

Training Facilitation Manual on Child Friendly Local Budget Formulation and Implementation



Save the Children

2080



Child Friendly Training Manual on Local Level Planning Process and Budget Formulation



Save the Children



Writing and Editing: Haribol Acharya

Language: Meena Kumari Gaire

Editing Advisor: Rajesh Sharma, IPP, CZOP

Atmaram Thapa, ED, CZOP

Dil Air, PM, Save the Children

Support: Indira Pandey, PO, CZOP

Shinja Niraula, PA, CZOP

Total books published:

Design: National Printing Press, Babarmahal, Kathmandu

About this Manual

Children represent a unique age group and are an essential component of our society. Giving dedicated attention to childhood is crucial for driving our state towards prosperity and sustainable development. Within this context, Nepal demonstrated its commitment by ratifying the Convention on the Rights of the Child on September 14, 1990, a document passed by the United Nations General Assembly on 20 November 1989. In Nepal, the legal framework for child participation in local planning process was established through the Local Self-Governance Act, 1990. Subsequently, the 2015 Constitution of Nepal marked a significant milestone by recognizing children's rights as a fundamental right, and the Act Relating to Children 2018 further solidified these fundamental rights. Furthermore, the Government of Nepal is actively executing the Child Friendly Local Governance Implementation Guideline, 2021 and the Child Friendly Local Governance Declaration Procedure, 2022.

Similarly, the Local Government Operation Act, 2017 incorporates a provision for the inclusion of children in the local-level planning process via a participatory approach. Although child consultations have been a part of the planning process for the past decade, ensuring substantial child participation in plan formulation has become a challenge in the evolving context. As a result, this facilitation manual has been developed with the aim of fostering meaningful child participation in local-level planning, budget formulation and implementation processes. This training manual provides child friendly information on the budget, local level planning process, child participation, and way forward for addressing the issues of the children. This document has been finalized after series of consultations with the relevant stakeholders.

We extend our sincerest appreciation to Mr. Haribol Acharya for writing this manual, and Ms. Meena Kumari Gaire for support through language editing. Our deepest gratitude goes to Mr. Aatmaram Thapa, Executive Director of CZOP and Mr. Dil Air, Project Manager of Save the Children for leading the overall process from preparation to editing. We are very much pleased towards the Immediate Past President of CZOP, Mr. Rajesh Sharma for his overall guidance and leadership.

In hopeful anticipation of the positive influence this manual may have on child-centred planning, policy and program formulation, and local budget allocation, we reaffirm our dedication to carefully considering the suggestions provided within and proceeding accordingly.

Thank you!!

Meena Sharma
Chairperson

About the Sessions

This manual is designed for child club members, child-friendly local governance facilitators, stakeholders, and facilitators of child clubs who are involved in formulating and executing child-focused budgets at the local level. We have taken great care to employ clear and easily understandable language in this manual.

The manual is divided into three sections:

1) Introduction

This section has been structured to establish a welcoming atmosphere prior to delving into the core training material. In this segment, participants will have the opportunity to become acquainted with one another, receive details about the training approach, schedule, objectives, code of conduct, organization, and more.

2) Major Contents

This section covers the primary subjects need to be addressed during the training. Given its extensive coverage and emphasis on crucial content, it is important for participants to give particular attention to the topics under discussion.

3) Conclusion

In this section, the learning in the training is summarized and the effectiveness of the training is assessed. Also, the suggestions and feedback of the participants will be taken.

Sessions

In this manual, the sessions are divided into Objectives, Expected Outcomes, Time, Preparation, Materials Required, Activities and Reference Materials. The process of conducting training is explained within the section on activities, whereas the essential discussion points are listed in the reference material.

Preparation

a. Training Organisers:

1. Ensuring that there is no child labour at the training venue.
2. Ensuring inclusive and safe participation
3. Participants are informed about disaster risk preparedness,
4. Participants' emergency contact information,
5. First aid box with sanitary pads.
6. An environment-friendly venue with disaster risk-resistant structure.
7. Prepare and implement child protection standards.

b. Facilitator:

1. Study and compile the reference materials.
2. Prepare as per the sessions
3. Assist and coordinate training management

Special Note to Facilitators:

This training facilitation manual has been prepared with a focus on children (8-18 years). Facilitators should adapt their approach to suit the participants' age and level. The reference materials include topics suitable for children. Facilitators can also use different and creative methods than those suggested in this manual.

Purpose of the Training Facilitation Manual:

- To contribute to the systematic and procedural development of plans and programs for children by identifying priorities at the community and ward levels during the budget and plan formulation process in Rural/Municipalities at the local level.
- To assist in identifying children's concerns, problems and issues.
- To help in delivering the local level services in a child-friendly method.

Table Of Contents

Contents

About this Manual	ii
About the Sessions	iii
Table Of Contents	v
Session 1 : Introduction, Expectation and Major Contents, Code of Conduct	2
Session 2 : Why to Invest in Children?	5
Session 3: What is a Plan, and Budget and How Is It Done?.....	12
Session 4: The Local Planning Process and Child Participation	20
Session 5: Child Consultation (Bal Bhela).....	26
Session 6 How to Incorporate Children's Demands in the Planning Process?.....	34
Session 7: Implementation, Monitoring Evaluation.....	40
Session 8: Our Child Club Calendar.....	47
Session 9: Review, Evaluation and Completion of Training.....	50
List of Reference Materials	51
People engaged in discussion during the manual preparation.....	52

Section A

Introduction

Session 1 : Introduction, Expectation and Major Contents, Code of Conduct

Objectives: The purpose of this session is to create a comfortable and friendly environment by introducing the participants and providing clarity on their expectations and the training topics.

Expected Outcomes: Participants will have the opportunity to become acquainted with each other, fostering readiness for active engagement. Furthermore, they will gain a clear understanding of the training's objectives and its content.

Time: 30 minutes

Preparation: Meta cards crafted in the shape of hearts.

Materials needed: Meta card, Marker, colour, Pen

Methods: Introduction game, interactive presentation

Activities:

- Welcome all the participants and inform them that the training is about to begin.
- Ask if the participants know each other, and tell them that a new introduction method will be used to facilitate their acquaintance.
- Request that the participant arrange themselves in a circle.
- Instruct the participants to contemplate an adjective that begins with the first letter of their name. For example: (Ram): Responsible Ram, Salma: Sweet Salma etc.
- Ensure that the special name (with adjective) remains undisclosed until it's their time to share.
- Ask one of the participants to introduce themselves by their special name. Also, ask all participants to share one thing they would like to learn in this training. Have the participant in the right to repeat the previous friend's special name, and share his/her own. Encourage participants to choose distinct special names from those mentioned by previous participants.
- Continue this process until the last participant is introduced.
- Briefly explain the objectives and topics of this training and give information about the topics that could not be covered.
- Finally, close the session with gratitude.

Suggestion to Facilitator: Encourage all participants for active participation.

Study Materials:

Objectives and topics of training

A) Objectives of training

- To bring conceptual clarity in children about plans, policies and budgets.
- To create awareness about the local government budgeting process and how to facilitate child participation in it.
- To inform about the methods, and procedures of the children consultation and how to integrate the children's plan in the local government program after child consultation and take positive initiatives in its implementation.
- To convey information on the proactive steps required for implementing plans following the children's consultations

B) Training Sessions

S/N	Session	Time	Methods
1	Introduction and Expectations Collections and Major contents, Code of Conduct	45 Minutes	Discussion
2	Why to invest in children?	40 Minutes	The power walks
3	What is plan and budget and how is it done?	1 Hour	Stall visit
4	The Local planning process and child participation	1 Hour	Find the pair
5	Child Consultation (<i>Bal Bhela</i>)	2 Hour	Group work
6	How to incorporate the children's demand in the planning process?	1 Hour	Role Play
7	Implementation, Monitoring and Evaluation	50 Minutes	Case study and presentation
8	Our Child Club Calendar	40 Minutes	Group work
9	Post- test, review, evaluation and closing	20 Minutes	Q&A

Total time: 8 hours 15 minutes

Section B

Major Contents

Session 2: Why to Invest in Children?

Objectives: The purpose of this session is to inform about the differences between expenditure and investment, why to invest in children and the outcomes of investments in children.

Expected Outcomes: In this session, participants will be aware of the difference between expenditure and investment, why to invest in children and the benefits of investing in children.

Time: 40 minutes

Preparation: Statements for the Power Walk Game

Materials Needed: Newsprint, Marker

Method: Power walk



- Inform the participants that they are going to play a game. Now take all the participants to a playground or an open place.
- Ask all participants to sit in a single file facing you.
- Instruct all participants to select role cards at random. Inform them that they will be taking on the role of the person indicated on the card they select via a random draw during the game. For instance, if someone picks a card labelled "school principal," they will assume and maintain that role throughout the game. Emphasize that they should not disclose their assigned roles to others.

Possible roles:

- Ward chairperson, children of Dalit community, women, president of child club, girls from illiterate poor families, President of Rural Municipality or Mayor of the Municipality, school principal, police, president of mothers' group, a local resident of community, Chief Administrative Officer of Municipality.
- Explain that statements will be read out sequentially. Participants must either step forward or backward based on whether the role they have assumed can accomplish the stated task.
- Sequentially present each statement, and instruct all participants to advance or retreat in response to the statements. Participants may sometimes be going back and forth on whether they can or can't do the said work. Ask them to move as per the capacity of the role they have picked.

- Once all statements have been presented, participants will be positioned at the front, back, or in the middle. Prompt the participants to explain why they find themselves in different positions despite starting in the same line. Note down all the participant's responses.
- Finally, after listening to the opinions of all the participants, clarify that the community comprises children of diverse castes, religions, classes, and cultures, each possessing unique strengths. Emphasize the importance of investing in all children to ensure equal development of capabilities across the board.
- End the session with a discussion as per the study material.



A) Statement for the game

S/N	Statement
1	I can implement my decisions at school.
2	I can incorporate the plan that is important to me.
3	I am the highest-ranking person in the Rural/Municipality.
4	I can get information about the plans approved by the local level.
5	I can make decisions or make suggestions in the child club.
6	I can share my concerns in the media.
7	I can assemble a group of 10-15 individuals upon my request.
8	I can send my children to a good school.
9	I can make necessary expenses in any emergency case.

B. Expenditure and Investment

Expenditure

When something is depleted after use, it is referred to as an expenditure.

There is either no return on the expenditure, or the return is not anticipated. Measuring the outcome of the expenditure is challenging. For example, the entrance fee paid when visiting a park with friends.

Expenditure encompasses not just financial resources but also time, human effort, and various resources.

Investment:

When effort, time, resources, or money result in future benefits or achievements, it is termed an investment.

If the contribution (initiative) we have made on any thing, yields outcomes, then we can call it investment.

For example investment in children's sports development

C. Why to invest in children?

The Convention on the Rights of the Child, adopted by the United Nations on November 20, 1989, and ratified by Nepal in 1990, recognizes the essential needs of children and adolescents as their economic, social, and fundamental rights. The article 4 states, the state and government should guarantee these rights "within the limits of available resources and means" (Article 4).

Investing in children means investing in human capital. Ensuring that children receive appropriate care and nutrition during the critical period from conception to their second year, often referred to as the "golden 1000 days," significantly influences their capacity to develop, acquire knowledge, and break free from poverty. This initiative plays a crucial role in breaking the cycle of poverty within families, communities, and nations, thereby making a positive contribution to the sustainable development, stability, and prosperity of society.

Nepal has undergone a swift demographic transformation in recent decades due to a sharp decline in child mortality rates and a significant increase in life expectancy over a short span. As a result of this population shift, senior citizens are projected to constitute the majority in approximately three decades. Presently, Nepal finds itself within a "demographic opportunity" phase, characterized by a predominant youth population. During this limited window of time, strategic planning and concerted efforts can yield substantial benefits. Investing in the youth population is essential to develop their skills and enhance their efficiency. To pave the way for the youth to reach this state, investments in children are equally vital.

Providing girls with six or more years of education results in substantial and enduring enhancements in pregnancy care, postnatal care, and infant survival rates during their adulthood. The education of mothers plays a crucial role in significantly lowering the mortality rate among children under the age of five.

Reasons to invest in children

Education: Investing in children means giving them the opportunity to get a good education. When children are educated, they acquire knowledge and skills that help them succeed in life. In fact, if proper investment is made on them, they can realize their future dreams of becoming doctors, engineers, teachers, etc with confidence.

Health and nutrition: Investing in children's health and nutrition ensures that they grow strong and healthy. When children have access to nourishing meals, clean water, and adequate healthcare, they can achieve good physical and mental health. This also empowers them with the energy required for playing and learning.

Safety and protection: Children need to feel comfortable, friendly and safe. A safe environment can be created by investing in children; where they can grow without

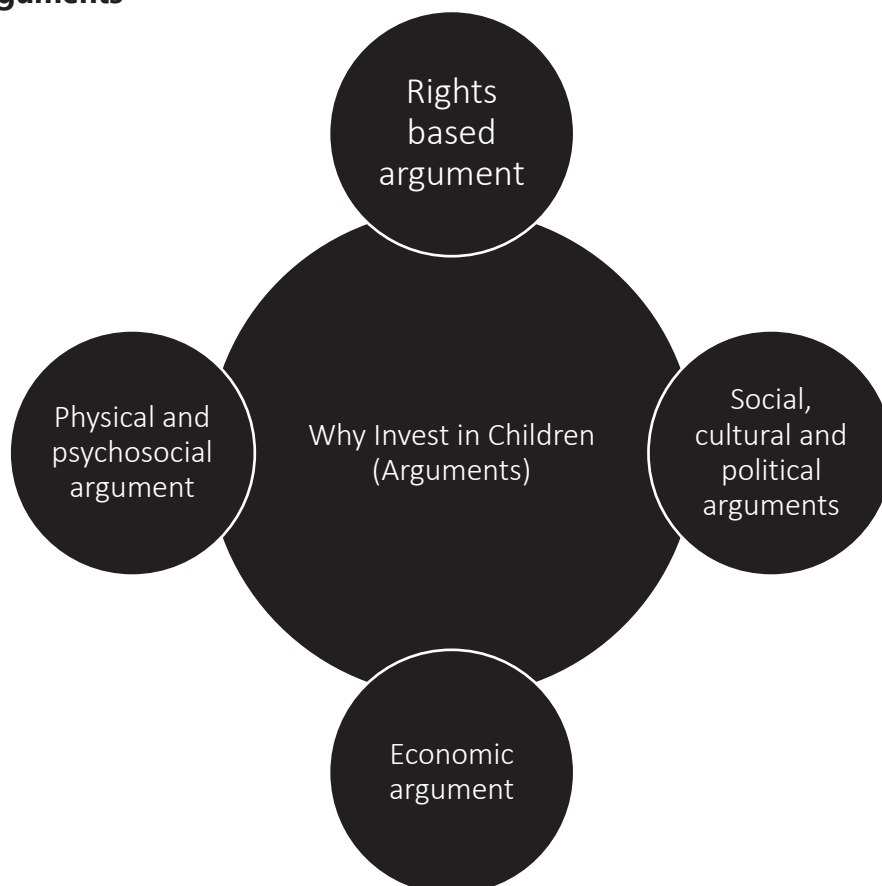
fear. Children should be protected from violence, abuse, neglect, discrimination and exploitation.

Opportunities for play and creativity: Investing in children means providing them with opportunities to play, be creative and have fun. Play helps them learn, develop imagination and socialize. This is important for their happiness and overall development.

Building a Better Future: When we invest in children, we are investing in the future of Nepal. Children are our country's future leaders, innovators and problem solvers. By protecting and nurturing them, we are building a better Nepal for all.

Ending Poverty: Investing in children helps break the cycle of poverty. When children receive a good education, they have opportunities to find better jobs and earn better incomes in the future. This can improve their own lives as well as the lives of their families and communities.

Some arguments



A) Rights based Argument:

For the first time, the Constitution of Nepal, 2015 has identified child rights as a fundamental right. By ratifying the Convention on the Rights of the Child in 1990, Nepal has made a commitment to ensure the basic rights of children.

The Act Relating to Children 2018 addresses children's rights to survival, protection, development and child participation based on the principles of the best interest of child, non-discrimination, children's right to be heard. It has ensured Juvenile Justice, protection from violence and abuse, provision to form a child club, and rights of helpless, disabled, minority, marginalized and victimized children. The fifteenth plan prepared by the National Planning Commission has envisioned a child-friendly society where children's rights are ensured. This plan aims to prepare citizens who can contribute to nation building by protecting and promoting the rights of children and adolescents by ending all forms of violence, abuse, and exploitation. For this, topics such as improving nutritious food, reproductive health and education, mental health and education, sports, adopting zero tolerance against all forms of violence, reducing child marriage and child labour, and increasing child participation in social life have been covered. A policy has been established to give priority to children, women, people with disabilities, and marginalized communities when constructing any infrastructure. In addition, it has adopted a policy of building child-friendly physical, social and institutional structures.

National and International Provisions:**A) International Provisions**

1. Universal Declaration of Human Rights, 1948
2. Convention on the Rights of the Child, 1989
3. Sustainable Development Goals, 2016-2030
4. Geneva Conventions
5. The SAARC Convention on Regional Arrangements on the Promotion of Child Welfare in South Asia, 2002
6. United Nations Security Council Resolution 1612
7. International Covenant on Civil and Political Rights, 1966

B) National Provisions

1. Constitution of Nepal, 2015
2. The National Civil (Code) Act, 2017

3. Nepal - Criminal Procedure (Code) Act 2017
4. The Act Relating to Children 2018, and Children's regulations, 2022
5. Local Government Operation Act 2017
6. Child Labour Prohibition and Regulation Act, 2000
7. Child Friendly Local Government Implementation Guideline, 2021
8. National Strategy on Ending Child Marriage, 2016
9. Child Friendly Local Government Declaration Procedure, 2022

C) Social and cultural and political arguments:

Children constitute a vital component of our society. It is essential to make adequate investments in their welfare to build a prosperous society marked by fair advancement. The children of today are the future leaders in their respective fields.

D) Economic argument:

Children represent the future's human capital. By making thoughtful and substantial investments in them today, the state, society, and families can cultivate a pool of skilled individuals in the near future. This, in turn, contributes positively to overall economic index.

E) Physical and psychosocial arguments:

A part of the human brain is not developed until the age of 18. Special investment is needed in children during the development of this part of the brain that is responsible for planning, evaluating, problem solving, decision making and coping with emotions. Participating in sports, extracurricular activities, studies and music has a positive effect on children's brains. People who are exposed to violence, torture, neglect, drugs and alcohol have a negative effect on their brains.

Session 3: What is a Plan and Budget and How is it formed?

Objectives: The purpose of this session is to inform the participants about the budget, policies and programs and plans.

Expected Outcomes: By the end of this session, the participants will be clear about what is the budget, policies and programs and plans.

Time: 1 hour

Preparation: Guideline for stall games,

Materials needed: Chart paper, masking tape, markers, meta cards

Method: Discussion, question and answer, presentation.

|| ||||| |||||:

- Inform the participants that the forthcoming discussion will focus on central themes within this session. Notify that this session will cover essential terminology, such as the definitions of a plan, policy, program, budget, the budgeting process and location, and the responsible individuals or entities involved.
- Tell the participants you need 6 participants to initiate the discussion. Encourage them to step forward voluntarily. Then, ask these volunteers to write specific topics on individual meta cards and attach them to the front of their clothing. Allow them five minutes to familiarize themselves with the respective subjects and clarify any questions they may have about the topics if necessary.

Topics:

- I am a budget
- I am a plan
- I am policy and program
- I am the Federal Government
- I am the Province Government
- I am a local Government
- Now, request the five participants to position themselves approximately 2.2 meters apart, with each representing a separate stall.

- Next, instruct the remaining participants to form five groups and assign them the task of visiting each station for 3 minutes per stall.
- Inform all participants that they are responsible for explaining their assigned topic to others at their stall, with each station having 3 minutes for this task.
- Conclude the activity after every participant has visited all stalls.
- After everyone has had the opportunity to explore each station, inquire which participant can share insights about the most stalls and allow participants to take turns sharing.
- Systematically clarify complex terms using examples and visual aids.
- Highlight that planning, policy, program, and budget are interconnected subjects. Wrap up this session by emphasizing the importance of understanding these topics in order to address children's issues and advocate for child rights.



A. I am a Plan

A plan is a schedule that includes topics such as how to do any work, when to do it, how long it will take, where to do it, and who will do it.

A plan is a structured timeline created at the beginning to methodically work towards and attain specific outcomes. When formulating any plan, it's essential to address questions such as the tasks involved, the purpose, the timing, the responsible individuals or teams, the location, the necessary information, the required resources, their source, potential challenges during execution, and strategies for overcoming those challenges.

Who makes the plan?

We can create plans for households, child clubs, communities, schools, or even individual work based on need. In Nepal, the National Planning Commission prepares the periodic plan of the government of Nepal. Similarly, the provincial government also prepares periodic plans for a certain period. Similarly, the Federal government, the provincial government and the local government (Municipality or Rural Municipality) can prepare annual and periodic plans.

What are the benefits of the planning?

- Plan helps to organize any work.
- Provides Pre-information about the possible risks
- Informs about the things required to complete the work properly.
- Actual needs can be identified and addressed accordingly.

Plan of Child clubs and networks

We can also prepare plans. A plan for child club can be made by keeping topics such as when to do what, who will do it and how to do it. When making a plan, everyone's thoughts and feelings should be covered.

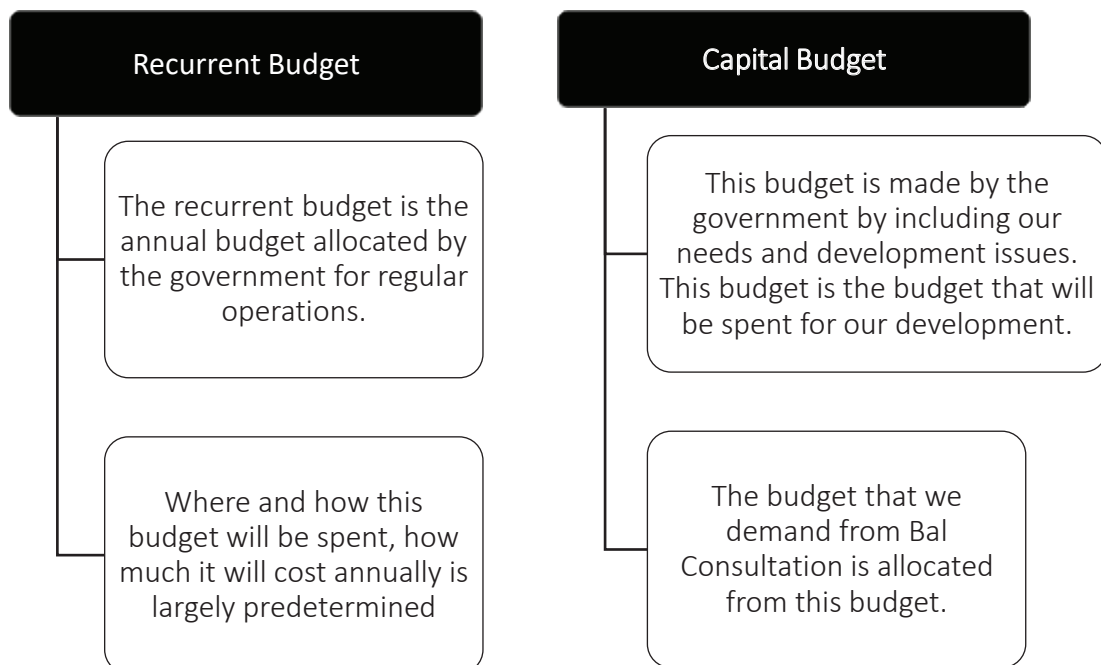
B. I am budget

A budget serves as a document outlining the expected income and expenses at a specific time, including program details. The government budget, in turn, presents the planned programs along with income and expenditure specifics for a given fiscal year. In Nepal, all three levels of government—federal, provincial, and local—annually formulate budgets in alignment with policies and programs. These budgets also reflect the government's political, economic, and social priorities.

Essentially, a budget serves multiple purposes: it records past financial situations, depicts the current fiscal status, and forecasts financial plans for the upcoming year. As such, a budget is regarded as a reflection of a country's public income and expenditure.

The budget is also a major mechanism by which the government declares and implements its economic, social and developmental policies.

In terms of budget implementation, it can be understood by dividing into two parts, recurrent budget and capital budget.



How is the budget formulated?

1. Federal Government

A. Budget formulation process of federal government

The government and federal executive (Council of Ministers) are responsible for budget formulation. In the context of Nepal, the Ministry of Finance has been given this responsibility. The Ministry of Finance, in coordination with the National Planning Commission, prepares a proposal for the size and shape of the budget. The proposed budget is passed by the Minister of Finance in the Legislative Parliament after obtaining approval from the National Planning Commission and the Council of Ministers.

B. Budget approval

The budget, formulated by the finance minister of the government, undergoes a rigorous approval process within the parliament. It is subjected to extensive debate, during which both its positive and negative aspects are thoroughly discussed. If needed, amendments are made before the budget is granted approval. After thorough parliamentary discussions and subsequent approval, the budget is presented to the President for endorsement. Once the President gives their approval, the budget is officially ratified. The government also publishes the budget, often referred to as the "red book" due to its red cover.

C. Budget implementation

The budget is implemented after the formulation. The government has the main responsibility of implementing the budget. Various subordinate offices of the government execute the budget in accordance with existing laws. During this phase, financial collection and allocation, accounting procedures, reporting mechanisms, and monitoring activities are conducted to execute the budget in line with established plans and policies. Ministries, departments, and government offices all play a role in the budget's implementation.

The budget implementation phase commences on the first day of the fiscal year, which in Nepal begins on the 1st of Shrawan.

2. Province Government

A. Budget-Formulation process of the Provincial government:

The province is accountable for formulating the budget within its jurisdiction, and this responsibility is entrusted to the Provincial Ministry of Finance. The Ministry of Finance develops the budget proposal in collaboration with the Provincial Planning Commission. Once the proposal is approved from both the Provincial Planning Commission and the Council of Ministers, the Minister of Finance presents it to the Provincial-Parliament.

B. Budget approval

The budget, crafted by the government's minister, is presented to the provincial assembly for its endorsement. Similar to the federal parliament, the budget undergoes thorough discussions in the provincial assembly and may be amended as needed before approval. The Provincial Council of Ministers approve the budget. The provincial government also publishes the budget.

C. Budget implementation

The execution of the budget follows its preparation. Primarily, the responsibility for budget implementation lies with the provincial government.

The government executes the budget by utilizing its various subordinate offices in accordance with the existing laws. During this phase, financial collection and distribution, accounting, reporting, and monitoring are conducted in alignment with the budget's plan and policy to facilitate its implementation. Various government ministries and offices participate in the execution of the budget. The budget implementation phase for the provincial government also commences on the first day of the fiscal year. In Nepal, the new fiscal year begins on the 1st of Shrawan.

3. Local government

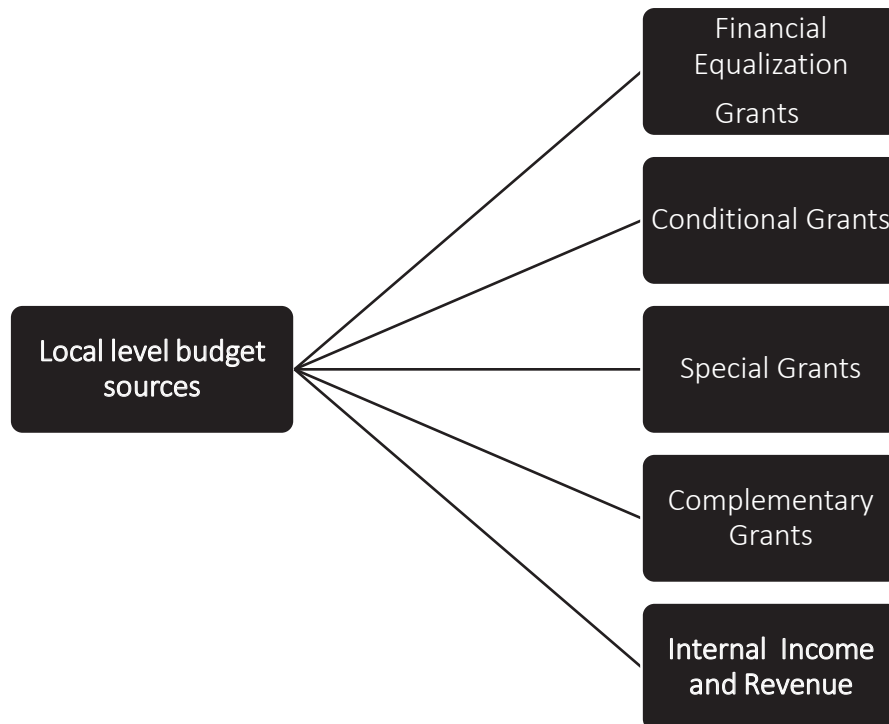
A. Local level budget formulation process

Similar to the central and provincial governments, the local level also functions as a governing body, which is why we refer to it as the local government. The local government engages in a seven-stage process to formulate its budget. In addition to utilizing local resources, it takes into account additional budgetary allocations (grants and aid) from both the province and federal governments. Similar to the presence of a Council of Ministers at the central and provincial levels, there exists an executive body at the local level. After thorough deliberations, the executive approves the budget and presents it to the local assembly for ratification. The assembly functions at the local level much like the parliament does at the central level. Following essential discussions within the assembly, the budget is ratified and comes into effect starting from the 1st of Shrawan. We will further discuss the process of making the budget at the local level in the next session.

B. What kind of budgets come to the local level and where do they come from?

The local government also considers the revenue generated internally, including taxes and income collected from the areas within its purview. Apart from this, the budget is received under the following headings.

The local level receives the following grants from various sources.



1. Financial Equalization Grants

The Government of Nepal provides financial equalization grants to provinces and local levels on the recommendation of the National Natural Resources and Finance Commission based on the local level's expenditure needs and revenue capacity. Similarly, provinces distribute financial equalization grants using the funds received from the Nepal government and revenue generated (collected across various categories) based on the expenditure needs of the local level within its jurisdiction and the revenue raising capacity etc.

2. Conditional Grants

The government of Nepal provides grants to provinces or local levels under certain conditions to implement a plan. The province also gives conditional grants to the local levels within its area according to the provincial law.

3. Complementary Grants

The Government of Nepal also gives separate complementary grants to the local level to work on any plan related to infrastructure development. Provinces also give such grants to local levels according to the provincial laws. This grants is given on the basis of the feasibility of the plan, the cost of implementing the plan, the return or benefit obtained from the plan, the ability to implement the plan, and the needs and priorities of the plan.

4. Special Grants

The Government of Nepal offers special grants for execution of particular initiatives with special significance at the local level. For instance, it can provide special grants for work such as development and supply of basic services such as education, health, water supply, or ensure balanced development at inter-province or inter-local levels, and upliftment of economically, socially, or otherwise disadvantaged classes or communities. Additionally, provincial governments have the authority to provide specialized grants to local levels in accordance with provincial legislation.

C. I am a Policy and Program

Policy: Policy refers to the framework of ideas or concepts that guide decision-making and actions in various tasks. In a policy, there is an explicit commitment to ensure that the execution of any plan is consistently completed without deviation. Policies typically offer guidance for the smooth operation of a project, ensuring the successful implementation of programs. They serve as a compass directing future initiatives, guiding the formulation of plans, and the execution of programs.

Program:

A program is an action taken to achieve any goal. The program is guided by the policy. The program is prepared on the basis of policy. The government also discusses its annual policies and programs.

D. I am the Central Government

The federal government makes its own periodic plan. In addition, it makes annual policies, programs and budgets. Various ministries discuss and send their programs to the Ministry of Finance. Budgets are prepared and sent to the Council of Ministers under the leadership of the Minister of Finance based on the demands and needs of all ministries, provinces and local levels. The Council of Ministers sends the budget to the Parliament for passing along with necessary recommendations. Many parliamentarians pass the budget after discussions in both parliaments.

Prior to this, the government formulates policies and programs, which are then presented to the parliament. After undergoing crucial parliamentary discussions, these policies and programs are granted approval, marking the initiation of the budget submission process. In Nepal, the budget is officially introduced in Parliament on the 15th of Jestha.

As the central government, it disseminates various budget types to the provincial and local levels. It can also make government policy rules and necessary directives.

E. I am the Provincial Government

The provincial government, like the federal government, prepares its budget through the provincial finance ministry, submits it to the provincial parliament through the provincial council of ministers, and approves it. Since there is only one parliament here, the policies and programs and the budget will be implemented after it is passed. The federal government also gives additional budget to the province government.

F. I am the Local Government

The closest government to us is the local government. The local government prepares the budget according to the Local Government Operation Act, 2017. After the local government gets information on the (budget from the centre and its income) the ceiling, budget is presented to the executive committee after incorporating our suggestions through discussions in our community, and discussions in various ward and Rural/Municipal level committees.

The Executive Committee reviews, approves, and forwards policies, programs, and the budget to the assembly for endorsement. The assembly also endorses these after necessary deliberations. Like policies and programs, the budget is also endorsed by the assembly. The local level has to endorse the budget by the end of Ashar month.

Session 4: The Local Planning Process and Child Participation

Objectives: The purpose of this session will be to inform the participants about the planning process and child participation at the local level (Rural/ Municipality).

Expected Outcomes: By the end of this session, the participants will get information about the planning process and child participation at the local level.

Time: 1 hour

Preparation: Handbook for pair game

Materials required: Chart paper, masking tape, markers, meta cards etc.

Method: Find the pair



- Instruct the participants that they are going to play a game and ask them to sit in a circle.
- Provide participants with a Meta card containing the planning process steps and key tasks for each step, as outlined in the manual. Write down these steps along with brief explanations on the Meta card prior to the session.
- Ask the participants to silently read their assigned Meta card without revealing it to others. Encourage participants to display their Meta cards to the group and search for a partner whose card complements their own.
- Have participants pair up based on the planning process steps.
- Verify that all participants have found their correct partners and assist those who haven't.
- Allocate time for the pairs to discuss their respective steps before presenting to the group.
- Conclude the session by emphasizing the importance of understanding when and how each step occurs, ensuring that any participant questions or concerns are addressed.

Study Materials:

A. Local level planning process

1. First step: Preparation of budget

In the first phase, the central government sends the budget directives to the local level along with the grants. The budget directives include central government policies, central grants and issues that should be prioritized by the local level while formulating the local budget. At the local level, a committee should be established to allocate sectors for economic, social, forestry, environmental, good governance, institutional development, and infrastructure development activities. The budget ceiling from the federal and the province is received by the end of Chaitra.

Our Roles:

In child clubs and networks, our responsibility is to stay informed about the progress completed and the tasks yet to be accomplished in the policies and programs of the ongoing fiscal year, and to raise awareness among local elected representatives to ensure effective child participation in the upcoming planning process.

2. Second step: Resources estimation and Fixing budget ceiling

Active engagement of the local government is crucial at this stage. A revenue consultation committee, comprising a maximum of seven members, operates under the Vice Chair or Deputy Mayor of the Rural/Municipality. This committee is responsible for suggesting potential revenue sources, their scope, and rates.

A resource estimation and budget ceiling determination committee is formed under the chairmanship of Chairperson/ Mayor of the Rural/Municipality. This committee will also have 7 members. This committee prepares the draft of the financial transfer to be received in the first phase, the report of the revenue committee, the projected draft of resources and means for internal debt. It also prepares the limit of the sectoral areas, prioritization of programs and guidelines for the sectoral areas.

This committee also determines the framework for planning selection at the ward and settlement levels, sets the date for settlement-level discussions, and communicates relevant information. The budget limit for the upcoming fiscal year, generated through this process, must be conveyed to the respective section and ward-level committees of the Rural/Municipality by the 15th of Baisakh each year.

Our Role: This is an important stage for the preparation of the Child Consultation (Bal Bhela) as the planning process of the settlement level starts after this. The information regarding the initiation of this stage should be received by the Rural/Municipal level child club network through the Rural/Municipality office. Then, the preparations for child consultation at the ward level and rural/municipal level can be made. We can also discuss our issues in our respective child clubs. We can request the ward and Rural/Municipality to conduct child consultations on time.

Child consultation should be conducted after the completion of the 2nd step of the planning process.

3. Third step: Selection of plan from the settlement level

In the third stage, plans are selected from the settlement and Tole (Street) levels. There can be several settlements and Toles within one ward. The ward organizes the gathering of all the major stakeholders in the settlement and Tole level, by ensuring representative of all the communities. The plans and programs are selected as per priorities of the local government and the budget and program outline received from the federal and the province level. Generally, this stage should be completed by the end of Baisakh. Prioritizing plans at the settlement and Tole levels is a crucial step in terms of engaging all community members. It's vital to conduct separate consultations with children or guarantee their meaningful involvement in this phase.

Our Role: During this phase, it is essential to gather information about the timing and location of the formulation of our settlement-level plan, which can be obtained from the Ward Presidents or members. Prior to this event, the child club should convene a meeting to appoint a representative who will participate in the settlement-level discussions. In this meeting, they should also present the plans identified during child consultations, particularly those of importance, in addition to local concerns and issues. These plans should be conveyed in both written and verbal forms.

4. Fourth stage: Selection and prioritization of plans at ward level

The Ward Committee should prioritize the plans and programs from the settlements and tole levels by allocating the thematic areas. During this process, programs related to children should be devised in accordance with the priorities identified during the ward-level child consultation. The stage should usually be completed by the 10th of Jestha.

Our Role: Our responsibility involves maintaining an active interest in the actions taken after providing the plans derived from child consultations to the ward committee. It is crucial to regularly update and request ward presidents and elected representatives to ensure the incorporation of the plans that have been identified as priorities in the child consultations.

5. Fifth step: Integrated budget and program formulation

There is a budget and program formulation committee comprising the heads of different thematic sections. This committee operates under the coordination of the Vice Chairperson or Deputy Mayor in Rural/Municipalities and is responsible for the finalization of plans and programs received from the ward level.

This committee prepares a list of thematic programs related to economic development, social development, infrastructure, environment and disasters, good governance, institutional development, and financial management. Such list is discussed in various working groups. After completing all these processes, the proposal for the local level annual program is prepared. This process should be completed by Ashar 5.

Our Role: As the plan reaches this stage, it is essential for us to be interested in how much of our programs have been covered or are yet to be covered by the budget and program formulation committee. For this, communication with the Child Welfare Officer, head of the social Development Section, Chief Administrative Officer and elected representative of the thematic committee and showcasing your interest is essential. The Rural/Municipal level child club networks can play a greater role in this.

6. Sixth step: Approval of budget and program from Village/ Municipal Executive

At this stage, the Rural/Municipal executive gives approval to submit the annual program shared by the budget and program formulation committee to Rural/Municipal Assembly. The annual budget and program approved by the Rural/Municipal executive should be presented to the Rural/Municipal Assembly by the 10th of Ashar through the vice president or deputy head or any member appointed by the executive in his/her unavailability.

Our Role: At this stage, we can verify if the plan has been submitted to the executive committee. Then, we can handover memorandums, send letters, engage in discussions, and arrange meetings with the elected representatives, notably the Mayor or Chairperson, Deputy Mayor or Vice Chair, Chief Administrative Officers, and members of the executive committee. We should kindly request them to include as many plans as possible that have been prioritized through child consultations.

7. Seventh step: Approval of the budget and program by the Rural/ Municipal Assembly

In the seventh and final stage, the policies and programs submitted is discussed and endorsed by the Rural/Municipal Assembly. The policy and program are passed by 25 Ashar and the budget by the end of Ashar. The implementation is initiated from Shrawan. It should also be published for public information by Shrawan 15.

Our Role: Our responsibility is to acquire details about the plans and programs for children that have been approved by the executive for current fiscal year and strive to distribute this information to all child clubs to the fullest extent of our capabilities.

Typically, there is a tradition of not altering the budget during the assembly sessions. However, if there is to be a budget amendment, and a crucial plan for children has been omitted, it is essential to request the Assembly representative to consider its inclusion.

B. Child participation in the planning process

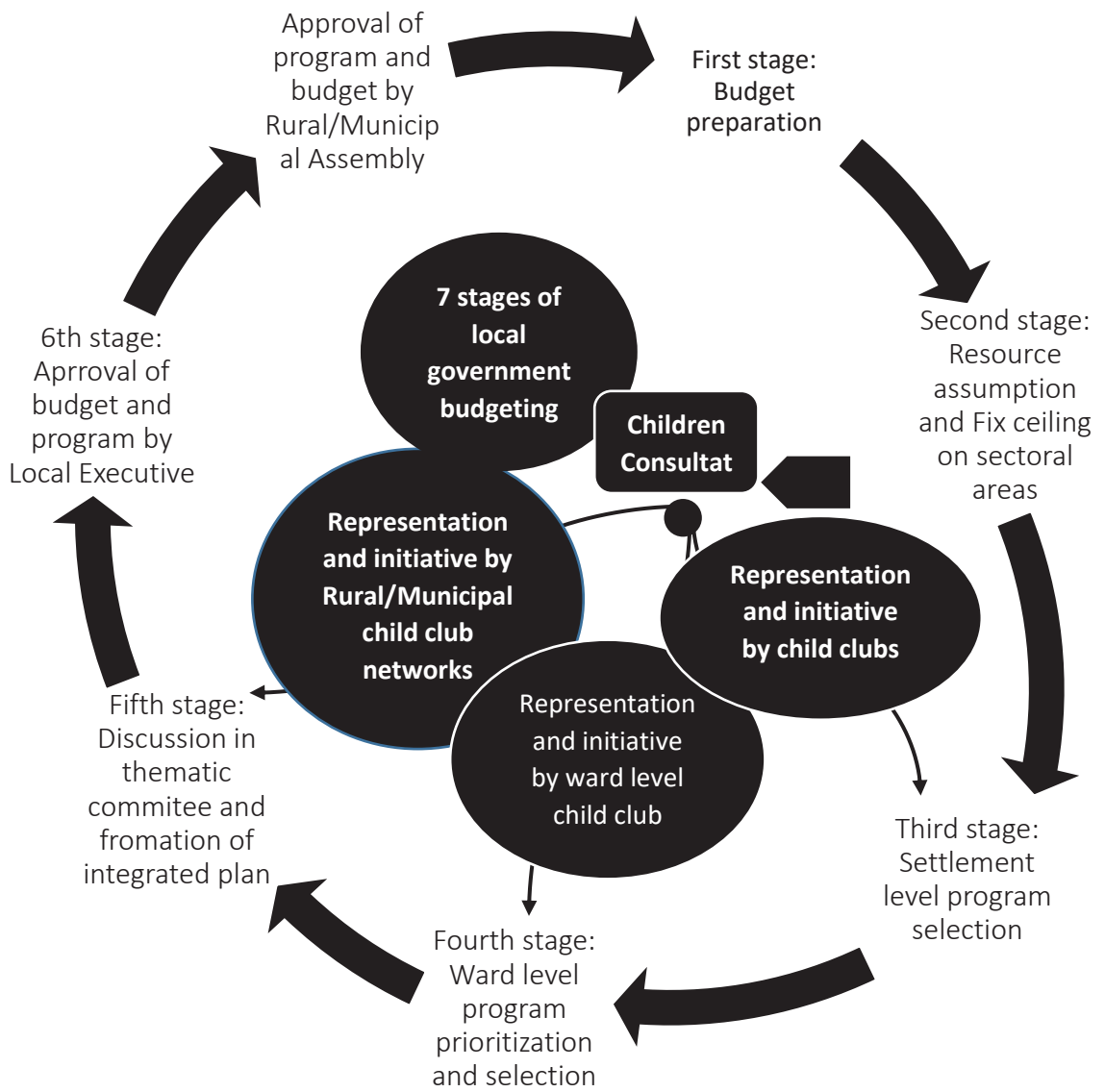
Children's participation is the right to participate voluntarily in all stages of the decision-making and implementation process in matters and activities concerning children.

The then Local Self-Governance Act, 1999 initiated the legal provision for the meaningful participation of children in the plan formulation process. Currently, there is a provision for the meaningful participation of children in the local planning process in the Local Government Operation Act, 2017. The Chapter 6, Section 24, Subsection (5) of the Local Government Operation Act, 2017 provisions the participation of local intellectuals, subject matter experts, experienced, professionals, marginalized and endangered communities, women, children, Dalit, youth, minorities, and persons with disabilities, senior citizens and other stakeholders during the planning and implementation at the Rural/Municipality. Similarly, in Section 12, Sub-Section 2 (A1), states that as per the participatory plan formulation mechanism, it is essential to collect, prioritize and select plans from settlement and Tole level through Settlement and Tole level planning formulation.

Child consultations should be conducted between the second and third stage of the seven-step planning process. Notice and information should be disseminated in time so that all children can participate in a representative manner.

Settlement level consultation is also important stage for the participation of the children in the community level. Community-level or school-level child clubs should also have meaningful and institutional participation in the settlement level consultation. Similarly, in the fourth stage of plan formulation, children can take the initiative to address the plan from the child consultation through the ward committee. The representatives of Rural/Municipal level child clubs can participate in the thematic committee and integrated planning committee meeting and discuss how the demands of the children consultation can be incorporated.

In addition, child participation should be ensured in all the structures related to children at the local level.



Session 5: Child Consultation (Bal Bhela)

Objectives: The purpose of this session is to inform the participants about the introduction, importance, methods, timeline of child consultation.

Expected achievement: By the end of this session, the participants will be informed about the concept, method, time, number of participants, importance and legal basis of Child Consultation.

Time: 2 hours

Materials needed: Chart paper, masking tape, markers, meta cards.

Method: Group work



- Inform that the discussion will cover topics such as the definition of child consultation, its various types, its role in plan formulation, the process involved, and related aspects.
- Inquire whether the participants have previous knowledge or experience with child consultations.
- If yes, ask what the child consultation is. Note down all the responses from participants in the newsprint.
- Ask the types of child consultations. After listening to the answers of the participants, further clarify on the meaning and type of child consultations and nature of child consultation conducted for plan formulation.
- Now ask if any of the participants have attended or heard of child consultations for the plan formulation. Ask some of the participants to share their experiences (if any).
- Now facilitate discussion about preparation and methods of child consultations amid the participants.
- Tell them that 4 facilitators are needed to facilitate the child consultation, and encourage them to come forward voluntarily. Assign each group for them to facilitate.
- Now divide the participants into four groups. While forming this group, the participants should be divided as per group division for child consultation (usually 3 groups are formed in child consultations). The groups can be divided based on local compatibility.

- Ask all groups to practice one method of child consultation. Request them to go on a group tour to discuss how the other group are performing after the completion of their group task.
- In this exercise, all the groups used only one method, but in the actual children's gathering for planning, mention that all the methods should be used.
- Complete all the process of child consultation as per the study material. Ask the participants to document the demands of the child consultation as well.
- End the session after discussing all the topics provided in the study material.



A. What is a Child Consultation?

Child consultation is a meeting organized by children who have not completed 18 years of age to collectively discuss a certain topic. It varies depending on its purpose.

1. Leadership selection and periodic Child Consultation

Child clubs and networks can organize consultations to select their leaders. Usually, in such a meeting, children can discuss and decide on their activities, progress, problems, challenges and action plans. A child consultation is held periodically to discuss and decide on certain matters, while a such consultation can also choose leadership along with discussions on these matters.

2. Subject specific Child Consultation

If children gather to discuss on a certain topic or any issue of child rights, then such a children's meeting is a special child consultation. Such child consultations may focus on any particular topic or many topics. For example, girls' summit to talk about girls, child consultations for the talent show, etc. Such child consultation can be done anytime according to need and compatibility.

3. Child Consultation for Plan Formulation

A child consultation is a representative gathering of children to ensure meaningful child participation in the planning process of the local government.

There are legal and policy provisions to organize such child consultations at the Rural/ municipal, ward and settlement level and formulate plans accordingly.

The Local Level Jurisdiction as per the Constitution of Nepal, 2015, Local Government Operation Act, 2017 and The Local Level Plan and Budget Formulation Guideline, 2017 have mentioned the need for child consultation at the local level (Rural/municipality).

The United Nations Convention on the Rights of the Child (1989) is the basis for conceptual development of child club and child gathering. Nepal ratified this

convention in 1990. Article (4) child protection, Article (12) respect for children's opinions, Article (13) freedom of expression, Article (14) respect for opinion and religion, Article (15) freedom of association, Article (16) freedom of privacy, and Article (17) access to information are related to child participation. Child consultation is also organized for the implementation of these international laws.

Article 39 of the Constitution of Nepal provisions the rights of children under fundamental rights. According to this provision, sub-article (2) of the Article 39 provisions the right to overall personality development, and sub-article (3) provides for the right to child development and child participation.

B. Importance

- Child consultation serves not only as an activity that brings children together but also as a means of asserting their civil rights and status.
- The information and news gathered through child consultations, the interactions among children from various places, the exchange of ideas and opinions, and the establishment of relationships are all matters of significant importance.
- Through such consultations, children can identify their genuine needs and priorities.
- These consultations offer an opportunity to advocate for the needs and priorities to be taken into account by decision-making bodies and officials during the development of local-level plans and budgets, with the primary focus on the best interest of children.
- Child consultation plays a pivotal role in promoting the meaningful participation of children.
- It contributes to the capacity development of children, child clubs, and their networks.

C. Things to be considered before conducting the Child Consultation

- Coordinating with local level i.e., Rural /Municipality and ward office.
- Determine a suitable time, date, and venue based on the children's convenience.
- Notify both the children and child clubs of the consultation's location, date, and time.
- Develop a child consultation plan by engaging in discussions with either the children or child clubs.
- Choose facilitators who possess expertise in promoting Child-Friendly Local Governance and child rights.
- Prepare all necessary materials in advance.

- Familiarize yourself with the local level planning process and its associated deadlines.
 - Advocate for the meaningful involvement of children in the local level planning process.
- D. Things to be considered while conducting Child Consultations**
- Every participant should go to their child clubs and inform them about the demands passed in the meeting.
 - It is essential to guarantee the availability of an appropriate venue for conducting discussions in three separate groups during the consultation.
 - All the methods for child consultations should be completely used.
- E. Things to be considered after conducting child consultations**
- The plans identified as priorities through child consultations must be presented for approval at the CFLG committee meeting before advancing to the settlement-level planning phase.
 - Children involved in the formulation of settlement-level plans should provide a copy of the prioritized plan decisions from the child consultations.
 - Distribute copies of the prioritized plan decisions from child consultations to all Child clubs.
 - Proactive measures should be taken to ensure meaningful participation of children in the local level planning process.
 - Ward and settlement level plan formulation stakeholders and child representatives must be informed with copies of the prioritized plan decisions from child consultations, with efforts aimed at securing their support for the demands.
 - Strive to have the decisions from child consultations passed through the settlement, ward level, and Rural/Municipal Assembly.
 - Document the report endorsed by the Assembly.
 - Prepare and distribute the report from the child consultation to the relevant local entities, groups, child clubs, and child club networks.
 - Take initiatives to timely implement the plans endorsed for the children.
 - Regularly observe, review, monitor, and evaluate children's programs, their achievements, issues, and programs.
- F. Who participates in Child Consultations**
- 2 members of all the child clubs in the ward (with minimum 1 girl child)
 - Representatives of the ward level child club networks,

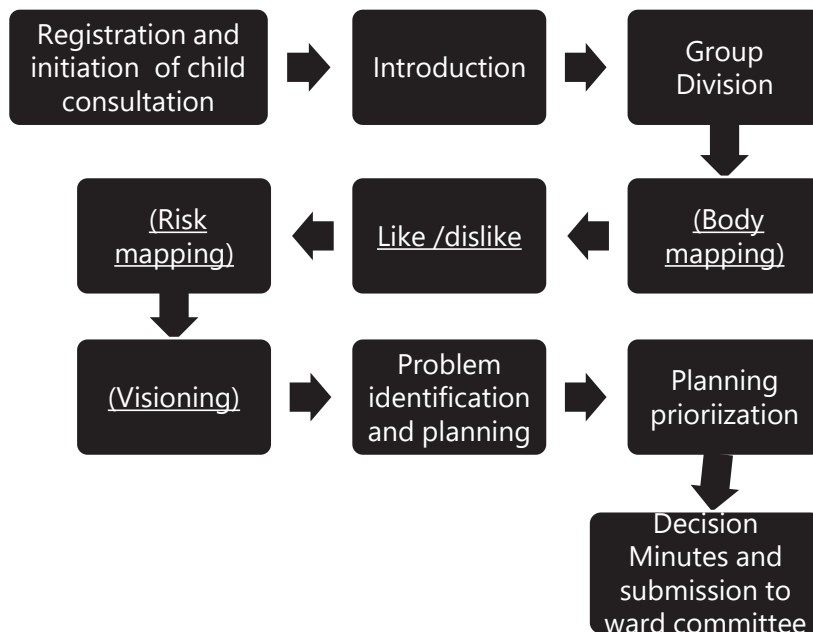
- At least 2 children from each settlement/ who are not members of any child club or groups,
- Children who are members of CFLG ward and community level committee,
- Children who are members of the Health Management Committee,
- Children who are members of the School Management committee,
- 2 children deprived of school education (at least 1 girl child)
- 4 children representing Dalit, indigenous, tribal, Madhesi, Muslim children (at least 2 girl child)

G. Where to conduct Child Consultation?

- The location chosen for this should be easily accessible to all residents in the ward. Such a place should be disaster friendly and disabled friendly as much as possible.
- When feasible, children can be assembled in the Rural/Municipality Hall, ensuring that child consultations take place in all wards prior to commencing settlement-level planning.

Time required for Child Consultations: About 4 hours

Method of Child Consultation



1. Attendance:

A registration form should be prepared by including name, address, organization and position of the chief guest and all guests participating in the program, and registered accordingly. All the children's name, address, age, child club's name and position should be properly registered with signature.

2. Introduction and information about the subject

Every attendee should take their turn introducing themselves from their respective seats. After the introductions, the predetermined objectives of the child consultation, which have been written on newsprint, should be announced aloud and prominently displayed for everyone to see.

Group division

- A group of children aged 8 to 11 years
- A group of girls aged 12 to 18 years
- A group of boys aged 12 to 18 years

3. Methods to be adopted in children's gatherings

After the completion of the group division, the facilitator should facilitate using the following methods of child consultations:

Likes-Dislikes

In this method, the general environment that we like or dislike (physical structures, air, water, environment), behaviour of others that we like or dislike, and the things we like and dislike, traditions we see and experience, (surroundings, rituals, behaviour, festivals, cultural or religious rules., customs etc. are) are expressed through pictures, songs, and other creative outlets.

Safe-Unsafe

In this approach, individuals depict their sense of security or insecurity within specific environments, behaviours, customs, and physical settings. They convey their feelings through the drawing, storytelling, poetry, songs, and other artistic expression

Visioning

In this method, we revisit all the likes and dislikes, and safe and unsafe places expressed in the previous exercises. We use this information to envision the essential elements required to create a child-friendly community and society, then portray our vision of the village and society as we conceive it.

Identification and categorization of problems, issues and demands

Ask the participants to individually list the problems, concerns, and requests from each group. Subsequently, pinpoint the problems associated with these issues and ask them to write down potential solutions separately on Meta cards.

Prioritization of Demand Planning

Provide 15 chocolates to each participant and request them to use those chocolates as votes, for prioritization of the solutions.

After everyone has voted, the votes should be counted in front of the children and prioritization of the solutions should be documented accordingly. End the child consultation by thanking everyone. After the preparation of the child consultation minutes, it should be submitted to ward committee along with a letter. If Rural/Municipal level child consultation has been conducted, then it can be submitted to the executive committee.

5. Alternative methods that can be used in Child Consultations

Social mapping

This method is suitable for identifying problems, concerns, risks and needs of a community, school, ward club and networks. The primary goal of the social mapping method is to ascertain the actual conditions and circumstances affecting children within the community.

Methods for analysing for investments in children

Body mapping

The children's body mapping technique serves as a means to evaluate the effectiveness of the children's plan implemented based on their input over the past three years, as perceived through the perspective of the children themselves. Its application is optional when there has been no prior child consultation in previous years. Additionally, the body mapping method can be employed to assess the well-being of children following any disaster or epidemic event.

Imagination tree

The term "imagination tree" refers to a group activity where a tree diagram is created to collectively address children's concerns, solutions, and programs.

In this approach, the tree's roots symbolize the opportunities available to children, the child-friendly environment, and protection concerns. The branches and fruits represent the problems and challenges they encounter, such as exploitation, discrimination, abuse, and disasters, along with their family and community situations. It also serves as a platform for setting future priorities.

This method is particularly useful for understanding the concerns and needs of Sexual and Gender Minority children. It is also applicable for identifying the issues, challenges, and requirements of children with disabilities. Organizers and facilitators should ensure the active participation of children with disabilities and create a supportive space for their input.

Methods to determine the most affecting disasters, hazards and risks on children.

Localization of disasters, hazards and risks

The localization of disasters, hazards and risks can be used to understand the impact of disaster risks on children and to gain insight into their thoughts and emotions regarding these events. This method helps assess the vulnerabilities of a particular community to hazards and examines how potential disasters might affect children, shedding light on which disasters have the most significant impact on them. This method can be used during the child consultations of any ward and local level. It indicates the types of disasters that pose the greatest risk to children

Notes: For detailed information on Child Consultation methods, please study the book prepared by Ministry of Federal Affairs and General Administration.

Session 6: How to Incorporate Children's Demands in the Planning Process?

Objectives: The objective of this session is to educate the participants on the process of integrating the prioritized plans and programs derived from child consultations into the planning process at the settlement, ward, and Rural/Municipality levels.

Expected Outcomes: By the end of this session, participants will have acquired knowledge on incorporating the prioritized plans and programs from child consultations into the planning processes of the settlement, ward, and Rural/Municipality levels.

Time: 1 hour

Preparations: Preparation of the papers for Role Play

Materials needed: Chart paper, masking tape, markers, meta cards, materials needed for groups to role play

Method: Role-play



- Begin by informing the participants that we have successfully completed the child consultation and are now delving into the integration of plans and programs prioritized from it into our settlement, ward, and Rural/Municipality level planning processes.
- Next, provide instructions on how to compose and send letters, as well as the procedure for handing over the prioritized plan to the ward office and Rural/Municipality after the child consultation.
- After the plan submission, prompt participants to participate in a discussion about the factors that should be considered and how they can ensure the inclusion of their plans.
- Divide the participants into three groups. Assign the first group the task of role-playing a settlement-level planning process, the second group to simulate a ward-level scenario, and the third group to act out a Rural/Municipal level planning process. Help the participants to portray various roles within their groups, such as child club members, child club officials, ward presidents and members, heads of Rural/Municipalities, and local government authorities.

- Offer clarification as needed to enhance the effectiveness of the role-play performances. Inform each group that they have 5 minutes for preparation and 5 minutes for presentation.
- Conclude the session by addressing any remaining topics or questions that may not have been covered.



A. What should be done after the child consultations?

Once the child consultation has been concluded, it is important to take proactive steps to ensure that the consultation's demands are not overlooked in policies, programs, and budget allocations. To achieve this goal, the following actions should be taken:

1. What can a community level or a school level child club do?

- Upon returning from the child consultation, engage in a discussion about the priorities outlined during the consultation. Additionally, consider any unique community-specific matters that should be included in this discussion within the child club, and compile a comprehensive list.
- Select one female and one male representative from the child club to participate in the settlement-level planning process.
- Ensure timely participation in the settlement-level planning consultation and present your plans both verbally and in written format.
- Facilitate coordination between children's stakeholders, including child clubs, child club networks, local child rights committee, child-friendly local governance committees, health management committees, school management committees, and child rights-focused organizations and groups at the ward level.

2. What can a ward level child club network do?

- Following the consultation, it is essential to convene a gathering of the ward-level child club network and draft a letter outlining the prioritized plans from the child consultation for submission.
- Furthermore, make an official request for an audience with the Ward Committee, preferably with the Ward Chairperson, to present the plans both in written and verbal formats.
- Even after the plan has been submitted, maintain consistent advocacy efforts with the executive committee members, including the Ward Chairman, to secure the inclusion of the plan within the policy, program, and budget.

3. What can a Rural/Municipal child club network do?

- If a child consultation occurs at the Rural/Municipal level, it should be presented to the Mayor/Chairperson, Deputy Mayor/Vice Chairperson, and other executive members. In cases where a Municipal-level child consultation hasn't taken place, the demands obtained from the ward-level consultation should be submitted with any necessary additions.
- It is advisable to request the executive members and the Children's Section at the Local Government to incorporate the proposed plan into the local-level policy programs and budget periodically.
- The Child Welfare Officer should proactively take the lead in systematically documenting the children's meeting demands and promoting meaningful child participation within planning and related committees.

B. How to advocate for our demands

Advocacy: Advocacy entails the systematic approach of collectively addressing our concerns, needs, and questions to relevant parties or organizations. Typically, advocacy focuses on public issues, problems, or needs. By employing creative and impactful methods for lobbying, we have the potential to formalize our requests. It is important to present children's demands in a systematic, creative, and collaborative manner. To ensure the inclusion of our demands in the planning process, we can utilize the following tools:

Some advocacy models

A. (1) Public assessment and Hearings

Public assessment

Child clubs and networks have the option to organize annual or periodic public assessments and hearings to evaluate the effectiveness of initiatives undertaken for children. To analyse the interventions carried out by ward-level, Rural/Municipal-level, and social organizations for children from a child-centric perspective, various methods such as checklists, questionnaires, and body mapping can be employed across diverse groups of children, ensuring their meaningful participation.

Public hearing

A public hearing can be conducted with the participation of the Mayor/Chairperson, Deputy Mayor/Vice Chairperson, ward president, and other relevant stakeholders. This forum offers an opportunity for all children to voice their concerns in a representative manner, share their viewpoints, express their emotions, register complaints, express gratitude for positive initiatives, and provide a comprehensive analysis of interventions for children.

B. (2) Elected representatives with children

An interactive question-and-answer session between children and elected representatives can be organized. This session can be utilized to discuss children's perspectives, emotions, and concerns regarding issues such as whether the proposed child demands have been acknowledged, the extent to which they have been taken into account, and the progress in implementing those that were incorporated. In some localities, initiatives like "Mayor/Chairperson with children," "Deputy Mayor/Vice Chairperson with children," and "ward president with children" have also been implemented. These programs aimed at empowering children to freely voice their opinions and engage meaningfully have demonstrated their effectiveness.

B. (3) Memorandum

A memorandum is a formal means of presenting your written requests and concerns to the relevant authority. Typically, it is addressed to a government or public entity concerning a specific topic or a public matter of concern. To advance the implementation of children's plans, we can systematically submit our matters in writing, representing the child club network, to the elected ward and local-level representatives. Whenever feasible, it is advisable to do this in the presence of the network members.

B. (4) Institutional meetings and publicity

To address the children's demands effectively, the child club network can institutionally visit the ward committee and executive representatives at their office to engage in discussions about these issues. This proactive approach can help convey the message that children's concerns should be given priority.

Furthermore, the demands arising from child consultations and subsequently submitted to the ward committee and executive, along with the public commitments made by these authorities, can be publicized through local media. This step can facilitate the inclusion of children's plans in periodic planning efforts. Additionally, the demands identified through child consultations can be disseminated to organizations dedicated to child rights, mothers' groups, tole reform committees, and other child clubs.

Sample Minutes of Child Consultation

..... Level Child consultation was conducted on (date) under the chairmanship of through the adoption of various methods (Body Mapping, Likes Dislikes, Safe Unsafe, Visioning) for identification of issues and problems, and plan formulation of ward, no..... Following plans have been prioritized from the consultation:

Presence

S.N.	Name	Child club/ Address	Designation	Contact No.	Signature

Agendas

1. Regarding submission of decision of the child consultations
2. Gratitude

Decisions

1. Upon discussion on the agenda no. 1, the ward child club network organized the child consultation by using all the required methods, with the support of ward office. Following the prioritization of plans in the child consultation, it was determined that the subsequent plans will be submitted through the Ward Children's Club network for integration into the policies and programs for the..... fiscal year of Rural/Municipality.

Plans

- A)
- B)
- C)

.....

2. Upon the discussion on agenda no. 2, it was decided to thank the ward office for providing necessary support in conduction of child consultation,facilitator and everyone who contributed for the success of the event.

D) Sample of the letter for ward

Name of Child Club

To,
The President,
Ward no.
..... Rural/Municipality

Subject: Submission of the plan prioritized through child consultation

Dear Sir/Ma'am,

The child consultation was successfully organized by the child club network with the support of ward office and presence of children (... boys... girls) on date..... The child consultation organized through the use of all the methods was able to identify the issues, problems and demands of the children, and prioritize.....(no)..... plans for the fiscal year..... This letter has been presented to request the incorporation of those plans in the planning process through the ward committee. Please also find the minute of the child consultation covering the prioritized plans attached with this letter.

We earnestly urge you to exert every possible effort to incorporate the plans endorsed during the child consultation into the forthcoming year's annual policy, program, and budget.

.....
President / Secretary
..... Child Club Network

Session 7: Implementation, Monitoring Evaluation

Objectives: The objective of this session is to educate the participants on the methods to introduce children's problems, issues, concerns, and rights at the local level and among the relevant stakeholders.

Expected Outcomes: At the end of this session, participants will have acquired knowledge on how to place children's problems, issues, concerns, and rights within the local context and with relevant stakeholders.

Time: 30 minutes

Preparation: A story written about children's issues and cases

Materials required: Chart paper, masking tape, markers, meta cards

Methodology: Case study and presentation



- Start by informing the participants that in this session, we will explore strategies for addressing our problems, concerns, issues, and rights with local entities and relevant stakeholders.
- Organize the participants into four groups using a game method. Have them sit in a circle and then, instruct them to move in a circular fashion. Gradually, ask them to form groups based on numbers you specify, such as 2, 3, 6, 1, and ultimately, into four groups.
- Present each group with a specific case or problem. Allocate 10 minutes for each group to deliberate on potential actions, necessary steps, and approaches to addressing the issue as a child club, a collective, or individually. Once all groups have completed their discussions, allocate time for each group to present their findings.
- During the presentations, encourage participants to include any overlooked points or additional insights shared by other groups.
- Conclude the session by delving into the topics covered in the study materials regarding the implementation, monitoring, and evaluation of the plan, and emphasize the roles children will play in these processes.



A. Sample Cases

Case 1) In a rural school, the benches used by the children are quite aged, often resulting in torn clothes and discomfort. Additionally, the drinking water tap is positioned too high for younger students to reach comfortably, leading to incidents where they have fallen while trying to access it.

Case 2) In our village, parents are aware that child marriage is against the law, but currently, it is our peers who develop affection for each other and enter into voluntary marriages.

Case 3) These days, our parents are preoccupied with their jobs, which has resulted in infants under six months not receiving adequate breast milk. Consequently, the issue of malnutrition among children has been rising.

Case 4) The child club forwarded ten proposals from the child consultation to be considered for inclusion in this year's budget. However, the Mayor/Chairperson of the Rural/Municipality is currently planning to overlook these children's proposals, emphasizing the immediate necessity of road construction for this year.

Plan implementation.

After the policy and program and budget are approved by the Rural/Municipal Assembly by the end of Ashar, the budget will be implemented from the 1st of Shrawan. Typically, details about the subjects covered in policies and programs related to children, as well as the allocated budgets, become available by the second week of Shrawan.

The local level formulates action plans and implements its plans.

The programs are implemented throughout the year from Shrawan till the end of next Ashar. An action plan outlines the specific timeline for the implementation of each planned activity.

Winter Assembly: There are two legislative sessions held in the central parliament: one for the winter season and the other for the monsoon season. The monsoon session is particularly significant for us because discussions on the budget, policies, and activities take place during the Assembly in the month of Ashar. The winter session is also crucial as it involves the review of laws, policy development, and the implementation of the budget.

During this meeting, various laws, policies, procedures, or any policy-related matters pertaining to the Rural/Municipality that require approval are presented. Additionally, if there is a need to assess plans that have been implemented after the

approval from the Assembly and if any general modifications or additions are necessary, the Rural/Municipality can undertake general revisions and reviews within the mid-term expenditure framework.

Our role for Plan Implementation:

C (1) The role of the Rural/Municipal and ward level networks

The details on how and when our programs and plans allocated by the Rural/Municipality will be implemented are provided during the Assembly held in the end of Ashar. However, if any significant program, plan, or topic that was slated for implementation within the current fiscal year has been overlooked, we have the option to proactively engage elected representatives and local authorities to have it considered for inclusion in the winter assembly.

This winter assembly, in particular, holds the potential for approving laws, policies, and regulations pertaining to children. To facilitate this process, it is crucial that we promptly communicate with elected representatives and local-level personnel to ensure timely awareness and action. Before the winter assembly convenes, it is advisable to engage in discussions within the child club meetings, as well as the gatherings of the Rural/Municipal and ward-level child club networks. These discussions should revolve around assessing what has already been accomplished in the realm of children's issues, what tasks remain incomplete or untouched, and which matters require attention. The topics earmarked for discussion during the winter assembly should be documented and presented to both the ward and Rural/Municipality.

Taking proactive steps to ensure our meaningful participation during the implementation of children-related programs is important. Additionally, it is important to deliberate on how to execute the approved programs within the Rural/Municipal child club. Proper communication should be maintained with the Child Welfare Officer, Head of the Social Development Section, Ward Secretary, or Ward Chairman for facilitating the process.

Following table can be used for the evaluation of the implementation status of any plans:

S/N	Approved activities	Who will implement them	Where to implement	Status of implementation		
				Done	Not Done	In the process
1						

2						
3						

C (2) Our role in Child Clubs

- Ensure that every child club member feels empowered to voice their concerns confidently during child club meetings, whether they relate to fellow members or other children.
- Express our concerns clearly in any program, meeting, conference, or discussion where children are represented.
- Maintain a persistent effort to encourage relevant individuals, including elected public representatives and employees, to actively address the plans after their submission from the child consultation.
- Take initiatives with the support of Children's Section at the Local Government structure to strategize and execute programs at the local level. The ward child club network can advocate through the ward president and secretary.
- Provide detailed information to ensure the effectiveness of the initiatives being carried out.
- Present written suggestions regarding both positive aspects and areas that require improvement.

B. Some creative ways and tools to implement children's plans

D (1) Children's Court

Children's courts serve as a crucial approach to generate public awareness and ensure accountability for children's issues, as well as to determine whether the allocated budget for children has been put into action. These courts can also be convened to address specific matters. During these sessions, children have the opportunity to invite relevant experts on child rights, child marriage, child protection, etc. Children can pose questions to the guests, who, in turn, respond and commit to further interventions.

D (2) Child friendly drama and cultural program

Following the incorporation of children's problems and concerns into their policies and programs, child clubs and networks can organize child-friendly theatrical and cultural events as proactive measures to implement the necessary actions.

D (3) Child Parliament

A child parliament can be convened to assess the extent of meaningful child participation in local-level planning and implementation efforts. This child parliament serves as a platform for deliberating local concerns, opportunities, and children's priorities, often adopting parliamentary procedures. Discussions within the child parliament encompass the evaluation of how local-level programs have been executed, their effectiveness, and, if they have not yielded the desired results. Strategies for enhancing their effectiveness are thoroughly examined and can be conveyed either in written or spoken form.

E. Child participation in monitoring and evaluation of plan implementation

Local authorities conduct monitoring and evaluation of their completed programs, and the effectiveness of this process is heightened when children actively participate in matters related to their well-being. Hence, when it comes to plan implementation, child clubs at the local, ward, community, and school levels should be actively engaged in these processes. During their involvement, children can express their viewpoints and also inform their respective child clubs.

When the execution of children's plans is exemplary, it's important to show appreciation and extend gratitude. Conversely, if the implementation falls short or is unsatisfactory, children should provide feedback or offer suggestions to the Child Welfare Officer or the relevant personnel from the Child Section at the Local Government. It is essential to provide such suggestions without personal objections, blame, or abusive language.

F. Risk management and child protection

Various activities we engage in, such as child consultations, child club programs, and various events, may inherently carry various risks. Therefore, it is important to anticipate potential risks that could arise during any activity and make the necessary preparations accordingly.

F (1) Risks on the way to the event venue

- Risk of flood in Terai districts, landslides in hilly and Himalayan districts during rainy season.
- Risk of wild animals while walking alone on the forest path,
- Physical and sexual harassment etc. when alone.

F (2) Risks that may occur at the venue

- Physical and sexual violence by known or unknown persons,
- Human and natural disasters like earthquakes, fires, etc.
- Food and health related problems etc.

F (3) What precautions and safety to adopt?

Preparation

- Always inform family members before going anywhere.
- Walk with parents or friends on the road whenever possible.
- Before going to any program, get information on what the program is about, who organized it, where it is going to be, who are participating, how long is it, and so on.
- If possible, do not go to the program requiring night stay, if you have to go, go with an adult guardian or a parent.
- Get general information about what to do in case of an earthquake or fire at the venue.
- Get general weather information before travelling.
- Acquire general information about disaster risk and child protection before participating in any program.

F (4) What to do if you are in problem or amid disaster?

- Make thoughtful decisions without panic or discouragement.
- Request assistance from nearby adults.
- Inform your parent or guardian immediately.
- When you require help or assistance in any problem or danger, contact 100, 104, 1098, or the nearest police station.

Section C

Formal Closing

Session 8: Our Child Club Calendar

Objective: The objective of this session is to empower participants to develop calendars for their child clubs and networks that align with the local-level planning and execution processes.

Expected Achievements: By the end of this session, participants will have the ability to create calendars for their child clubs and networks that are in line with local-level planning and execution.

Time: 20 minutes

Preparation: group divisions of participants for implementation of the action plan

Materials needed: Chart paper, masking tape, markers, meta cards

Method group work



- Notify the participants that we have reached the conclusion of the training. Allocate time for them to voice any complaints, questions, or topics they'd like to discuss.
- Introduce the framework to develop a calendar for the child club or network, aligning their activities with the local-level planning and implementation phase.
- Subsequently, divide the groups according to their respective child clubs, networks, or other relevant contexts, as covered by the training, and instruct them to develop their action plans. Allow 10 minutes for action plan preparation.
- Once all the groups have completed their action plans, conclude the session with presentations and open discussions.



A. Our calendar

S. N.	Works to be done	When to do?	Responsibilities			Where to do?
			Who will Do?	With whom to communicate/ coordinate?	Whom to take help from?	
1	Child consultation preparation meeting					

2	children consultation					
3	Initiatives to include the prioritized plan in the annual local plan					
4	Get information about the plans that were incorporated					
5	Celebrating days like Children's Day, Environment Day					
6	Child club and network meeting to discuss topics for winter Assembly					

Children's clubs should pay attention to the following things when making plans and programs.

B. Activities that can be done by the children's club

- Birth registration Campaign
- School Admission Campaign
- Campaign against child labour, child marriage and girls trafficking
- Street drama for public awareness against caste untouchability, social evils
- Cleanliness Campaign
- Celebrating Children's Day, Education Day
- Door-to-door program for admission of children in child development centres
- Children's Rights promotion through songs, poems, games, stories, debate, painting, magazines, street plays, radio programs, writing articles in newspapers, etc.
- Child rights monitoring: Keeping a complaint box at the local level, Discussion in peer groups, monitoring visit of school and community
- Communication and suggestions for services If children
- **Linking and recommending for service:** Recommend the children who are victim of violence, exploitation, abuse, deprived of education and health services to the concerned service providers.
- **Educational and personality development programs:** Various creative activities, sports activities, short-term skill-based activities for Personality and educational development
- Community volunteering

- Organization of events such as child consultations, interactions, children's hearings, delegation meetings to address the concerns of children's rights through local plans and policies that influence the decision-making process.
- Wall Magazine Publication
- No smoking/open defecation free zone declaration
- Sports and cultural programs
- Quiz, Essay, Speech, Debate, Letter Writing, Painting, Song, Poetry Competition
- Child rights and leadership development training and meeting
- Assist in the promotion of Vaccination Day

C. Things that cannot be done by Child Clubs

- Advocating for or against any political party or its affiliated organizations.
- Misappropriating public or private community assets and causing harm to individuals.
- Promoting incorrect sentiments and biases against specific castes, religions, regions, or professions within the community
- Engaging in actions that breach privacy, disclose the identities of victims of violence and abuse, or negatively impact affected children.
- Participating in events or activities outside of the school or community during nighttime, except for cultural reasons. Organizers must ensure proper security measures are in place for such programs.
- Participating in adventure games without the necessary security measures and approvals, which could endanger participants' lives.
- Involving in child labour or any business activities aimed at generating income for child group funds.
- Undertaking extensive, long-term projects or activities.
- Engaging in actions that are socially unacceptable and have adverse effects on society.

Session 9: Review, Evaluation and Completion of Training

Objective: To test the effectiveness of the training.

Expected Outcomes: Information about the effectiveness of the training will be gained.

Time: 10 minutes

Preparation: The facilitator is advised to prepare the post-training test questionnaire in advance to ensure its distribution to all participants.

Preparation: Meta card cut into heart shape

Method: Question and answer



- Distribute the post-training assessment questions to all participants as outlined in the facilitation manual.
- Advise the participants to use the personalized markers they crafted on the initial day and position them above their respective sets of question papers for easy identification
- Once everyone has finished, collect their answers.
- Provide heart-shaped pre-cut Meta cards.
- Ask the participants to note down three key learnings from this training on the right side of the heart shape, and on the left side, encourage them to write one commitment they plan to make following this training. Stress that they have five minutes for this activity.
- Once all participants have finished filling out their Meta cards, collect them.
- Distribute the training evaluation form and allocate five minutes for participants to fill it out.
- Provide an opportunity for feedback or comments from at least one girl, one boy, and one other individual (only if they wish to reveal their identity). The organizer may have previously conducted a formal closing where participants could also provide their reviews.
- Conclude the session by expressing gratitude to everyone and handing the stage over to the organizers for the formal closing.
- The organizer can formally wrap up the training.

List of Reference Materials

The Act relating to Children, 2018 Government of Nepal.
The Constitution of Nepal, 2015 Government of Nepal.
Local Government Operation Act, 2017, Government of Nepal.
United Nations Security Council Resolution 1612
United Nations Convention on the Rights of the Child, 1989.
SAARC Convention on Regional Arrangements on the Promotion of Child Welfare in South Asia, 2002
Sustainable Development Goals, 2015, United Nations.
Child Club Formation and Facilitation Guidelines (Model) and Child Club Formation and Facilitation Guidelines 2074, Ministry of Federal Affairs and Local Development
Child Fair Operation and Facilitation Handbook 2018, Ministry of Federal Affairs and Local Development, 2074
Child Friendly Local Governance Implementation Guideline, 2021
Child Friendly Local Government Declaration Procedure, 2022
Collection of Participatory Methods for Promoting Child Participation, Consortium, 2010
Child Rights Based Participatory Planning Process Guidebook, Central Child Welfare Board, 2075

People engaged in discussion during the booklet preparation

1. Meena Sharma
2. Rajesh Sharma
3. Rabin Nepal
4. Nabaraj Dhakal
5. Aatmaram Thapa
6. Rojina Karki
7. Raju Thapa
8. Kiran Thapa
9. Sanjog Thakuri
10. Tilottam Paudel
11. Sumikshya Khadka



बालबालिका शान्तिक्षेत्र राष्ट्रिय अभियान

Children as Zone of Peace (CZoP)

📍 Thapagaun-10 , Sim Sim Marg,
New Baneshwor, Kathmandu, Nepal

☎ 01-5244062

✉ czopp.central@gmail.com

🌐 www.czopnepal.org

Facebook: www.facebook.com/czopnepal.org