mykolas Romeris University, Vilnius, Lithuania
  - University of Bologna, Italy
  - University of Antwerp
- Short Course on Children’s Human Rights offered by the LSE and others
- Also “Child Rights” courses in USA, Canada, Brazil, Chile, South Africa, New Zealand
Child Rights Teaching in Other South Asian Countries

- India:
  - Postgraduate Diploma in Child Rights
    - Department of Social Work, Jamia Millia Islamia, New Delhi (2005)
    - TATA Institute of Social Sciences, Department of Social Work, Mumbai (2007)
  - Postgraduate Diploma in Child Rights Law
    - National law School of India University, Centre for Child and the Law (2008)

- Bangladesh:
  - Department of Anthropology at Jahangirnagar University has integrated child rights in their Masters Programme.

- According to Save the Children Sweden, there are plans to establish child rights courses in Sri Lanka, Pakistan and Afghanistan.

Child Rights Networks for Academia

- Universities and other stakeholders are linked through various networks:
  - European Network of Masters in Children’s Rights (http://www.enmicr.net/index.htm)
  - Child Rights Information Network (CRIN) (www.crin.org)
  - Childwatch International research network (www.childwatch.uct.ac.za)

- Purpose: Information sharing, research, students and teacher exchanges
Review of Current Child Rights Teaching in Higher Education in Nepal

Child Rights Literature and Training Materials

- In 2006, Save the Children Sweden initiated "An Annotated Bibliography on Child Rights with Particular Emphasis on South Asia" which gives an overview of materials and publications available on child rights.
- Many reports on child rights in Nepal, but no comprehensive academic textbook
- India has produced several text books on child rights
  - "Child Rights in India: Law, Policy and Practice" by Dr. Asha Bajpai (from TATA Institute of Social Studies).
  - "Children in India and Their Rights", National Human Rights Commission in India
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Why Child Rights Teaching in Higher Education in Nepal

- **There is a need because**
  - Almost 50% of Nepali population are children and many of their rights are being violated
  - Around 90 child rights organizations
  - Government policies exist but not very effective
  - Nepali students go abroad to specialize in child rights

- **Mission of child rights teaching**
  - *To build awareness and give knowledge* to students
  - *To educate child rights professionals* who will be able to defend child rights and prevent child right abuses.
  - *To advocate child rights* and support the work currently carried out by NGOs in this area, through research, teaching, conferences, etc.

Strengths of Current Child Rights Teaching

- Growing interest in child rights in academia
- Growing interest in child rights by students
- Internships and research give students inspiration and hands-on experience
- Links established between academia and child rights organizations
Weaknesses of Child Rights Teaching

- Insufficient reference material
- Child rights subjects not comprehensive
- Ineffective administrative procedures regarding curriculum development and student degrees
- Inefficient internships
- Lack of resources to start/improve child rights teaching
- Child Rights Resource Centers not up-to-date
- Lack of career opportunities/recognition for students
- Fund-driven Initiatives by NGOs are not sustainable

Conclusion and Recommendations
Summing Up

- Many short courses/training on child rights offered (CWIN, CWISH, CCWB, etc)
- Child rights subjects in several disciplines (social work, psychology, law)
- Many have plans to revise/introduce child rights subjects
- Vision on developing Postgraduate Diploma in Child Rights
- Academia wants to work together with child rights organizations to improve child rights teaching and promote child rights

Recommendations

- Save the Children should take the lead in the area of child rights teaching, to coordinate activities, ensure quality and make initiatives to further child rights teaching

- Specific recommendations:
  1. Facilitate curriculum development and improvement of child rights subjects
     - Faculty of Education, TU
     - National College, Centre for Development studies
     - Nepalese Army (?)
     - St. Xavier's College (?)
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Recommendations (cont.)

2. Streamline short courses on child rights and support specialized course on child rights (Diploma)
   - Short courses: explore/support CWIN’s plans of Child Rights Training Centre where short courses will be given to all stakeholders
   - Specialized course: explore and support the plans of Child Nepal and Creating Possibilities

3. Establish and facilitate a child rights teaching network
   - Bring stakeholders together for knowledge sharing, capacity building, collaboration, etc

Recommendations (cont.)

4. Support development of standardized teaching material on Child Rights in Nepal for academia
   - Initiate and coordinate textbook, invite experts to write chapters

5. Establish/improve Child Rights Resource Centers
   - CWIN: support the plans of expanding and make more accessible
   - KSL: support to keep updated
   - Others: technical support

6. Develop “Incentive Packages” to students/teachers
   - Guest lectures, internships, research assignments, career opportunities
Concluding comments

- Save the Children should strive for a holistic approach to child rights teaching in higher education.
- Save the Children should entail continuous follow up with the universities/training institutes in order to succeed. Short term project-based support has proven not to be a sustainable solution.
- The initiatives must not be purely fund-driven.
Why do we need CR Courses?
The Context of Nepal

- It has been over 20 years of Ratification of the CRC by the Government of Nepal (GoN),
- The Child Rights movement is gradually gaining its momentum in Nepal,
- Necessity have been realized to have professionalized and skilled human resources for working with and for children and thus, to promoting the rights of the child in more systematic and effective manner, in particular, its applications,
- The armed conflict in the past, as well as emerging conflict in various forms in Nepal have further emphasized the demand to have more professionals and activists in child protection sector,

Cotd...

- The GoN has expressed its commitments for the promotion and protection of the rights of the children, and has initiated some efforts.
- A decision have been taken to recruit Child Right Officer (CRO) in 75 districts (so far there were in 49 districts only) by Center Child Welfare Board (CCWB).
- Section 55(5) of Children's Act 1992 and the Rule no. 6 of Juvenile Justice (Procedural) Rules 2007, have made a provision having a) Child Psychologist or Expert, and ii) Social Worker in Juvenile Benches alongside the Judge while hearing and deciding the cases of Juvenile.
- The Rule no. 8(a) of the Juvenile Justice (Procedural) Rules 2007 has explicitly mentioned the qualification of the Child Psychologist or Child Expert stating that s/he should have formal training on Child Rights.
Cotd...

- Child rights education is needed not only for child rights workers but also to other professionals including teachers, journalists, police, lawyers, human rights activists, policy makers etc.
- The Committee on the Rights of the Child, in its Concluding Observation to Nepal (CRC/C/15/Add.260), has urged to
  - "prioritize efforts at teachers training and expand recruitment of qualified teachers" (para 76(f)),
  - "include human rights education, including the rights of children, in school curriculum at all levels of education" (para 76(j)).
- However, CR education is yet to be a academic discourse in Nepal.

CR Education Efforts in Nepal and SA Region

- Nepal was one among the countries where Save the Children (SC Sweden in particular) Regional and Country offices initiated dialogue with academic institutions in 2004
- A frame for Child Rights education curriculum was developed but it was included neither in academic nor in professional courses
- Post Graduate (PG) Diploma course on Child Rights was initiated in two universities namely Jamia Millia University in India from 2004 and Jhangirnagar University, Bangladesh in South Asia (SA) with the efforts of SC.
- Recently, Tata Institute of Social Science has started offering PG Diploma in CR from 2009
- Momentum for promoting CR education took place as professionals from I/NGOs identified the need
In Nepal, efforts were made to incorporate CR Education in academic courses.

SC in Nepal supported three institutes separately with educational materials to develop CR resource center i.e. Kathmandu School of Law (KSL), St. Xavier College of Social Work (SW) and Kadambari School of SW.

KSL has been running Master Courses in Human Rights and Gender Justice. Kadambari School of SW and St. Xavier College offer SW Degrees where Child Rights and Juvenile Justice is covered in part of a paper in 2nd semesters.

Likewise, Faculty of Law, TU and Faculty of Education, TU have incorporated Child Rights in LLB and BEd as an elective papers.

UNICEF and ILO and child focused I/NGOs have been part of offering training to professional/practitioner groups.

Plan Nepal in partnership with CCWB has been working with National Judicial Academy (NJA). NJA is conducting training to Judges and judiciary for promoting Juvenile Justice System in Nepal.

Creating Possibilities (CP) Nepal and IED are collaborating to furnish the stirring need of CR Education in Nepal.
Mission to Nepal on Promoting Children’s Rights Education

Prominent Issues Regarding CR Education in Nepal

- CR education has yet to be a academic discourse in Nepal
- Developing Resource and Capacity of University Teachers and Students as a process of mainstreaming CR courses
- Advocacy work targeting Child Focused Organizations-to enhance professional capacity
- Capacity Enhancing of Child Rights Campaigners and Advocates

The Opportunities

- Systematic and accredited training courses to Professional Group
- Learning form the Initiatives in India and B’desh
- Require Longer-term Perspective from the very first day, in particular, sustainability
- Development of web-based Virtual Resource/ Documentation Center
- CR course targeting to SAARC region--Regional Discussion Platform
- Accreditation/ Affiliation and/or Validation of the Course by University/ies
Our Plans: for Short Term

- Influence existing curriculum of different educational institutions through review, sharing and developing common understanding on promotion of CR education in Nepal and beyond.
- Register an academic foundation and promote CR education as outlined in the concept note in collaboration with various organisations.
- Start a Comprehensive Training courses to 20 practitioners from the region for 3 months. This training would support the team to define curriculum for 'certificate' and 'Diploma' courses.

Cotd...

- Manage necessary infrastructure for enrolling students from South Asian countries in the second year for PG Diploma in CR with the affiliation of reputed university.
- Initiate thematic research either country specific, if learning could be shared in the region, or at regional level to bring practices in the knowledge of academia, planners and implementers as well as simplifying the CR concept for the practitioners.
  - Develop a sharing forum of above mentioned researches in different forms i.e. journal, conferences, and so on.
Cotd...

- Initiate interactive portal with compiling available relevant information, actions, initiations, practices, knowledge etc., for the use of researchers, planners, academia and practitioners at various levels in the region.
- Conduct demand based training to professional organizations or groups i.e. teachers, government official, security personnel, journalists, etc. (it would be contented in the longer run as per the importance of such training for improving CR context)

Our Vision: For Longer Term

- Promote foundation as a child rights institute under recognized university with an extensive research and educational ability and establish working relations with relevant universities, research institute, CR organizations in the region and beyond.
- Make institute able to deliver CR education in the region covering the regional and global perspective. If required, course could be designed and delivered to cater country specific needs in the region.
Cotd...

- To continue research (at least three per year) work in the region and up-dated portal.
- Initiate a professional journal on a periodic basis as a sharing and discussion forum among academia, planners and practitioners.

Way Ahead

- Developing Resource and Capacity for University Teachers and Students
- Capacity Enhancing of Child Rights Campaigners and Advocates
- Mobilizing resources for initiation of academic courses
- Generating collective support of child centered and child right based international organizations
- Affiliation/accreditation with university
Collaboration/Coordination

- International Institute for Child Rights (IDE)
- Save the Children-International and SC Sweden Regional Office
- UNICEF Nepal and UNICEF-ROSA
- Plan Nepal
- World Vision International
- Institute for Child Rights Studies
- CWIN
- Child Nepal
- CONCERN
- Kathmandu School of Law
- ??
Mission to Nepal on Promoting Children’s Rights Education

GOOD PRACTICE, LESSON LEARNT & CHALLENGES:
EXPERIENCES FROM BANGLADESH

Jérôme CONNILLEAU, Save the Children

Programme objectives

- To develop southern discourses on child rights.
- To create pool of professionals conversant in child rights and rights based development approach.
- To develop strong knowledge base on child rights by investing in research, discourse building, sharing and contextualizing.

Process

Consultation with NGOs

Furthering CR in Higher Education

Convergence & Capacity Building

Working with UGC

Assessment study
The stakeholders made a common simple assessment
- Duty bearers (state, civil society, communities, parents) face huge challenges in fulfilling child rights and a lot of children are denied access to their basic rights.
- There is no specific discipline on child rights in the universities of the country.

All the stakeholders emphasized on the need to
- promote child rights.
- bring child rights as a subject matter of teaching in all education institutions at all levels.
- joint institutional effort from the universities to design courses on child rights with appropriate concepts, theories and methodologies.
- “to look at the issue of child rights from a structurally sustainable and pragmatic perspective and in this regard partnerships between academia and development agencies need to be strengthened” (UGC)
Mission to Nepal on Promoting Children’s Rights Education

In 2008, UGC invites to one day National workshop on Child Rights as an Academic Discourse in UGC setting

University Grants Commission of Bangladesh
UGC Bhawan, Agargaon, Dhaka-1207, Phone: 9122011, Fax: 9114707

The inaugural ceremony of a one-day long workshop on Child Rights as an Academic Discourse, jointly organized by the Save the Children Sweden-Denmark in collaboration with the University Grants Commission of Bangladesh (UGC) will be held at the UGC auditorium at 10:00 am on 9 October, Thursday, 2009.

The Honorable Ambassador of Denmark His Excellency Mr. Einar Hedberg Jensen has given his consent to grace the function as the chief guest while UGC Chairman Professor Nazrul Islam will preside over the function.

You are cordially invited to attend the event.

Professor Nazrul Islam
Chairman
University Grants Commission of Bangladesh

Programme Overview

In 2010, National level seminar on Child Rights as a Discourse in Higher Education organized in CU setting

Chittagong University
Faculty of Social Sciences

Seminar on
‘CHILD RIGHTS AS A DISCOURSE IN HIGHER EDUCATION’

Date & Time : June 02, 2010  Time : 10:00 A.M.
Venue : Conference Room - 107, Faculty of Social Sciences, C.U.
Chief Guest : Dr. Abu Yusuf, Honorable Vice-Chancellor, C.U.
Special Guest : Dr. Md. Alauddin, Honorable Pro-Vice-Chancellor, C.U.
Mr. Shamsul Alam, Deputy Country Representative, SCSD
Chairperson : Dr. Jyoti Prakash Dutta, Dean, Faculty of Social Sciences, C.U.

Organized by: Faculty of Social Sciences, C.U. & Save the Children Sweden-Denmark
Main Achievements up to date

- UGC sent a letter to 35 universities asking to nominate 1 child rights focal person.
- 1 Child Rights focal person has been already designated in 20 Universities.
- 6 universities have integrated Child Rights as a separate discourse.
- 1 proposal on CR has been submitted to UGC.

Ways forward currently assessed

- Distance education program
- Creation of working group for developing model curriculum
- Conduct Research/Thesis on Children issues by the student
- Organize seminar for Academicians/young Researchers
- Creation of an Academia E-group in country and outside country
- Link program with other Universities.
Learning Working Together

- It is important 1) to understand how the universities are working and regulated and 2) to partnership from the beginning with the rights persons and institutions in order to sustain efforts and institutionalize the process in academic system.
- It is also important to involve UGC, key academicians or institutions that can be catalysts and bring the process forward.
- It is important 1) to create a space where all stakeholders can share the same analysis and vision, 2) maintain continuous dialogue and 3) work together to achieve.
- In the case of Bangladesh, Save the Children provided support but the UGC and Academia took the lead.

Learning Link theory and practice

- Build bridges between the academicians and the practitioners on child rights 1) to foster common understanding on child rights; 2) to link theory to practice and 3) use the academicians as child rights activists.
- Academicians can become effective child rights activist and linking their work/researches to the child rights priorities/agenda of their countries (ex. Budget Analysis, Alternative Reporting, Child Rights Situation Analysis, Quality Education, Legal Reform etc...)  
- It is important to design programmes or to work on research that are concrete and respond to priority needs on child rights in order to create an interest from the students through a practical application of the teaching.
- It is important to build on the exiting knowledge base of academia and explore ways to create more knowledge from practice. In short, knowledge creates practice and practice creates knowledge.
- Academicians have a lead role to play in child rights advocacy.
Learning not a donor driven process

- This is a long process looking at the best strategy/ways to achieve sustainable results
- The biggest challenge is to ensure that this does not become a funding driven process, rather that the academia takes on more responsibility to self-finance or co-finance this initiative.
- They key is to make it accessible and affordable for more and more professionals from various walks of life.

Opportunities

- UGC are present in all countries and are key actors to involve
- UGC, Academicians from other countries can engage dialogue with UGC/Academicians from Bangladesh and use their learning
- In all countries, you have key academicians that are also child rights advocates, they need platform to coordinate among each other
- To develop/publish southern discourses on child rights and researches on CR issues
- Create linkages with the western countries where CR Institutes can support programme development
"It is imperative to look at the issue of child rights from a structurally sustainable and pragmatic perspective and in this regard partnerships between academia and development agencies need to be strengthened."

(Prof. Mahbud Ullah, member of UGC in Bangladesh, during a Regional Seminar on "Strengthening Child Rights as an academic discourse in South Asia", Feb 2007)
INTERNATIONAL INSTITUTE FOR THE RIGHTS OF THE CHILD (IDE) AND TRAINING

Jean ZERMATTEN, Director of IDE, Sion

IDE

is a Swiss private foundation, supported by the swiss gvt and private donors

- With consultative status with ECOSOC and IOF,
- based in Sion (Switzerland), created in 1995, by
  - The Institut Universitaire Kurt Bösch (IUKB)
  - the International Association for Youth and Family Magistrates (IAYFM).
IDE goals

- Information
- Training
- Creation of a child’s rights culture
- Better respect of children as persons and implementation of their rights

*Basis of all our actions is the CRC 1989*

The IDE’s 4 activities

A short introduction to

Information  Training  CRCulture  Housing
Information

- An interactive platform www.childsrights.org in 3 main languages + chinese
- About 20 publications on children’s rights issues
- Working Reports on different topics
- Films (3), CD (2) and performance
- A didactic path « Droits d’Enfants »
- Cartoon (in french and chinese)
- Several articles in various publications
- Newsletters published twice a year
The Internet website

- Spinal column of information and training
- A documentation centre
- the *blended* learning
- The follow-up of trainings (interaction)
- Fora of discussion
- And news: an editorial twice a week
- News every days
- A photos gallery

Films

- A very interesting pedagogical tool: the films
- IDE produced last years three films:
  - 2007: Female Genital Mutilations
  - 2008: Forced Marriages
  - 2009: Pramont: a second chance
Trainings

- What we believe in:
  - the necessity to train **professionals**
  - our trainings are post graduated ones
  - the importance of **interdisciplinarity**: children's rights are not just on law, they integrate much more...
  - the interest to have non sectoral training and to promote **an holistic approach**
  - we like to learn the professionals **how to work with other professionals**

New developments

- New developments: a **regional approach**
- **Programme with the Czech Republic** in Brnò (for social workers + teachers)
- **Programme with the IOF** in Western Africa (10 countries), for all professionals
- **Programme in China** (Shangaï with Yangpu District and Fudan University, SASS) for all professionals
- **Project in Nepal**, for all professionals
Trainings

- **International Seminar**: every year in October, next from 24th to 28th October 2011: *Climate Change and children's rights*
- **Programmes with the International Social Service (ISS)** in Western Africa (RAO)
- **Special trainings** with various organizations (UN UNICEF agencies, NGOs, States, etc...)
- Training for government officers working on *migration's issues* in Switzerland
- Training for *sport's officials* (trainers, referees, directors...) Basis: IDE Chart of children's rights in *sports*
Mission to Nepal on Promoting Children’s Rights Education

IDE’s support to Countries

- For example Nepal (2009 + 2010)
  The constitutional Process
- Work with MCR Students
- Studying 47 national constitutions
- Proposing a set of articles on Children’s rights in the new constitution
- Visit on the field and meeting with the Constituent Assembly, the journalists, the NGOs

Trainings for specialists

Examples of trainings in Juvenile Justice:
- Iran, Turkey, Moldova, Macedonia, Mauritania, Albania, Turkey, Jordan ...

In 2010
- Togo (March), sports
- Sierra Leone (July)

In 2011
- Georgia (June)
- Algeria (July)
IDE’s support to the CRC Committee

Example: OP on Individual Complaint
- Preparation of a report on the pro and contra arguments
- Proposal of an OP III
- Discussion with the Committee

GC on Art. 31 (Right to play, leisure and culture): material prepared by MCR students

GC 13, drafted in Sion

GC on HTP, started in Sion...

Master of Advanced Studies in Children's Rights (MCR)

In collaboration with:

the IUKB and the University of Fribourg
Mission to Nepal on Promoting Children’s Rights Education

Diploma in Child Protection (DPE)

Training for social workers who are active in services in helping youth.

Forensic (psychological) for Children and Adolescents Diploma

Training for psychologists in charge of drafting forensic examinations on children involved in court cases.
Certificate: « Views of the child »

- For Judges, lawyers, police officers
- Started in 2009 with IUKB
- How to get the view of the child, what weight to give it, how to interpret it
- The legal status of the child victim and witness in the judicial proceedings
- The evolving capacity of the child (art. 5 CRC)

Creation of a child’s rights culture

- By membership (ISS, TdH, AFXB...)
- By participation to international events (XII World Congress on Crime, April 2010...)
- By presentation of conferences (schools, universities...)
- By the creation and the participation to a Swiss and international network (RAO)
- By welcoming delegations
- By collaborating with different national, regional and international NGOs, Academies, Universities, Research centers
IDE houses

The Sarah Oberson Foundation

- Results from the name of a 4-year-old girl who disappeared 25 years ago and whose fate always remain unknown.
- Advocacy for different issues in child protection
- Organization of an annual day.
- Publications.

IDE houses

The Maurice Veillard-Cybulski Association

- Results from the name of one of the first juvenile judges in Switzerland and from his international expert wife.
- Price Veillard-Cybulski every 2 years:
  - Last price 2010
  - Next Price 2012
- For a research or publication on the status of the child
**IDE houses**

- The seat of the **International Association for Youth and Family Magistrates (IAYFM)** is in our IDE.
- Important association (80 countries)
- Basis for a fantastic network of international experts, in different fields (criminal law, family law, procedures and comparative law)
- Seminars, congresses

**Children’s Rights Didactic Path**

- Inaugurated on 20th October 2005
- 12 fundamental rights of the CDE illustrated by animals
- Complement of the path: Book « Droits d’Enfants »
IDE
=all around the world and
in Nepal!
1. **Background**

Child rights as an academic discourse is a new initiative in South Asia. Several initiatives have been taken by different stakeholders. Save the Children Sweden, Regional Office for South and Central Asia together with Save the Children offices in the Regions have interacted with key academic institutions of South Asia in 2004 for initiating academic and professional degrees in Child Rights. Post Graduate Diploma (PGD) course on Child Rights was introduced in two universities in South Asia—Jamia Millia University in India\(^2\) from 2006 and Jhangirnagar University, Bangladesh started the course after a couple of years. Recently, Tata Institute of Social Science in Mumbai, India started offering PGD in child rights\(^3\) from the academic year 2009. The course of Tata Institute is a full time residential, professional programme of six months duration run with the support of Plan India.

A study was conducted by Save the Children to understand and assess the importance of child rights in higher education. The study revealed that academic institutions are yet to integrate Child Rights as an academic course even after 21 years of adoption of UN Convention on the Rights of the Child (CRC). On the other hand, consultations with Non-government Organizations (NGOs) have highlighted that there is demand in increasing trend for trained professionals resources.

In Nepal, despite of constant efforts on behalf of Save the Children and other organizations\(^4\), the child rights courses have yet to start. In this regard, Save the Children supported three educational institutes i.e. Kathmandu School of Law, St. Xavier College of Social Work and Kadambari School of Social Work. Kathmandu School of Law has been running Master Courses in Human Rights and Gender Justice. Kadambari School of Social Work and St. Xavier College offer only Social Work courses where Child Rights and Juvenile Justice is covered in only in a module in the 2nd semesters.

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\(^2\) The course aim at building the long-term capacity of the academia in child rights in India.

\(^3\) Apart from this, there was participation by several departments of the university including Law, Sociology, Psychology and Political Science besides inputs from the Sarojini Naidu Centre for Womens’ Studies, Delhi, India.

\(^4\) UN agencies including UNICEF and ILO have been part of such academic courses as well as catering training to professional/practitioner groups. Plan Nepal has been part of conducting training to Judges and judiciary for promoting Juvenile justice system in Nepal.
2. The Context

The Collaboration between the International Institute for the Rights of the Child (IDE) and Creating Possibilities Nepal (CP) since last two years is an initiative in promoting academic courses and realising the Children's Rights in Nepal. The collaboration, further has been able to bring momentum in such a historic time; as Nepal is in the process of drafting a constitution for Democratic Republic Nepal through an elected Constituent Assembly. The last two visits of the IDE delegations, headed by Dr. Jean Zermatten, has offered opportunities for the educational seminars concerning rights of the children. These visits have further made the Nepali child rights professionals realize the importance of child rights education in Nepal. It is well understood that child rights education is not only important for child rights workers but also it is equally important to journalists, law makers and human rights activists.

The Child Rights Education movement is growing rapidly in the South Asian Continent, which could give the initiation of establishing Child Rights Education as a regional recognition.

3. Issues Concerning Child Rights Education in Nepal

The child rights education movement in Nepal has been moving ahead focusing on Academic courses, Research and Knowledge management. The CP Nepal will put its efforts in the following four major categories of interventions in future.

1. Lobbying for Curriculum: Continuous efforts of many individuals, I/NGOs and others have resulted into the incorporation of Child Rights in the high school curriculum. Lessons of Child rights itself are great achievements but the content and teaching methodology is neither systematic nor child friendly or useful to children. Thus, one of the focus is to lobby to develop more meaningful and child friendly curriculum for the young children so that they are aware with the spirit of CRC and can apply in their daily lives.

2. Initiating PG course with an affiliation with reputed university to produce activists and child rights expert in the country and region. The demand for such professional is in increasing trend in the South Asia region as many I/NGOs and UN agencies are working in promotion of rights of the child and establishing child protection system. Government of Nepal has already recruited Child Rights Officer in 49 districts and will continue recruiting more Child Rights Officer in other districts. In addition, there are demand for such professional among non-governmental and employers’ organizations in the country.

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5 Dr. Jean Zermatten is also the Vice Chair of Committee on the Rights of the Child, Geneva.
3. Short term diploma courses: The short-term diploma courses are suitable to various officials engaged in civil and security services in the country. Mainly this course is required for the National Training Centers i.e. Nepal Police, Nepal Army and Administrative Staff Collage, etc., to train their new recruits in the field of promotion and protection of child rights.

4. Training for activist/frontline workers (certified curriculum): There is good demand for certified courses for the frontline workers working with governmental and non-governmental organizations in the country and region. This course will enhance their capacity to tackle child rights issues at grass root level including campaigning on child right promotion.

**Child Rights has yet to become an Academic Discourse**

It has been twenty one years since the adoption of the UN Convention on the Rights of the Child (CRC) by the UN. Nepal joined in the CRC movement by ratifying the convention in 1990. The country is in the process to internalize the CRC in its development endeavors by adapting it in its domestic laws, national policies and its program. The most lacking parts in the CRC movement, is to recognize and accept the child rights as an academic discourse which would mainstream it as a part of everyday life. Like in many other countries, the principles and provision of the CRC has yet to be part of academic discourse in Nepal. The CRC has yet to be part of regular curricula of different faculties at universities. However, some undergraduate/graduate courses run under different faculties of Tribhuvan University, Kathmandu University and Purwanchal University have incorporated child rights component (i.e. BSW and MSW, B.Ed., LLB courses) that endorse the need of the CRC as one of the potential part of academia.

**Developing Resource and Capacity of University Teachers and Students**

There is lack of resource/reference materials targeting to teaching faculties as well as the students. As the consequence, the teachers and students are not found eager for teaching and studying the course (in case of elective course). As such, there seems little attraction towards existing child rights courses. This situation required to be addressed by providing resource/reference materials for teachers and students as well as by providing relevant training.

**Advocacy targeting Child Focused Organizations**

Child focused national and international organizations have yet to put significant efforts to attract the attention of academia towards child rights courses. It is also significant to make the principles and provisions of the CRC a domain of academia and taking it beyond only the discussion among the members of civil society organizations and their staff.
**Capacity Enhancing of Child Rights Campaigners and Advocates**

There need a number of competent Child Rights Campaigners, advocates and defenders having with right information, clear theoretical concepts and practical knowledge on human rights in general and child right in specific. But, so far the field practitioners without theoretical backup and systematic learning about child rights have been key issues to child rights campaign. As such, there is big gap in theoretical and practical knowledge and experiences among child right practitioners. Child rights practitioners are strong in practical knowledge and experiences but have little or none theoretical understanding. To bridge this prevailing gap, there require explicit child rights courses targeting to child rights campaigners, professional groups (i.e. lawyers, doctors, nurses, army and police personnel, civil servants etc.), students, and academicians.

**4. Future of Child Rights Course in Nepal**

The Child Population consists almost 48 per cent (around 19 million) of the total population of the country. Most of these children are with their families and in rural areas. The value that children also have rights is the recent one. The parents, government authorities feel awkward and hesitant to be accountable for children.

On the other hand, teachers, parents and professionals working for children don’t generally feel competent to deal with children’s issues. There are many international child rights organizations working in almost all the districts of Nepal. It is estimated that these organizations employ over 10,000 people in their national counterparts as child rights workers/ social and community mobilizers. Time and again, the international organizations acknowledge that the specialized learning in child rights is essential to enhance the capacity of not only their partner organizations who implement the child rights in villages but also to the ministries, departments and professional training consulting firms.

These professionals have had almost no academic background and roots in child rights. Even most of the people employed in the international organizations did not go through educational materials and courses in their universities. Their understanding of child rights mostly depend on their self acquired knowledge. Few people’s knowledge accounts for the courses that they take in disciplines such as Human Rights, Social Work and Law. These organizations openly expresses that they need a professional and standard education on child rights. The education not only helps them to enhance their skills and knowledge but also can help in the regenerating knowledge and debate about the child rights in Nepal.
National NGOs, who are primarily rooted in villages, feel importance of the course but do express inability of paying for it. They seem not having any independent fund for supporting their capacity building needs. Likewise officials from Ministry of Women, Children and Social Welfare, Child Welfare Boards, Women and Children Service Centers of Nepal Police and Child Desk of National Human Rights Commissions believe that such courses would enhance their capacities but don’t express hope of funding from public offices.

Apart from crunch of resources, many academic expresses lacks of standard teaching and learning materials about child rights in Nepal. Books are not available on child rights. The rare materials are often do not content materials which can be used in class rooms as the statements expressed in such documents are often not scientifically tested and researched.

The training on child rights that are offered to NGOs and others are managed either directly by International organizations or by consulting firms and individuals. Few NGOs having longer experiences on child rights offer their expertise in delivering lectures on child rights.

There is a scope of convincing the international organizations such as UNICEF, Save the Children, Plan International, and World Vision International to sponsors the students from their partner NGOs, among themselves and from the government offices whom they partner with.

It may pose with the challenges in the beginning few years as most of the resources are committed to the people and organizations on the basis of relationship. Hence, there should be clear cut strategies to sustain the training program for few years in its start.

Furthermore, the initiation in Bangladesh and in one of the university in India is nearly to collapse because of so many reasons. As mentioned, Nepal itself has greater potentiality to initiate the course targeting Nepalese Professionals. Getting students from South Asian region mainly from Bangladesh, India, Pakistan, Afghanistan and Sri Lanka seems viable. What we think is most important is the course content and delivering quality. With the expertise of IDE, we are quite confident that the scope to upgrade our initiation in recent future as regional educational center seems possible.
5. The Purpose and Objectives

The purpose of this concept paper is to highlight the efforts that are aimed at initiating discourse on child rights with academic knowledge and enhancing professional skills through teaching and learning, researches, trainings, workshops, seminars, and interactions that contribute for the development of positive environment for promoting a strong knowledge base in the country as well as in the region. The entire efforts will target the practitioners, professional groups, activist and university students and academicians and contribute towards building theoretical base on child rights with the objectives of:

- Enhancing the academic/theoretical knowledge and professional skills, and
- Initiating a discourses on Child Rights,

6. The process to be followed

The following steps/processes will be followed to take forward the CR Education:

- **Systematic Training to Professional Group**
  There require to have a systematic teaching/training targeting to professionals groups (i.e. doctors, nurses, school teachers, personnel in civil service, army and police). As such, there require a systematic approach to develop training curriculum targeting to various professional groups.

- **Learning form the Initiatives in India and B'desh**
  The experiences from Jamia University in Delhi, Tata Institute in Bombay, and in Bangladesh could be drawn. In regards to an explicit course at university, it is significant to get proper approval from University Grant Commission (UGC) and the Government recognizes the courses. This would save our time and energy from re-inventing the wheel rather provide opportunity to build further stepping on what has been already done. However, contextualizing child rights courses as per the country context as well as in the region is significant. But, need to consider/ bring in the international perspective.

- **Require Longer-term Perspective from the very first day**
  There require to well plan in longer term perspective and set a proper mechanism to carrying forward the knowledge base. At the same time it is significant to blend the theoretical as well as the practical experiences (of the practitioners) in the field. As such, the course required to be multi-dimensional (both in terms of selecting the child rights issues and developing a module as well as catering theoretical knowledge and practical skills to the students).

- **Development of web-based Virtual Resource/Documentation Center**
  It is important to have resources/reference materials targeting to university teachers/students; professional groups; and child rights campaigners/activists. It is very challenging to develop resources/references targeting to academia and buying books/materials developed in the west is difficult to access and are expensive. As such, collecting and compiling relevant information, resources and references through developing a website would be crucial. At the
same time, there needs investment to develop academic books/resources that are appropriate in the context of South Asia Region and upload in the web-portal. Moreover, such web-based resource can have university curricula and professional training curricula for an easy access of the likeminded academic institution. In this context, it is important that some agencies or groups need to take responsibility for anchoring/moderating at the regional level.

Regional Discussion Platform
It would be good to have a regional discussion platform among the universities, institute and individuals engaged in child rights and academic discourse. This platform should take proactive role to generate discussion between and among the groups through exploiting modern means of communication besides organizing workshop/seminars in a time span.

Accreditation/ Affiliation and/or Validation of the Course
It is very important that the child rights course is accredited with a University and/or academic institute. Another issue concerning CR courses at the university is facing (particularly in India) is the validation of the course and curricula designed. Who is the body to validate that the course offered has the necessary standard or quality in it? However, IDE and IUKB have shown interest to be part of the process in this region. This would also support in bringing in the experiences from CR teaching in Europe, Africa and Latin America (in which these institutions that are involved since a long time).

7. The Proposed Programme

The following paragraphs highlights the immediate, short term and longer term programmes that we have aimed for:

7.1 Immediate Programme:

Immediately, two types of educational work in Child Rights would be essential and important in Nepal aiming to initiate any academic program.

A. Organize a sharing meeting with main key stakeholders in February 2011

B. Organize two days extensive discussion program with likeminded stakeholders in presence of Jean Zermatten, Director, IDE, Director- Institut Universitaire Kurt Bösch and Ms. Paola Riva Gapany, Deputy Director, IDE. The Vice Chairpersons and Faculty head of different Universities of Nepal, India and Bangladesh also are planned to be invited for this.

Make a final report based on the outcome of these two activities and develop an action plan and move accordingly.

Management:
There will be a professional team to take forward the planned activities and manage day to day works. An office will be in place for this from February 2011 and one or two Professionals shall be hired.
A. Compile the existing course content under different faculties of Tribhuwan University (TU), Kathmandu University (KU) and Purwanchal University (PU). This would provide the context of incorporation of bit and pieces of CR in different courses along with common understandings of CR by the different leading academia. But, there lacks a comprehensive course on CR. (compilation is in Process).

B. Conduct a critical review the content of the courses on CR incorporated in different faculties under TU, KU and PU including at school level.

C. Conduct a 8-10 days 'Intensive Course on CR Teaching' to the Teacher/faculty members of the different faculties in collaboration IDE.

D. Develop resource/reference or reading materials (in connection with the existing courses on CR under different faculties of TU, KU and PU) targeting to teachers with the technical backup/ support of IDE (It takes significant time).

E. Develop a roster of possible resource person as teacher for Childs Rights Post graduate program (create a platform and start discussing and developing the course).

F. 2 weeks training to these people of the roster i.e. teaching Child rights in University and school. Or child rights as an academy by IDE/ would be good to organize training to the 'Core Team' to teach CR in University with the support of IDE and Universities that are running CR course in South Asia.

7.2 Short Term:

After successfully completion of the first step, which will provide the sound basis for initiating CR study program, following could be initiated as a short term plan:

1. To influence existing curriculum of different educational institutions through review, sharing and developing common understanding on promotion of CR education in Nepal and beyond.

2. To register an academic foundation and promote CR education as outlined in the concept note in collaboration with various organizations.

3. To start a Comprehensive Training to 20 practitioners from the region for 3 months. This training would support the team to define curriculum for 'certificate' and 'Diploma' courses.

4. To manage necessary infrastructure for enrolling students from South Asian countries in the second year for PG Diploma in CR with the affiliation of reputed university.

5. Initiate thematic research either country specific, if learning could be shared in the region, or at regional level to bring practices in the knowledge of academia, planners and implementers as well as simplifying the CR concept for the practitioners.

6. Develop a sharing forum of above mentioned researches in different forms i.e. journal, conferences, and so on.
7. Initiate interactive portal with compiling available relevant information, actions, initiations, practices, knowledge etc., for the use of researchers, planners, academia and practitioners at various levels in the region.

8. Conduct demand based training to professional organizations or groups i.e. teachers, government official, security personnel, journalists, etc. (it would be contented in the longer run as per the importance of such training for improving CR context)

7.3 In long run

It is essential--

1. To promote foundation as a child rights institute under recognized university with an extensive research and educational ability and establish working relations with relevant universities, research institute, CR organizations in the region and beyond.

2. To make institute able to deliver CR education in the region covering the regional and global perspective. If required, course could be designed and delivered to cater country specific needs in the region.

3. To continue research (at least three per year) work in the region and up-dated portal.

4. Initiate a professional journal on a periodic basis as a sharing and discussion forum among academia, planners and practitioners.

The expectation of the CP or foundation in this context from IDE/IUKB is following:

1. Get recognition of the course
2. Share the roster of resource persons to deliver the course and also support by providing resource personal available with IDE/IUKB.

7.4 Operational Plan

1. The most important step would be to establish and expand working relationship with IDE/IUKB (ongoing) and relevant regional and national stakeholders (i.e. Save the Children Sweden, Plan International, UNICEF Nepal and UNICEF-ROSA) including universities.

2. With the support and technical supervisions of IDE/IUKB, a need assessment will be carried out to start a post graduate diploma course in Nepal.

3. The diploma course would follow the learning and experiences that the IDE/IUKB and other academia have gathered from other continents.

4. In support of IDE/IUKB, we need to train potentials group of multi sectoral professional as teachers on child rights education.

5. The group should be engaged in developing reading materials in Nepali context.
6. The Creating Possibilities or foundation, as IDE/IUKB’s national partner should develop roster of teachers and other institutes who would assist the Child Rights Teaching and start formal process of introducing the course.

8. **Financial Management**

Once the concept is agreed by all the relevant stakeholders i.e. Save the Children, UNICEF, IDE and others, the fund mobilization part will be discussed to take this initiative as a multi-agencies collaborative effort. Once the common understanding developed among key stakeholders, detail estimated cost with different components would be made as well as component-wise financial commitment will be sought with potential likeminded organizations. The resource mobilization will be made at national and international level.

9. **Advisory Board**

Once the common understanding developed among key stakeholders, an Advisory Board will be constituted that includes multi sectoral experts representing International Agencies, Academia, Ministry and University Grant Commission. The Board would convene periodically and provide guidelines and technical inputs to move forward the CR education in the region.

10. **Activities conducted so far**

- Meeting with individual organization conducted and shared the concept on CR education in brief (Particularly with Save the Children, Sweden, UNICEF ROSA and Save the Children in Nepal).

- A professional has been dedicated by CP to move forward the concept and realization.

- A half-day workshop with Key stakeholders (Creating Possibilities Nepal, UNICEF Nepal, Save the Children in Nepal, Plan Nepal, Save the Children Sweden, Regional Office, and ISIS Foundation) organised and shared the concept with opportunities, challenges and way forward.

- Notes of the discussion and agreed points have been disseminated to all participants including requesting to nominate focal person for CR education in their organizations.

- An office at Lazimpat on the way to hotel Radisson has been established including hiring an assistant to ease the day-to-day work in moving forward for CR education.

- A work plan with timeline has been developed by CP and following it seriously.

- A wider sharing meeting is planned during first week of March 2011 to develop consensus and common understanding among stakeholders including government line ministries.
Mission of IED is planned during last week of March 2011. A conference at least inviting academician from Bangladesh and India is planned to share their experiences in promoting CR education during the mission from IED (subject to mobilization of resource).

Revised on 01 March 2011
Kathmandu, Nepal
SYNTHESIS OF THE NEPAL MISSION FROM MARCH 28TH TO APRIL 1ST 2011 WORKSHOP ON CHILDREN’S RIGHTS EDUCATION MARCH 29TH 2011 QUALITY, SUSTAINABILITY AND ACCREDITATION OF AN ACADEMIC TRAINING

Six millions of children deserve having their rights implemented!

Paola RIVA-GAPANY, Deputy-Director, IDE, Sion

Introduction
According to the Convention on the Rights of the Child (CRC) ratified by Nepal in 1992, States have a legal obligation to train childhood professionals. The UN Committee on the Rights of the Child in its General Comments n°5 related to the implementation of the CRC, states that teachers, social workers, judges, policemen, institutions ‘professionals and journalists deserve an education in children’s rights. This training has to be:

- Systematic and on going
- Based on the status of the child and his/her active participation
- In the spirits of the CRC
- To represent a code of conduct
- With a periodic evaluation

The latest concluding observations of the UN Committee of the Rights of the Child related to India (2004), Bangladesh (2009), Pakistan (2009), Afghanistan (2011) and Nepal (2005) emphasizes the needs of systematic training or its reinforcements.

In addition, a child’s rights culture has to be developed thanks to dedicated professionals training.

Justice Lalyan Shresta of the Nepalese Supreme Court made several decisions implementing the CRC, such as recruitment of kids by the army, corporal punishment by parents, reintegration of raped students, dumped areas for schools. There are also some fields which have been tackled without tangible results such as juvenile justice system and the removal of landmines. Legal decisions aren’t the only way to implement the CRC; we need the help and commitment of the extended community. In this regard, training is essential.

Currently there are more than 10'000 children's rights professionals who need to be trained in Nepal. 49 Child’s Rights Officers have been recruited for the 75 districts but they didn’t get any specific training on the CRC. There are some training, but very disseminated, on certain topics and targeting some specific groups of trainees. Harmonisation and general training on the CRC is required. India and Bangladesh have some experience in training at the academic level, but for India these courses were part of a general training on education, social work or psychology and for Bangladesh the training is still to come.

Quality
Due to the variety of training in terms of quality, topics and students in Nepal, a high qualified education has to be created; we need to shoot high, because a good education is a must. The quality of the training will be career oriented, rely on website resources, interactive portals, and networks for alumni. There is some flexibility around the CRC: consequently the courses must be interdisciplinary, with professors from different background, different regions and who are used to work in the field. The conduct of researches which leads to
continuous researches on specific topic or methodology have to be part of the training. This is important for sustainability reasons and will be implemented in the curricula. The training needs to be neutral, general on the CRC and complete. The holistic approach is required, but we need to pay attention to the reality of the field, like the left behind, girls, indigenous children, disabled

Sustainability
The training must be sustainable. Short term is not a sustainable solution. It requires a long term perspective. This condition will lead to quality as well, as the modules will be adjustable according to the needs of the children and students; we need to target the results we want to achieve in 5 or even 10 years. For this reason, the context is important. Nepal is changing; federalisms is important and seen as a political remedy and solution. We need to determine the priorities in the long, short and mid-term. The sustainability is also seen in economic terms.

Accreditation
In order to reach the standards of quality and sustainability, and to harmonize the different trainings and modules, the diploma needs to be registered on academic institutions. This is a good way to make it accepted by public services and thus to enhance the career orientation. In addition, it will develop the capacities and resources of university teachers and students as well as the advocacy. There is a growing interest in the CRC at the academic level among professors and students, even if there is a lack of career, the internship are not effective, data are lacking as well as centres of documentation. Partnership must be developed with other universities like Tata in Mumbay or Jarmaya in New Dehli, and in Bangladesh Janginargar University for example. The University Grant Commission is pointed as the institution to recognize the training for Nepal and for the region.

Conclusion
At the end of the workshop clarifications as been brought on :
- necessity of a general training on the CRC
- academic acceptance
- attention to the local realities
- reach the top bottom, so that kids benefit
Mission to Nepal on Promoting Children’s Rights Education

WORKSHOP ON CHILD RIGHTS EDUCATION

Workshop on Child Rights Education
Kathmandu, Nepal
29th March 2011

Reported Document

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1. Introduction

In coordination of Creating Possibilities (CP) Nepal and in collaboration with International Institute for the Rights of the Child (IDF) and Save the Children International Nepal office, a consultative workshop was organized in Kathmandu, Nepal on 29 March 2011 with an objective of initiating academic courses on Child Rights at national and regional level. This consultation was organized after series of meetings and discussions among key actors and stakeholders such as government line agencies, UNICEF, Save the Children International, Save the Children (Sweden) Regional Office, Child-Nepal, CWIN, Kadambari College, CONCERN-Nepal, Institute for Child Rights Studies (ICRS) and many non-governmental organizations focusing on feasibility of conducting courses on Child Rights.

CP Nepal had developed good coordination and collaboration with IDF1 and University Institute Kurt Bösch2 (UIKB) in Switzerland in initiating academic courses since 2009. For which, series of communication and missions were made among the organizations. The CP Nepal took lead role in coordinating and harnessing collaboration among the governmental, non-governmental and academic organizations in Nepal. The results of these initiatives brought the effort in organizing this workshop.

The main objectives of the workshop were to build knowledge base with regard to conduction of academic discourse on rights of the child, in particular, national, regional and global experiences and to explore and identify areas, stakeholders and develop operational plan by managing the knowledge base. The expected outcomes of the workshop was to garner collective support and mandate to move forward in making academic discourse on child rights in Nepal and beyond.

2. Proceedings of the Workshop

The workshop on Child Rights Education took place on 29th of March 2011 at Sagarmatha Hall of Save the Children International in Nepal. The program was chaired by president of CP Nepal Mr.

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1 The IDF is supported by foundation of the International Institute for the Rights of the Child created in 1995. The IDF is situated in Sion, and has its office in Geneva, Switzerland. Under the leadership of its Director Mr. Jean-Zenobier and its President Mr. Christophe Diebold, IDF works in Switzerland and abroad. IDF jointly runs an interdisciplinary and international programme in Children’s Rights – Master of Advanced Studies in Children’s Rights (MCR). MCR is a part-time two-year postgraduate programme jointly organised by the Law School and the Institute for Family Research and Counselling at the University of Fribourg and the Institute Universitaire Kurt Bösch (UIKB).

2 The University institute Kurt Bösch (UIKB) in Sion, in Switzerland’s smallest publicly funded academic entity. It is geared only towards graduate and postgraduate studies (Masters, Doctorate, and continued education) in the field of Children’s rights. Its professionals and researchers are particularly active in training Swiss and foreign specialists in Children’s rights, child protection offices, mediators, court experts, teachers, etc. Many of the programs are offered in close cooperation with the IDF.
Mission to Nepal on Promoting Children’s Rights Education

Govinda Prasad Adhikari and chief guest was Honorable Justice Kalyan Shrestha, Supreme Court of Nepal. The program witnessed the participation form government line agencies, non-governmental organizations, Save the Children, UNICEF, IDE and IUKB together with CP members and other key actors and stakeholders.

The program was divided into three main sessions. The first session was basically focused on inaugural program, the second session focused on the sharing the experiences of the past from national, regional and global learning to build knowledge base on the issue of academic discourse on child rights. The third session included the group work on four areas significant to further Child Rights education.

The objectives of the third session (i.e. group work) were to discuss the possibility of Child Rights education in Nepal in formal and informal settings, develop a concept for further discussion and to get consensus from the group on what activities to be implemented.

2.1 Inauguration Session

The program progressed with speeches from various invitees. Mr. Brian J. Hunter, Country Director of Save the Children International emphasized on “strengthening Child Rights education in Nepal by bringing concerned actors and stakeholders on board”. He pointed on the need “to promote child rights in many sectors especially with duty bearers, and one of the ways to do this is to build capacity of the stakeholders.” He further emphasized on the integrated approach and a way how a platform of professional can be created.

Mr. Will Parks, Deputy Chief of UNICEF Nepal shared on the importance of promoting child rights and placing it at the heart and center of this country. He added, “Nepal is going through various political, social and economic changes. More and more child rights initiatives focusing the disadvantaged children are an utmost priority. A series of courses is commendable and important.” Highlighting the power of partnership, Mr. Parks said, “child rights community should be proactive to especially take benefit from the universities, policy think tanks, researchers, authors of the studies.” He also shared the concept of child protection centers and pointed out that child rights observatories located in the universities which help in better monitoring of the state of the rights of the children and how state can fulfill rights of the child. UNICEF believes that Nepal will learn from international initiatives.
and try and introduce Child Rights education in civil and public services and recognized it as a career pathway. Finally, Mr. Parks mentioned, “let us expect federalism and we decide on the type of workers and systems we require.”

Prof. Phillip Jaffe, Director, Institute Universitaire Kurt Bosch (IUKB) and Professor of Geneva University, mentioned on developing a child rights culture. He mentioned on the need for a child sensitive and respectful school for boys and girls in the society. It is very important to inform, educate, demonstrate how important it is to focus on child rights and to do about it to provide training to the people who became child rights experts, in particular, focusing on its application in their daily intervention for fulfilling rights of the children.

Dr. Jean Zammatten, Director, International Institute for Rights of Child (IDR) mentioned “Children are our future and child right is our profession. We often forget to take it seriously, in particular when we deal with Child Rights education.” As a Vice Chairperson of UN Committee on the Rights of the Child (known as ‘CRC Committee’), Dr. Zammatten observed, “according to CRC state has a legal obligation which is binding and all appropriate measures to implement the principles and provisions of the convention including training to professionals for child rights.” He also mentioned the state obligation, spirit of the convention and shared concluding remarks of CRC Committee to India 2004, Bangladesh 2009, Pakistan 2009, Afghanistan February 2011, and Nepal 2005.

Honorable Justice Kalyan Shrestha of Supreme Court of Nepal focused on the need of initiating Child Rights education. He believes it is an important issue as per his experience as well. He also shared dilemmas of Supreme Court’s decision on recruitment of children, whether teachers and parents to take punitive actions, children, and environment-related problems. HIV survivals expelled from the school, minor survival of incest rape expelled from the school and serious nature of violation against children. These issues are threat to the compliance of child rights. The potential of children are potential of the country. If we do not harness we lose it. He further added, “Nepal has been party to CRC for the last 21 years. There are positive achievements but there are huge problem to be resolved. The landmines in...
the rural area are threat to children in rural areas. Juvenile Benches have been created. After the creation whether investigation has yield tangible outcomes whether or not people report to the proper mechanism, protection and implementation of child rights is a problem. Moreover channelizing it is one important area.

In the context of child education, Justice Shrestha added, "it is very important to talk to community where having children in a family is asset or property or we are parenting from child rights perspective. Resources might be issue at times, mechanism can be an issue and finally the way we perceive the issue of child rights education might be different. Issues of child rights are often merged with women issues." Justice Shrestha observed, "Child Rights education is one of the important vehicles to bring changes in the mindset of the people, a change agent. Unless CRC cannot be implemented and understood there cannot be a change in behavior."

"This Child Rights education initiative should be appreciated. It should be mainstreamed as gender, environment or as any other discipline of social sciences recognized and translated in daily needs. NGOs and Child Rights organization owe this issue at the community level. Unless this issue is universalized it cannot be ensured. Hence focus should be on mainstreaming child rights education", said Justice Shrestha.

Justice Shrestha added, "there are various levels— at university level we can create a super capacity, at NGO—we can cater to a limited group. It should also be mainstreamed as a certified course at National Judicial Academy (NJA). Police Training Academy and bar members." Justice Shrestha concluded his remarks with a saying, "initiatives always transforms into reality".

Mr. Govinda Prasad Adhikari from the chair of the program stated that Child Rights issues have to be the part of academic discourse, not only remain as an issue of practitioners in the field. Academic Program must strengthen the Child Rights issues so that new researches and scientific validation could be secured. By thanking all the participants for their valuable presence, he concluded the inaugural session.

2.2 Thematic Discussion Session

The session progressed with the presentation by Mr. Choudhika Khatriwada and Mr. Deepak R. Sapkota jointly. The presentation focused on the need of Child Rights education course in the context of Nepal, Child Rights education efforts in Nepal and South Asian Region, prominent issues regarding Child Rights education in Nepal, activities conducted so far and
finally on coordination and collaboration.

Following were concerns raised by the participants:

- Expansion of the possibility is necessary.
- Defining of priorities is important though being ambitious: Hierarchy of priorities.
- What is critical and urgent need in the context of Nepal is important to define.
- Need to include wider spectrum of professionals e.g. front line workers, health professionals, judicial officers, police officers.
- Identify the necessary person and provide them skills and immediate impact needs to be accessed.
- Go by phase like short term, mid term and long term phase.
- Establishment of credentials is important.
- Institutionalization and mainstreaming child rights in different faculties is an important task in itself.

Mr. Dilli Guragain from Save the Children International presented the findings of a research carried out by Kristin, an intern of Save the Children International on Child Rights in higher education. The presentation focused on the following introduction, Child Rights Teaching in Higher Education, Third Parties’ Involvement in Child Rights Teaching in Higher Education, Child Rights in Higher Education in Other Parts of the World, Review of Current Child Rights Teaching in Higher Education in Nepal and Conclusion and Recommendations.

Following were concerns raised by the participants:

- The research is limited to Kathmandu Valley.
- Conflict and peace Study has been left out from the study.
- Child Rights education should focus on broad spectrum and holistic approach.
- Vocational training and short term training are neglected.
- Leaves out those who cannot go out for higher level studies, does not have access and equity, which question on the sustainability of this program.

- Limitation of the study should be mentioned.
- Should critically look into the geo-political scenario of Nepal.
- CP should compliment not compete and it is very important to define why Creating Possibility is different.
- Informal Justice Mechanism e.g. proliferation of community members is important in decision making which impacts children.
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- Mediation process: community people will have an important role to play hence they should have knowledge on child rights education.
- Access the impact of child rights education in the past 20 years. Ministry of education has developed a child friendly quality frame work, 2000 teachers need to be trained, and Central Child Welfare Board (CCWB) needs to train its Child Rights Officers (CRO). Women Development Officers including NGO in districts are in vital need for child rights officers.

The program proceeded with a brief introduction of various NGOs and academic institutions working for child rights. Mr. Tarak Dhital from CWIN, Mr. Krishna Subedi from Child Nepal, Dr. Bijaya Shainju from CONCERN Nepal, Ms. Nupur Bhattacharya from Institute for Child Rights Studies (ICRS) and Dr. Balanju Nikku from Kadamani Memorial College of Social Work shared their experiences of working in the field of Child Rights education. Most of them focused on the need to coordinate and collaborate with like minded organizations, to avoid duplication of work and bridge the gap between knowledge and practice and behavior.

Mr. Jerome Conailleau from Save the Children Sweden, Regional Office for South Asia shared an experience from Bangladesh good practices, lesson learnt and challenges. The incorporation of the child rights in higher education was done by letting the actors and stakeholders access need, there after all the actors and stakeholders emphasized on the need to promote child rights, develop child rights as a subject matter and to be taught in the universitities and joint effort from the universitities, in particular, UGC to design a course on child rights with appropriate concepts, theories and methodologies.

It also emphasized on the need to understand how universities are working and regulated and to develop partnership with right person and institution to sustain effort and to institutionalize the process in academic system. To sustain, it also emphasized it should be a donor driven process rather a holistic learning process.

Process followed in Bangladesh

![Diagram of process followed in Bangladesh]

Source: Good Practice, lesson learnt and challenges, Experience from Bangladesh, C. Jerome, 2011

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Mission to Nepal on Promoting Children’s Rights Education

• Mediation process: community people will have an important role to play hence they should have knowledge on child rights education

• Access the impact of child rights education in the past 20 years

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Process followed in Bangladesh

Source: Good Practice, lesson learnt and challenges, Experience from Bangladesh, C. Jerome, 2011

3 C. Jerome, 2011, Good Practice, lesson learnt and challenges, Experience from Bangladesh
Prof. Philip D. Jaffee, IUKE presented on the Experiences on Child Rights Education in Switzerland and abroad. The presentation focused on IUKE specialized with Child Rights Teaching and Research Unit.

According to IUKE Child rights is “an emerging, complex and multidimensional academic field of teaching and research multiple social structures (education, institutions, culture, media, politics, health care, etc.) and stakeholders (children, families, educators, NGOs, States, Inter-governmental organisations, etc.) several disciplines studying children and childhood: interaction, dialogue and integration of disciplines in an inter- and trans-disciplinary perspective.”

The presentation focused on the following:

<table>
<thead>
<tr>
<th>A proposal for the content of a high quality Child Rights education Program</th>
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<tbody>
<tr>
<td>1. Children’s rights in context</td>
</tr>
<tr>
<td>An interdisciplinary introduction to the background, sources and development of Human Rights and Child Rights.</td>
</tr>
<tr>
<td>2. International legal instruments on children’s rights</td>
</tr>
<tr>
<td>A study of the principles and implementation mechanisms of international conventions and declarations on the rights of the child.</td>
</tr>
<tr>
<td>3. The general principles of the CRC</td>
</tr>
<tr>
<td>Examination of the right to non discrimination, the best interests of the child, the right to survival and development and participation rights, that are defined as the general principles of the CRC.</td>
</tr>
<tr>
<td>4. Child labour</td>
</tr>
<tr>
<td>An examination of the discussions on children’s work.</td>
</tr>
<tr>
<td>5. Armed conflict, trafficking and sexual exploitation</td>
</tr>
<tr>
<td>An examination of the importance, context and rights of children in particular exploitative practices, such as children in armed conflict, sexual exploitation and trafficking.</td>
</tr>
</tbody>
</table>
6. **Juvenile Justice**
   A study of different models and practices of intervention towards children and youngsters accused of having committed an offence.

7. **Child protection**
   A study of the international legal instruments and international cooperation regarding child protection matters, best practices concerning international adoption, dealing with family violence, child abuse, within social and judicial frameworks, etc.

8. **Implementation and monitoring strategies**
   A study of models and practices aimed at the protection and promotion of children's rights, including child-advocacy, prevention strategies, mediation, resilience, and child rights education.

The presentation concluded with the following:
- Setting up training programs in Child Rights is a serious and a complex business
- This must be done with seriousness about Child Rights
- Finding the right formula, to be ambitious and to get to work
- The participants show up and they become the best advocates of their own training

### 2.3 Group Discussion Session

Finally, the third session that is group work session began. The group work was moderated by Ms. Paola Riva Gapany, Deputy Director, IDE and supported by Mr. Uddhav Raj Poudyal, Team Leader, Child Rights Education Team, CP Nepal. The participants were divided into four

[Image of group discussion session]

groups and each consisted of six to seven members. An issue was given to each group for the discussion and after the discussion the groups made presentation and following are the outcomes of the group:

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NEEDS / ACTIVITIES

1. Scattered (activities) initiatives so far
   - Mainstreaming the on-going initiatives
   - Learn from past experiences
2. Develop consensus from the beginning among:
   - a) Family
   - b) Society
   - c) Workplace
   - d) Government / Parliament
   - e) Realization of CR Education through interaction/negotiation/symposium
3. ACHIEVEMENTS
   a) Accreditation/Registration with
      - Reputed Universities
      - University Grant Commission
      - Funding (Possibly, with SCI, UNICEF, GoN, Charities and other INGOs)
      - Human Resources
      - Logistic Resources
   b) Talk to enrolment of student from
      - Civil Society Org.
      - NGO/INGO/GO including law enforcement officials
4. TIME LINE STEP BY STEP
   a) Awareness - 2 months
   b) Selection/Development of syllabus - 6 months
   c) Establishment - 6 months
      - Grants/Funding
      - Interrelation with specific organization
5. Start operation within - 15 months

KEY STAKEHOLDERS AND ROLES AND RESPONSIBILITIES

- Line Ministries (MoE, MoF, MoWCSW, Home)
- Law, policies, accreditation
- UGC, Curriculum of universities, grants, research/satellite
- Universities/academicians: advocacy, research, teaching, Program Dev., Theorization of child rights
- Civil Societies: Initiatives/Practitioners/Lobbying/advocacy/awareness at community level

Group-1: Please list down way forward for making CR education a reality in Nepal. Discuss and give steps (activities) to follow with time line (realistic, achievable along with organization/ institutions)

Group-2: please identify critical key stakeholder in the context of South Asian region in making CR education a reality with individual roles and responsibilities (only bullet)
Mission to Nepal on Promoting Children’s Rights Education

- Professional Training Institutions - Mainstream CR in training curriculum.
- NGO/INGOs/UN Agencies - Supportive roles, advocacy, Program Development
- International Institutions - Support program dev.
- Young Academicians - Research involving communities
- Children-Campaigning
- Donors - Long term / financial support

Group 3: Please identify the four key areas (Training, Bachelor/Master, Postgraduate Diploma, etc.) in conducting CR education in the context of Nepal and SA region in promoting CR education along with rational and clear justification.

FOUR KEY AREAS

1. Include CR in on-going courses in different faculties/institutes
   a) Introduction / sensitization about children’s rights
   b) Universal/Basic universal training

2. Specific CR degree (Master’s Degree on CR)
   a) Highly specialized course producing specialists on CR

3. Diploma courses for different professionals
   a) Recognized qualification for people in the field (with substantial experiences)
   b) Can be given in different forms such as distance learning
   c) Can be regional
   d) More sustainable way of retaining trained staff in the community.

4. Short term sectoral accredited training to different professionals
   a) Some common contents at the beginning of training followed by the sector specific ones

5. Children’s rights research portal
   a) Academic back-up / expertise for the above

Group 4: Please identify the collaborating and coordinating agencies along with identifying issues for collaboration and coordination including suggesting method of collaboration and coordination.

ISSUES AND AGENCIES

1. Establishment
   a) Registration - Universities/Nepal and Abroad
   b) Accreditation - Compliance of legal procedures - Team Development - Civil Society Orgs.
   c) Infrastructure - Donors/Private Sector
Mission to Nepal on Promoting Children’s Rights Education

2. Course/curriculum
   - Design/Faculty - Academia/Universities
   - Wider consultations - Practitioners
   - Standardization - experts/researchers
   - Scientific - Civil Society Orgs.
   - Innovative (not conventional) - NGOs
   - Multi-disciplinary - Training institutions

3. Operation/Transition
   - Management - National/Int. agencies (NGO/GO/INGO)
   - Advisory Board - Donor/Intellectuals/Experts
   - Marketing - Private Sector
   - Monitoring/Evaluation - Individual donors/UGC
   - Media/Communication - Media/All forms (online/Electronic/Print)
   - Parents/public interest

4. Sustainability
   - Course - GO/State mechanism (ownership from the state/to be promoted)
   - Sustained interest in CR discourse - Universities/Colleges
   - Financial - Donors/Private Sector
   - Sustained product - Human Rights organizations

The participants discussed the issues raised in the plenary and endorsed the way forward in making reality academic discourse on Child Rights at least by conducting a diploma or certified course in 2011. The group endorsed the mandate to coordinate and collaborate with UN agencies, international organizations, Non-governmental organization and universities in Nepal and beyond. After the presentations Ms. Paola Riva Gapany summarized the outcomes of the workshop which was endorsed by the group.
3. Conclusion

All the participants agreed on initiating academic courses on child rights education in Nepal and beyond. A common understanding was developed during the workshop to have Child Rights education as academic discourse in Nepal. The workshop concluded that there is a need for initiating academic course on child rights and the participants unanimously mandated to Creating Possibilities Nepal’s CR Education Team to coordinate and collaborate with universities, line ministries, international organizations and civil society organizations in making CR education a reality in Nepal and the region within 15 months. The workshop has also provided a clear mandate to focus on four key areas i.e. certified accredited training courses on Child Rights, Diploma, Master in Child Rights and running a portal for academia and activists.

The workshop also identified a need for rigorous training on CRG tools and essential protocols. The participants were in view of making the issues on child rights from holistic perspectives making it as an inter-disciplinary work. Forefront workers are our main concerns as they have experience and they sustain in the field itself.

The main aim is to develop trainers who can go to remote areas of Nepal. The aim is also to provide them keys and the outcome expected is to apply those keys in principles. Hence, it is important to work together with government, universities, and academic people who would play pivotal role in formulating child rights policy and who can put our concerns in the right place and in right time. Therefore a high degree diploma is important. This will provide credentials to the degree holders and moreover the knowledge would be put into practice. There is a need for funds and it is one of the concerns. Technical support is also another important aspect.

Finally the workshop concluded with a mandate to move forward with an understanding of collaboration among various initiatives to make them collective efforts that would yield desired results in making CR Education a reality in Nepal and in the South Asian countries.

Rapport prepared by: Namita Lamsal
Reviewed by: Uddhav Raj Poudyal, Shiva Thapa, Deepak Raj Sapkota, Govinda Prasad Adhikari and Ghautika Khatriwada
Annex 1:
List of Participants for Group Work

Group 1:
Please list down way forward for making CR education a reality in Nepal. Discuss and give steps (activities) to follow with time line (realistic, achievable organization/institutions)

1. Gyenuka Aryal, Lawyer
2. Gyanendra Thapa, WEC
3. Carole Pradhan,
4. Agatha Thapa, Saptapani National Child Development Service
5. Prativa Shrestha,
6. Swettena Sigurd, UNICEF

Group 2:
Please identify critical key stakeholder in the context of South Asian region in making CR education a reality with individual roles and responsibilities (only bullet)

1. Keshoria and Dr. Bijaya Sinopra, CONCERN
2. Hem Raj Khatiwada, Curriculum Development Center
3. Namita Jena,
4. Babu Ram Gautam, DEO, Lalitpur
5. Dr. Jean Zermtten, IIEE
6. Uddhav Paudel, CR Education Team of CIP

Group 3:
Please identify the four key areas (Training, Bachelor/Master, Post graduate Diploma, etc.) in conducting CR education in the context of Nepal and SA region in promoting CR education along with national and clear justification.

1. Bhanu Hari Adhikari, CTEVT
2. Raja Ram Adhikari, Nepal police
3. Oshik Guyang, Save the Children
4. Tarak Dhirai, CWIN
5. Dr. B.B. Pokhara, Rambahol Memorial School of Social Work
6. Prof. Phillip Jaffe, IUCR
7. Chandrika Khatiwada, Child Rights Advocate

Group 4:
Please identify the collaborating and coordinating agencies along with identifying issues for collaboration and coordination including suggesting method of collaboration and coordination.

1. Kartik Shrestha, CONCERN Nepal
2. Surender Tuladhar, CWIN-Nepal
3. Shabnam Shrestha, CWIN
4. Mohan Dangol, CRC sub-committee, Child Nepal
5. R.D. Bhattarai, DEO
6. Nishita Shrestha
7. Deepak K. Sapkota, CIP
### Annex 2:

#### List of Participants of the Workshop on Child Rights Education

**Date:** 29 March 2011, Kathmandu [Nepal]

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### Mission to Nepal on Promoting Children’s Rights Education

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Annex-3: 
Final Programme of Workshop on Child Rights Education 
29th March, 2011, Kathmandu, Nepal 
Venue: Save the Children International, Sagarmatha Hall, Bagdurban, Kathmandu

0900: Arrival of invitees (About 50 persons)
0915: Inaugural Session (Maximum 45 Minutes)
   Chief Guest, Hon'ble Justice Kalyan Shrestha, Supreme Court
   Welcome and Sharing of Objectives by Chandika Khatriwada
   Key Speakers:
   Mr. B. Hunter, Country Director, Save the Children International in Nepal
   Mr. Will Parks, Deputy Representative, UNICEF Nepal
   Prof. Philip D. Jaffe, Director of IUIKB and Professor of Geneva University
   Dr. Jean Zemmatten, Director, IDE
   Inaugural Speech by the Chief Guest
   Vote of Thanks by Deepak Raj Sapkota
   Chair: Mr. Gurinda Pr. Adhikari
   Master of Ceremony: Mr. Uddhav Raj Pandel
1000: Tea/Coffee
1015: Background/Introduction on Initiatives on Child Rights Education in Nepal by Mr. Chandika Khatriwada and Mr. Deepak Raj Sapkota, CP-Nepal
1045: Sharing of the main findings of Child Rights Research conducted by Save the Children International by Mr. Dilli Guragai,
1115: Experiences of Individual organizations in Nepal
   by Krishna Subedi, Child Nepal
   by Tanaleel Ebhali, CWIN
   by Mr. Nupur Bhattacharya, IGRS
   by Dr. Bijay Saiju, CONCERN Nepal
   by Dr. Balayan Nikhu, Kadambari Memorial College of SW
1130: Child Rights Education: Opportunity and Challenges in SA Region— an experience of Save the Children (Sweden) Regional Office by Mr. Jerome Comalleau
1200: IUED Experiences on Child Rights Education in Switzerland and abroad
   Presentation by Dr. Jean Zemmatten, Director, IDE
1245: Question/Answer and Plenary Discussion
1300: Lunch
1345: IUED Experiences on Child Rights Education in Switzerland and abroad... Cont’d
   Presentation by Prof. Philip D. Jaffe, Director of IUIKB and Professor of Geneva University
1430: Question/Answer and Plenary Discussion
1450: Tea/Coffee
1500: Group Work (four different areas of work regarding Child Rights Education)
1600: Plenary Presentations of the outcome of the Group Work (10 min each)
1645: Summary presentation of the outcome of the Group Works by Mr. Ganpati Paola Riva, Deputy Director, IDE
1700: Adoption of key activities and identification of collaborating agencies
1715: Closing Session
WORKSHOP ON CHILD RIGHTS EDUCATION

Notes of Meeting with Dr. Suresh Raj Sharma

Notes of Meeting with Dr. Suresh Raj Sharma, Vice-Chancellor of Kathmandu University
Thursday, 31 March 2011
At Kathmandu University, Dhumikhel

1. Visiting Team

1) Dr. Jean Zemmatten, Director, International Institute for the Rights of Child (IDE)
2) Professor Jaffe Philip, University Institute Kurt Bösch (UIKB)
3) Ms. Psota Riva Gapani, Deputy Director, IDE
4) Mr. Govinda Prasad Adhikari, Chairperson, Creating Possibilities (CP)-Nepal
5) Mr. Agatha Thapa, Founder SetoGurans National Child Development Services
6) Mr. Chandula Khatiwada, Child Rights Activist
7) Mr. Deepak Raj Sapkota, CP
8) Mr. Shiva Thapa, Child Rights Education Team of CP

2. A tour to Kathmandu University complex

Prior to sitting for a meeting, Dr. Suresh Raj Sharma, Vice-Chancellor (VC) of Kathmandu University (KU), took the visiting team for a tour to the university complex. In the meantime, Dr. Sharma briefed about the history and the background of KU, the first public university in Nepal. At the end of the tour, the team visited the Medical College which is situated in about 4 Kilometers from the main complex.

3. Meeting and Discussion

Formal meeting was held in the cafeteria of International Relations Office of KU. At the beginning, Dr. Sharma shared his own background. He had his graduation in Chemistry from India and earned his Ph.D. from United Kingdom.

The discussion is summarized in sub-heading as follows:

On-going Conflict in KU: Dr. Sharma entered into the problems that the university is encountering with these days which is primarily due to politicization of students’ union. The VC has the fear that these sorts of politicization might hamper the quality of academic environment of the university. Dr. Sharma has the understanding that ongoing conflict between the management of KU and the students is an injected one by the students from other universities. Due to unstable political scenario in the upper structure, the university is facing difficulties in addressing the issue promptly.

Number of Students Graduated from KU: Meanwhile, Dr. Sharma shared that around ten thousands students have been graduated from KU so far.
Mission to Nepal on Promoting Children's Rights Education

Maintaining Academic Quality: The university is concerned about maintaining academic quality to a certain standard. This is the reason why students (and the parents) are willing to pay comparatively higher fees for their education. However, the university is not a profit-making organization in itself and just charge fees to the level which is enough to maintain the operational cost and to pay salary of qualified teachers. KG management has established a norm of consulting with students to set fee structures as well as in resolving other problems that arise.

Sharing about IUKB: Prof. Philip shared about University Institute Kurt Bösch (IUKB), Sion, Switzerland. IUKB is a private university established in Switzerland that has solely focused in two sectors—Child Rights Education and Tourism. The university only conducts Master and Doctoral level programmes and currently there are around 100 students enrolled. The university is unique in its nature and runs courses in specialized fields of study only.

Prof. Philip added that IUKB and IDE have developed partnership to provide course on Master on Child Rights (MCR) in Switzerland and internally. So far, a total 120 students from 40 countries have graduated from this course: students from Africa, Asia, Europe and other continents.

Answering the query of Dr. Sharma on the target group of the course, Dr. Zermatten clarified that the focus of the course has been to professionals working with and for children that include a wider sectors such as lawyers, doctors, teachers etc.

Partnership between IUKB and IDE and with CP: Dr. Zermatten briefed about the collaboration between International Institute for the Rights of the Child (IDR) and IUKB, and Creating Possibilities (CP) in Nepal. IDR has started partnership with CP since last two years for promoting rights of the child in Nepal. A team from IDR had visited to Nepal in 2009 and 2010 with the objectives of advocating for incorporating rights of child in forthcoming constitution. During those visits, the visiting team have had opportunities to meet with different actors and stakeholders who have a role to play in the process of drafting new constitution including Rt. Hon'ble President, Prime Minister and Chair of Constituent Assembly of Nepal. Now, this mission is primarily focused on promoting higher education on child rights targeting to professionals from Nepal and South Asia for better realization of the rights of the child. The ultimate aim is to run courses to award academic degree and so, institutional collaboration with academic institution is a must.

The Convention on the Rights of Child (CRC) is universal and basically aims to protecting and promoting rights of the child. The CRC needs to expand by bringing it to an academic discourse. In Nepal, IDE and IUKB are collaborating with a team of Nepali Child Rights Professionals to initiate Child Rights Course for which academic collaboration with Nepali university/ies would be significant.
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Training to professionals: Dr. Sharma shared that training to teachers is generally free of cost and in some instances they also receive daily subsistence allowance and accommodation. Hence, the saying, ‘Be proud to give others and not gain from others’, need to make a reality. It will take some time to make the teachers and professionals feel that they require quality training. In the same time, parents need some time to understand their responsibility of educating their children to enhance their inner talent. In this context, there should be clarity on the efforts to train the professionals. And, it is a must to maintain quality of the course offered. Dr. Sharma was with the opinion that all three aspects regarding funding/resources generating, managing and sustaining the resources, required to be taken care wisely.

Child Rights Course Targeting to Professionals: The Child Rights course to professionals in Nepal need to give due consideration to address the situation of the country and the South Asia Region by contextualizing the course offered.

In the meantime Ms. Paula shared about the collaboration of IDE with Fudan University and Shanghai University in China.

Ms. Agatha Thapa contributed in focusing discussion towards initiating Child Rights Course in Nepal and the interest of KU in it. Dr. Sharma was encouraged and clearly mentioned that KU is willing to collaborate with. However, there require to draft a detailed concept paper (an academic proposal). At the same time, there was a request to share relevant information regarding the collaboration of IDE with other universities including Fudan and Shanghai universities in China. Dr. Sharma shared that KU has already conducted Master Degree in Electrical Engineering in collaboration with a Norwegian University.

Dr. Sharma opted to explore possibilities of having different modalities for conducting Child Rights Course and a clarity about how the new initiative could be taken forward. As such, there was a consensus of drafting a concept paper and accordingly further discussion to defining practical aspects of collaboration and sort out management related issues.

Conclusions:
Mr. Chandoka Khatiwada summarized the discussion and highlighted action points and steps to be followed up to continue the discussion (please refer Action Points below). The group agreed to work together developing a concept paper on Child Rights course in Nepal with having some strategies agendas regarding branding and marketing of the course. In the meantime, Mr. Deepak Sapkota highlighted that there will be three partners in this initiative:

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1 With this collaboration, 3 semesters are conducted in Nepal and one semester in Norway. After completion of three to four batches, the course was reviewed jointly.

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a) IDE and IUKB; b) CR Education team of Creating Possibilities Nepal; and c) Nepal University (most probably KU).

In the conclusion, the discussion with Dr. Sharma was a productive one. Dr. Sharma was enthusiastic and ready to have further discussion on the issue. The visiting team observed that there is desire to collaboration but needs to define process and modalities for the same. In this context, IDE’s experience of collaboration with Fudan University and Shanghai University would be supportive.

4. Action Points

- Prepare a draft academic proposal regarding Child Rights Course to professionals in Nepal (CR Education team of CP with technical support from Prof. Philip and Dr. Sharma).
- Organize a formal meeting with Dr. Sharma prior to preparing a draft concept to seek his ideas about modalities of the course (CR Education team of CP).
- Compile relevant information regarding IDE’s collaboration with universities in China (Ms. Paula to share the info with CR Education team and CR education team to compile as well as share with Dr. Sharma).
- Prof. Philip to forward a sample of academic proposal to CR Education team.

5. Lunch and Continuation of Informal Discussion

After the formal meeting, the visiting team members together with Dr. Sharma had a lunch at Hotel Himalayan Horizon, Dhulikhel. Informal discussion was made on various issues of bi-lateral and multi-lateral interests.

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