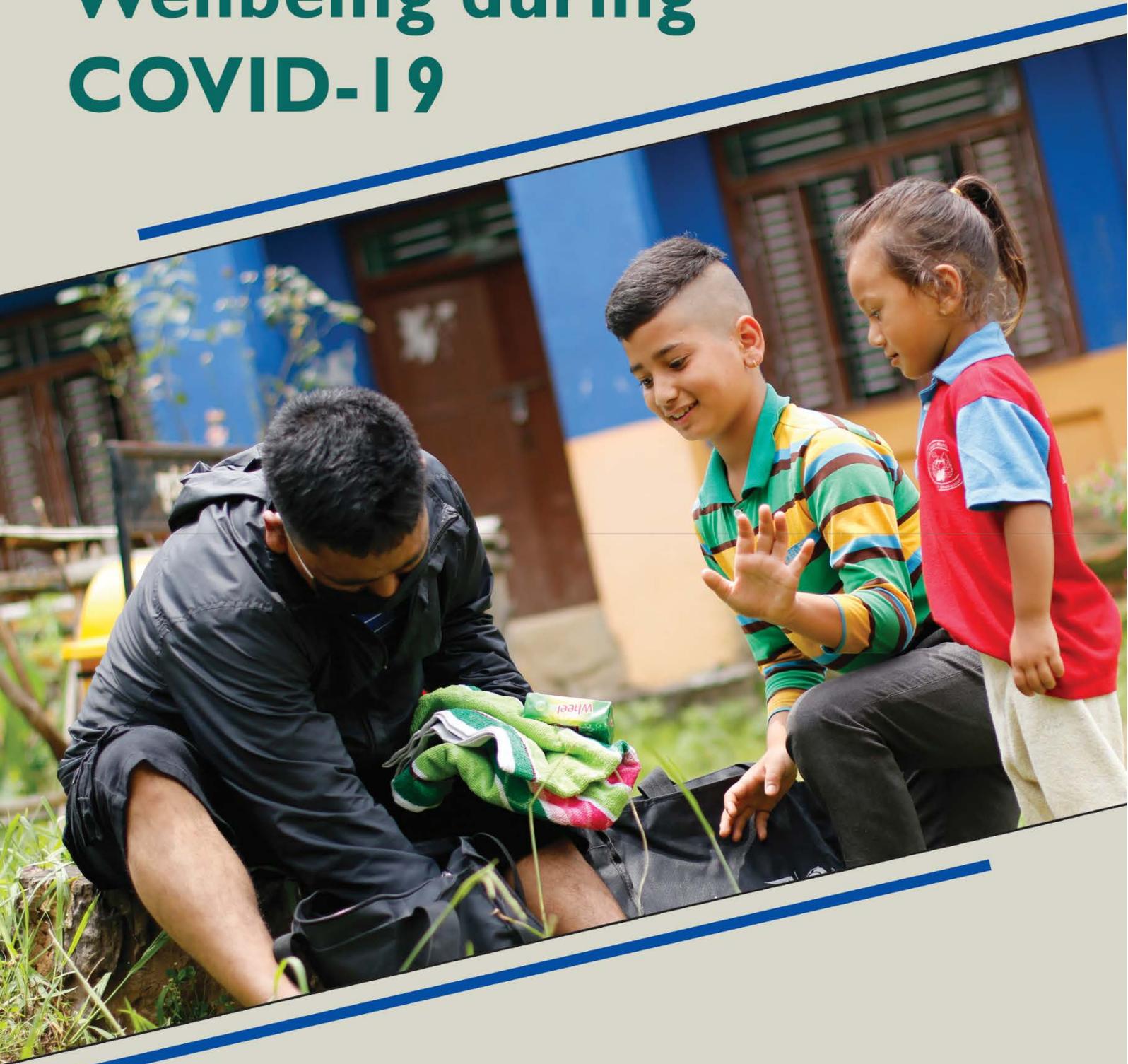


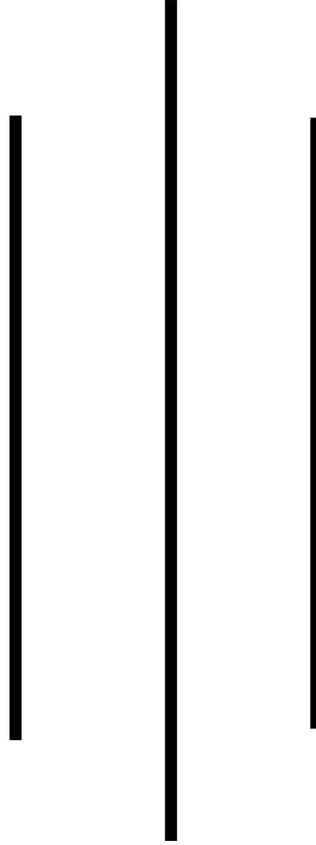
Assessment of Child Wellbeing during COVID-19



कन्सोर्टियम-नेपाल
Consortium Nepal

World Vision 

Research Report
Assessment of Child Wellbeing during COVID-19
(June-July 2020)



Undertaken by



कन्सोर्टियम-नेपाल
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Remarks from the president, Consortium-Nepal

Consortium of Organizations Working for Child Participation-CONSORTIUM-Nepal (www.consortium.org.np) is a civil society network working in the sector of Child Participation since last two decades. It is as a resource center to learn about Child Participation practices throughout the country. It has the collection of various resource and reference materials like child friendly booklets, training manuals, handbooks, reference books, leaflets and posters particularly on Child Participation and Child Rights in general. It is an avenue for both academicians and practitioners for knowledge building on Children's Rights to participation.

Nepal has not been left behind from the impact of COVID-19 global crisis. The Government of Nepal declared three months long state lock-down due to which all the sectors were hugely affected. Children were highly affected by this crisis. In this regard, we are committed to being innovative and sensitive to respond COVID-19 impacts on children in our communities. Therefore, Consortium-Nepal did an Assessment of Child Well-being during COVID-19 in collaboration with World Vision International Nepal. The assessment was done in 31 districts covering all seven provinces of Nepal by collecting responses from children, parents and the local, provincial and federal level representatives. The assessment was based on four major aspects i.e. livelihood, health, education and protection. This report comprises of the detailed study, analysis and the findings of Assessment.

This 'Assessment of Child Wellbeing during COVID-19' wouldn't have been possible without the painstaking efforts of the Consortium Nepal's Board Members.

I acknowledge and appreciate all the respondents, particularly children, parents, elected representatives of all level (viz. local, provincial and federal) and government officials from different institutions for their generous support in carrying out this important assessment. I extend my special thanks to Bishnu Bahadur Khatri, Bikal Shrestha, Santosh Bhandari, Deepak Prasad Bashyal, Gaurav KC and Araj Gautam for their diligent efforts, especially in the development of questionnaire(s) and data collection, compilation, analysis & presentation-that constituted core part of this assessment. I am greatly thankful towards the member organizations, Child Advisory Board and Provincial Committees of Consortium Nepal for their valuable contribution, especially in facilitating interviews with the respondents. Last but not the least, my profound appreciation goes to the Board Members and Province Coordinators, namely Mohan Dangal, Santosh Maharjan, Pradeep Lamichhane, Shalikram Pandey, Brij Mohan Kushuwaha, Prakash Khatiwada, Ganga Gurung, Swastika Pokhherel, Rudra Thebe, Kopila Timalina, Puskar Dahal, Deepak Sharma, Badri Subedi, Laxmi Bhattarai and Jaya Bahadur Bishwokarma, and as well as Shyam Adhikari, Binay Baral and Pramila Adhikari of World Vision staff for their constructive feedback during the survey and report drafting process.

The report analyzes the data of the respondents regardless of the limitation which is the short period of time using online platforms. Along the data observation, the report also provides the recommendations for the stakeholders. Furthermore, it conveys the message of the need of focus on the Children in the time of difficulty among parents, local, provincial and federal level of government including the Children themselves as well.



Kiran Thapa
President

July 2020



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Message from National Director, World Vision International Nepal

I am pleased to share with you the Child Well-Being Assessment Report during the early crisis of the coronavirus (Covid-19) in Nepal, in partnership with 'Consortium Nepal'. This report is based on the assessment conducted via virtual and limited face-to-face meetings during May & July 2020 at 31 districts in 7 provinces with voices from 292 children, 256 parents and 103 Local Governments at local and federal level. While the report is officially published this month, the results of this report was used to inform World Vision International Nepal's Covid-19 Emergency Response from April to July 2020.

In summary, the report clearly indicates that children, in particular the girls and boys from the most vulnerable families, are disproportionately affected. On Education, some 62% of children suggested that there were no class during the lock-down period, and for some alternative classes, some 30% parents said that they were not effective at all. While some families are able to access internet and other alternative classes, some 60% families indicated that they cannot access them. On health and risks communication, there is a good number of children (83%) are able to access information about Covid-19 and majority of them (30%) accessing them through social media.

In the areas of protection, there has been consistent findings from children (89%), parents (84%) and local governments (55%) indicating that one of the negative consequences of the lock-down was the increased harmful practices or abuses towards children. Such conditions included mental stress/anxiety (22%), sexual abuse or exploitation (19%), online abuses (16%) and even rape cases (9%). While some respondents are aware where to seek help (child protection committee/child rights related organization, police, judicial committee and child clubs networks); but there still some 30% children who are not aware at all of the available supports. Further, for children who had to stay for a while in the quarantine sites, majority of local government respondents (63%) acknowledged that there was no such child friendly facilities.

World Vision has used some of these assessment information to inform its USD 1.7 million covid-19 emergency response. To date World Vision's covid 19 response has reached over 650,000 beneficiaries including over 250,000 boys and girls from the most vulnerable communities. The supports included: provision of 1100 Protective Personal Equipment (PPE) to front-line health staff; massive risks communication campaign and online education materials via radio through 'Hamro Ghar Hamhor Pathsala' programs; installment of hand-washing facilities at community centers, health centers and quarantine sites; provisions of food and agriculture inputs; support for child protection committee to address protection cases; and leadership and coordination with other partnership in coordination with the Government of Nepal at all levels. Moving on, post emergency and early recovery period, World Vision is now implementing medium term recovery activities addressing covid-19 impact across its 25+ long term development projects in 13 districts across 6 Provinces.

Finally, I would like to thank Consortium Nepal for leading this initiative; all children, parents, and local government officials involved in the assessment process and for World Vision team. I believe, the facts bring forward through this report are the expression of despairs and of hopes from our children, and I am hopeful that this will help the policy makers and all stakeholders to bring robust interventions against the effect of COVID 19 on the most vulnerable girls and boys and their families in Nepal.

Janes Ginting
27 July 2020

EXECUTIVE SUMMARY

A novel Corona virus or COVID-19, which evolved in Wuhan, China in early December 2019, has soon turned into pandemic infecting over 15 million people and causing over 600 thousand deaths across the world, as of July 21 (WHO 2020). The pandemic is causing heightened level of concern and massive public reaction as it continues hampering multiple aspects of peoples live, by more or less confining people in their houses with their economic activities either slowed or brought to complete halt. Implementation of strict social distancing and other preventive measures, for a long time, is frustrating people with boredom, inadequate information, and productivity loss.

As of July 21, 2020, Nepal has 17,994 positive cases with 40 deaths reported. Among them, 12477 people (69.3%) have already recovered from the infection while confirmed cases in isolation is 5477 (MoHP, GoN). Similarly, the number of children (i.e. people aged 0-20 years) is 4305 which is almost 24% of the total positive cases. While children so far have not faced direct health effects of COVID-19- the crisis is having a profound effect on their wellbeing. During the lockdown, children are more vulnerable to abuse and exploitation while their schooling is seriously disturbed. Therefore, with the objective to collect, analyze and disseminate authentic information on the situation of children in Nepal during the pandemic, Consortium Nepal conducted a research titled 'Assessment of Child Wellbeing during COVID-19'.

This assessment is accompanied by collecting responses of children, parents and local government representatives/officials from selected districts across Nepal. For the purpose, separate questionnaires were developed for all these stakeholders. Being a descriptive study, questions were developed so as to collect qualitative data as per the need and availability. The final questionnaires were then replicated into Google Forms to facilitate the online survey. Efforts were also made to disseminate the hard copies of the questionnaires to those respondents having difficult to access the online Google form. The information of such hard copies was then entered in the Google form by the research team. Furthermore, online meetings were conducted with child rights experts and members of Child Advisory Board of Consortium-Nepal to include different aspects of the children in the assessment. National inclusion parameters are fully respected while selecting the respondents for the assessment. One of the limitations of the study is that the survey was completed within short period solely using online platforms.

Some of the major findings of the assessment:

- Majority of children (over 88%) are upset due to school closure while less than one-third of children are lucky enough to participate in online or alternative classes run by their schools while they stay at home.
- Less than 20% of government representative believe that alternative education run by some schools are effective. The claim is supported by the children who have had/having such classes- 70% stating that online classes are effective only to some extent.
- Around 72% of the children have access to electronic gadgets like mobile, laptops and tablets necessary for online classes. However, data shows only 62% have regular internet facility at their homes.
- There is unchecked flow of blurred information regarding COVID-19 and related issues with over 23% parents claiming most of information in circulation, especially in online platforms is fake or not accurate. Nevertheless, for many of the children and parents social media, television and newspapers are the main sources of information regarding COVID-19.
- About 71% of parents are using materials like soap & water, mask and hand sanitizer to remain protected against COVID-19.
- Speaking about child safety, there seems rise in harmful practices against children during the lockdown. Majority of government representatives unveiled that issues of social norms and traditional harmful practices against children have been constantly reported during the lockdown, which among others mostly included child marriage, discrimination between son & daughter, and dowry system.
- Surprisingly about 9% of the children approached during the assessment claimed they have heard incidents of child rape in their community. The second place is occupied by 'sexual abuse or exploitation' (19%) only to be followed by 'criminal behaviors through phones' (16%).

Some of the major recommendations:

- Local governments should focus in disseminating information about COVID-19 pandemic and child right issues using child-friendly means, and should distribute preventive materials like masks, sanitizers, hand wash etc. within the access of children.
- Along with effective and accessible alternative methods for child learning, local government should also plan reopening schools in near future with necessary safety measures and health facilities. They should also come-up with plans and activities to discourage traditional harmful practices and violence against children.
- Parents should provide their children all affordable facilities necessary for alternative classes along with a good learning environment at home. They should never discriminate between son and daughter.
- Children should share their problems and difficulties, if any, with their parents, family members or any trusted person for amicable solution, rather than keeping secrets. Furthermore, children should refrain from being over engaged in electronic gadgets like mobile phones, computers and televisions.
- Children can better utilize their free time by learning about their clan and kin- grandparents and lineage. Also, they can engage in learning more about their religion and family rituals.
- Government should focus in disseminating the right information to children regarding how and when schools are opening in advance, with necessary counselling for children to build their confidence and trust.
- Local government should strengthen child rights mechanism and give more attention to ensure child rights during the difficult situation like ongoing COVID-19 pandemic. LGs should have relevant policies, resources and effective implementation plans for this.
- There should be an effective case handling and referral mechanism ensuring basic principles during the COVID-19 context.
- Government(s) should focus in building platforms for children where they can learn and share their skills and creativity, and should ensure child participation in local planning process, school and health management.
- Government should prioritize psychosocial wellbeing of children- reducing fear, trauma and anxiety. There is also the need for the review of existing policy provisions and structure to address disaster context.
- Provincial and federal government should allocate sufficient budget in child sector, importantly for the protection and development of children. Government(s) should have special fund to support children during the pandemic and other disasters.
- Stakeholders, Development Partners and CSOs should cooperate with the government(s) to support policy and plan to ensure child rights and also for the meaningful participation of children.

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ACRONYMS

App	Mobile or Computer Application
CONSORTIUM-Nepal	Consortium of Organizations Working for Child Participation
COVID-19	Coronavirus Disease 2019
CR	Child Rights
CSO	Civil Society Organizations
DP	Development Partners
GESI	Gender and Social Inclusion
GoN	Government of Nepal
GP	Gaupalika (Rural municipality)
LG	Local Government
MoHP	Ministry of Health and Population
NGO	Non-Governmental Organization
NP	Nagar Palika (Municipality)
PSA	Public Service Announcement
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Sciences
SWC	Social Welfare Council
UNICEF	United Nations Children's Fund
WHO	World Health Organization

1. INTRODUCTION

1.1. Background of the Research

The coronavirus disease 19 (COVID-19) is the biggest health problem at present is spreading in a rapid pace throughout the world. The effect of this disease is not just limited to health but has a wider socio-economic implication. As of July 21, 2020, there is over 15 million confirmed cases in 213 countries and territories with over 600 thousand deaths reported. This scenario only seems to be escalating. The global pandemic has brought the world to stand still with impact in lives, economy and society. The pandemic has caused the state of lockdown in many countries.

The lockdown has affected normal day to day lives of everyone, however, the group suffering the most during the lockdown is the children. It is because children are more sensitive in terms of the risk associated, is not only health related but disruption in the society can seriously impact on their safety, wellbeing and future. During the lockdown children are more vulnerable to abuse and exploitation. At these day schools are closed and they are unable to go out to play like they regularly would. The lockdown has also caused great confusion and a state of fear in children. Though today children are having more access to internet than ever before, because of their leisure time but this has put them in vulnerable group of cyber molestation. Some security experts also fear that some online classes could lead to bullying of children- as they remain at homes without much parental guidance. The sharp growth in fake news in recent days, including in matters related with COVID-19 pandemic, could result into serious psychological problems in children if not stopped.

Since the confirmation of the second Covid-19 case in Nepal and the imposition of full lockdown by the Government from 24 March 2020, local governments (or municipalities) have been doing everything in their capacity to serve people and tackle the outbreak, despite the financial and human resource constraints. In fact, the local governments took the lead in prohibiting public gatherings, establishing information centers, setting up hand-washing systems, allocating isolation beds, and instituting quarantine procedures at public and private hospitals. Among others, the lockdown has badly affected the low-income and migrant workers in informal economy as their livelihood options have, more or less, come to complete halt. There was desperate and massive need for relief packages but were inadequately addressed by the government. Many civil servants were slow to adjust to the demands of the crisis, and resources like personal protection equipment remain in short supply. In fact, the inadequate harmonization of different emergency laws and the lack of uniform local government policies have undermined the effective regulation of the relief work in an effective manner.

Nepal's 2015 constitution, designates public health as a shared responsibility: broad policy functions fall under federal or provincial jurisdiction, but primary healthcare and sanitation are exclusive functions of local government. To develop their own Local Healthcare and Sanitation Acts, local governments are based on powers enumerated in the constitution and national legislation. However, as the newly elected representatives began to set their priorities, few have focused on healthcare. They often lack governance expertise, and local governments have not fully developed their capacity to fulfill their responsibilities. In the initial days of the outbreak, local governments are found having inadequate knowledge about how to respond to COVID-19 as the virus is highly contagious, however, their responses kept on progressing eventually.

The government has established the COVID-19 Crisis Management Center (CCMC), as per a Cabinet meeting of March 29, in order to develop information system, human resources and other resources to

combat the COVID-19 induced crisis. The center is all powerful having the mandate to identify the medical equipment and medicines needed for the treatment of COVID-19 and their procurement; provide health and treatment facilities to the suspected and infected people, ensuring peace and security and development of required information system and other technologies. Nevertheless, the performance of Centre is far from being efficient and responsible to control, prevent and tackle COVID-19 crisis in Nepal.

The federal response to the crisis has largely lagged, and there is need for a comprehensive national legislation to clarify and coordinate roles and responsibilities at the difficult time like this. At present there are many standards developed for different purposes. For example:

- i. Standard about Rescue and Relief for Disaster Affected People (Sixth amendment, 2074 BS),
- ii. Cabinet Decision to Relief Distribution for Disaster Affected People (2075/1/26),
- iii. Relief Standard for the Labors working in Informal Sectors (2076 BS), etc.

As different standards are developed for the different purpose, it is quite challenging to harmonize among the standards which created the conflicts among the needy families. Absence of common national standard and guideline for disaster relief is posing the continuous threats.

On the other hand, the federal government has been creating new institutions one after another without acknowledging the role of already established institutions and mechanisms. For example, the National Disaster Risk Reduction Management Authority could play a crucial and effective role if given the full mandate and authority to handle the COVID-19 response. A kind of egoism to do the most has arisen among ministries and institutions and the end result has been poor coordination. These kinds of behavior and unplanned interventions exposes critical gaps in Nepal's policy-making infrastructure, which must be plugged. Nepal's unwieldy, distended federal public administration architecture must be rationalized to drive policy coherence across the whole of government. Among all these, prioritizing the elimination of corruption in the center of government is critical.

1.2. Need for this Assessment

To ensure the right to information of the children it is must that we provide them correct information and also recognise their understanding. This is also true with ongoing COVID-19 pandemic. Therefore, it becomes imperative that we analyse overall situation of children in our country amid this pandemic and provide them with factual information, and help them exercise their rights in every possible way. In fact, this is the high time try to understand children's perceptions regarding how they are living through because of the pandemic. Since March 24 schools are closed and children are trapped in their houses, with few having learning opportunities online- those having access and affordability for computers, smart phones and internet facility. Against this backdrop, Consortium Nepal planned to conduct an assessment on the situation of children through Google survey. The assessment helped understand overall situation of children and how their rights are meet. The assessment has provided an overview of the understanding about COVID-19 among children.

1.3. Objective

- i. To collect, analyze and disseminate information about the overall situation of children in Nepal during the pandemic with specific focus on education, protection and health issues
- ii. To find out the feelings and perception of children about the pandemic and its impact on children.
- iii. To find out the needy interventions that can be implemented from children's end to mitigate violence against children

2. METHODOLOGY

2.1. Assessment Process

The assessment is carried out with the children, parents and local government representatives/officials. The following steps have been followed to complete the assessment:

a. Questionnaire Development

Different set of questionnaires were developed with the help of research expert, for collecting opinion and recommendation of children, parents and government representatives/officials. Zoom meetings were conducted with child rights experts and Child Advisory Board of Consortium-Nepal to include all important aspects of the assessment. Being a descriptive study, questions were developed so as to collect qualitative data as per the need and availability. The final questionnaires were then replicated into Google Forms to conduct the online survey.

b. Orientation to the Member Organizations and Province Coordinators

Zoom meetings were organized for the board members, province coordinators and member organizations of Consortium-Nepal in order to orient them regarding the basics of the assessment, research tools and to ensure smooth sharing of the questionnaire (based on developed strategy). They were mainly encouraged to identify the key respondents of diverse background.

c. Dissemination of the Questionnaires

The link of the Google forms (questionnaires) were then circulated through emails, social media and SMS to the wider stakeholders/member organizations- making sure they reach the proper respondents (i.e. children, parents, government representatives/officials) of the selected districts. Efforts were also made to disseminate the hard copies of the questionnaires to those respondents having difficult to access the online Google form. The information of such hard copies was then entered in the Google form by the research team.

d. Follow up with Member Organization

Regular follow up with the member organizations was done to ensure that the survey is carried out in all provinces and selected districts. Regular follow up was also important to insure inclusive participation of the children. The Consortium-Nepal Board Members, staff team and province coordinator have had played proactive role in making regular follow-up with member organizations and survey respondents.

e. Data Analyze and Reporting

A team of researchers have had compiled the data/information received through the online survey. The collected data were cleaned and edited before subjected to statistical analysis. The research team used SPSS 20.0.0 version for data analysis and interpretation. The research team has tried to minimize content errors during coding and decoding work, and during documentation and data analysis techniques by minutely reviewing each and every response. Information was divided theme-wise and thematic analysis was done for assessing the findings. Some of the qualitative information was transcribed, translated and analyzed manually. A draft of the report was shared to child rights experts, Child Advisory Board of Consortium-Nepal and selected government representatives/officials for their feedback. The feedback from them were then compiled and further analyzed for the development of this final report.

f. Report Sharing

This final report of the assessment with a separate section for key advocacy issues will be prepared and shared among different child clubs/networks, stakeholders, child rights activists, government representatives/officials through different virtual meetings, emails, social media (like: Facebook, Skype, YouTube) and other platforms (like: Television and Radio).

2.2. Selection of Survey Districts and Respondents

In order to make the survey inclusive and scientific, Consortium Nepal has developed criteria for the selection of the districts and target audience for the survey. The following standards were set:

2.2.1. Selection of Districts

- a. The survey was conducted in at least four (#4) districts in each of the seven Provinces
- b. The districts were selected by the responsible Province Coordinators/Board Members
- c. Inclusion of minimum number of hilly and terai districts was must.
- d. At least one district with most cases of COVID-19 (red zone district) was selected in each of the Province

Table 1: Provinces and Districts selected for the Study

Province	Districts
Province 1	Morang, Sunsari, Jhapa, Ilam, Sankhuwasabha
Province 2	Bara, Parsa, Rautathat, Sarlahi
Bagmati Province	Kathmandu, Lalitpur, Bhaktapur, Sindhuli, Makwanpur, Dolokha
Gandaki Province	Lamjung, Parbat, Nawalpur, Kaski
Province 5	Palpa, Kapilvastu, Pyuthan, Banke
Karnali Province	Jajarkot, Dailekh, Jumla, Surkhet
Sudurpaschim Province	Bajhang, Bajura, Doti, Kailali

2.2.2. Selection of Respondents/Participants

- a. The participants from different districts were selected by Province Coordinators/ Board Members using cluster and random sampling method.
- b. Eight (#8) children from each district (age10-18) ensuring inclusive participation (Girls at least 50%, Janajati, Dalit, Child Clubs, Non-Child Clubs, Children from Rural/Urban setting, Labor, Children Homes).
- c. Eight (#8) parents form each district. The respondents can be the parents of the children respondents as well. Responsible persons were properly instructed to make sure that parent responses are not filled up by children themselves.
- d. At least three (#3) government representatives/officials from each selected district.
- e. At least two (#2) provincial government representatives/officials from each province.
- f. At least two (#2) federal government representatives/officials.

2.3. Disaggregated Data of the Respondents

Table 2: Disaggregated Data of the Children

Caste	Age		Gender		Disability		Education Level						Total	
	10 – 14 yrs.	15 – 18 yrs.	Boy	Girl	Yes	No	< Class 5	Class 5-8	Class 8-10	Class 10-12	> Class 12	No Schooling		Informal Edu.
Hilly Brahmin Chhetri	39	85	61	63	3	121	13	13	54	36	8	-	-	124
Hilly Dalit	14	17	22	9	3	28	2	11	13	5	-	-	-	31
Hilly Janajati	30	17	23	24	3	44	5	21	13	6	2	-	-	47
Madhesi	8	16	11	13	2	22	6	6	5	5	2	-	-	24
Madhesi Dalit	3	4	3	4	1	6	2	2	2	1	-	-	-	7
Madhesi Janajati	6	7	5	8	3	10	2	2	5	4	-	-	-	13
Tarai Brahmin Chhetri	2	18	7	13	-	20	-	1	11	8	-	-	-	20
Minority Caste/Community	2	2	1	3	-	4	2	1	-	1	-	-	-	4
Muslim	2	2	2	2	-	4	-	1	3	-	-	-	-	4
Others	5	13	8	10	1	17	1	3	7	7	-	-	-	18
Total	111	181	143	149	16	276	33	61	113	73	12	-	-	292

Table 3: Disaggregated Data of the Parents

Caste	Age			Gender		Disability		Education Level						Total	
	18 – 40 yrs.	40 – 60 yrs.	>60 yrs.	Male	Female	Yes	No	< Class 5	Class 5-8	Class 8-10	Class 10-12	> Class 12	No Schooling		Informal Edu.
Hilly Brahmin Chhetri	68	40	3	62	49	4	107	4	6	19	22	55	3	2	111
Hilly Dalit	14	13	-	14	13	2	25	8	5	5	4	5	-	-	27
Hilly Janajati	30	22	-	24	28	5	47	4	10	7	13	16	-	2	52
Madhesi	13	7	-	15	5	4	16	-	4	4	7	5	-	-	20
Madhesi Dalit	3	-	-	1	2	2	1	-	-	1	1	1	-	-	3
Madhesi Janajati	6	6	-	6	6	1	11	-	1	2	3	3	2	1	12
Tarai Brahmin Chhetri	10	7	-	6	11	-	17	2	2	4	3	5	-	1	17
Minority Caste/Community	3	2	-	5	-	1	4	1	1	1	1	1	-	-	5
Others	7	2	-	4	5	-	9	1	1	2	1	4	-	-	9
Total	154	99	3	137	119	19	237	20	30	45	55	95	5	6	256

Table 4: Disaggregated Data of the Government Representatives

Caste	Age		Gender		Disability		Education Level						Total	
	19 - 40 yrs.	41 - 60 yrs.	Male	Female	Yes	No	< Class 5	Class 5-8	Class 8-10	Class 10-12	> Class 12	No Schooling		Informal Edu.
Hilly Brahmin Chhetri	11	30	23	18	1	40	1	1	6	7	26	-	-	41
Hilly Dalit	7	5	4	8	1	11	1	2	1	4	3	1	-	12
Hilly Janajati	6	11	9	8		17	1	1	2	5	8	-	-	17
Madhesi	8	3	4	7		11	-	1	1	7	1	-	1	11
Madhesi Dalit	1			1		1	-	-	-	1	-	-	-	1
Madhesi Janajati	3	6	1	8		9	-	-	3	2	4	-	-	9
Tarai Brahmin Chhetri		2	2			2	-	1	-	1	-	-	-	2
Minority Caste/Community		2	1	1		2	-	-	1	-	1	-	-	2
Muslim	2	4	4	2		6	-	-	1	2	3	-	-	6
Others		2		2		2	-	-	-	-	2	-	-	2
Total	38	65	48	55	2	101	3	6	15	29	48	1	1	103

Table 5: District and Province-wise Selection of Respondents

PROVINCE			DISTRICTS																	
Province No. 1			Ilam			Jhapa			Morang			Sankhuwasabha			Sunsari					
41	40	15	8	8	3	8	8	3	8	8	3	8	8	3	9	8	3			
Province No. 2			Bara			Parsa			Rautahat			Sarlahi								
39	39	21	11	13	11	9	9	4	9	8	3	10	9	3						
Bagmati Pradesh			Bhaktapur			Dolakha			Kathmandu			Lalitpur			Makwanpur			Sindhuli		
62	48	20	9	8		8	8	3	13	8	4	8	8	3	11	8	4	13	8	3
Gandaki Pradesh			Kaski			Lamgunj			Nawalpur			Parbat								
34	33	12	9	9	3	8	8	3	9	8	3	8	8	3						
Province No. 5			Banke			Kapilbastu			Palpa			Puthan			Indicators: Box-1: No. of Children Box-2: No. of Parents Box-3: No. of Gov. Rep.					
42	32	13	12	8	3	9	8	4	11	8	3	10	8	3						
Karnali Pradesh			Dailekh			Jajarkot			Surkhet			Jumla								
38	28	10	14	8	3	8	4	1	8	8	3	8	8	3						
Sudurpashchim Pradesh			Bajhang			Bajura			Doti			Kailali								
37	36	12	9	9	9	9	9	9	8	9	9	11	9	9						
Total																				
292	256	103																		

2.4. Limitation of the Study

The finding of the study was primarily based on the survey questionnaire(s) and disseminated to the sampled respondents in the selected districts of all seven provinces. As the survey includes data/information from randomly selected participants, it greatly limits our ability to generalize the study findings for the whole country. Nevertheless, assessment finding scan be used for the study purpose and as a reference document. Followings are the key limitations of this assessment:

- Data were collected using online Google Form with limited number of respondents, therefore its limitations come along, especially in data retrieving and analysis.

- In some places there were problem of internet proving access to Google Form difficult for many respondents.
- Respondents have had to fill the form in absence of researcher, therefore, they might not able to answer all the questions. Due to the online survey, researcher's follow up questions or clarification on the questions is missing.

2.5. Ethical and child safeguarding

The ethical responsibility was explained to research team members particularly to make sure that there is 'No harm to children' due to the assessment process; which the team followed accordingly throughout the study period and beyond. In addition, they did not expose children to the risk of harm and abuse, and for any concerns regarding children's safety in their area of work, were communicated and reported to the appropriate authorities. Prior requesting to complete the survey questionnaire, respondents were provided the consent form for signature. This was important to ensure that person approached for the assessment were aware of what they are agreeing to do and is also aware of the use of their information. The Research team had strictly abided by this policy and ensured protection of children at all times while conducting this assessment.

3. MAJOR FINDINGS AND ANALYSIS

3.1. Child Education

3.1.1. Are children upset when school is closed or when they couldn't go to school during the lockdown due to COVID-19?

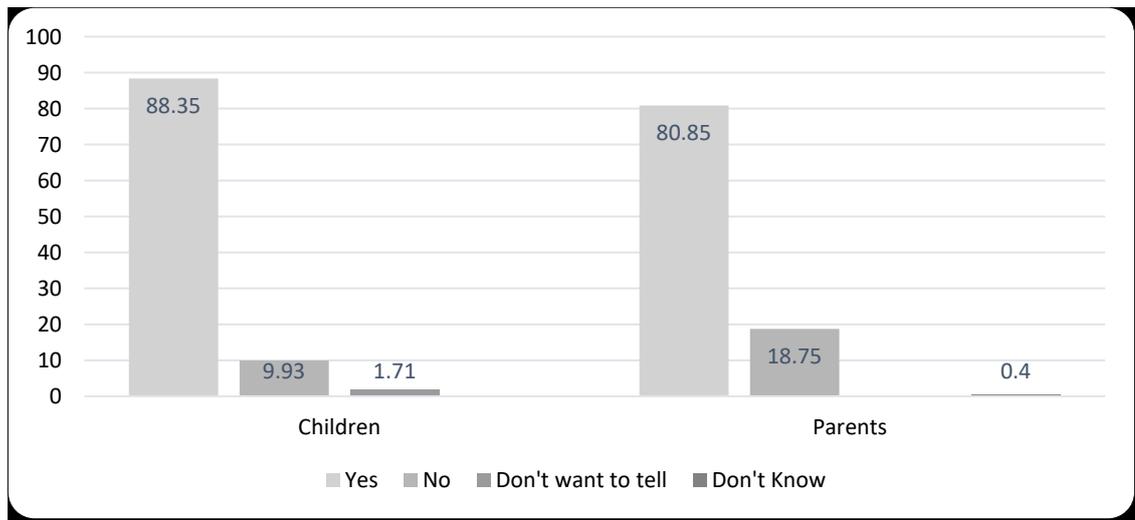


Figure 1: Children were upset when school is closed or they can't go to school (in %)

Out of total children and parents approached most of the children (88.35%) and parents (80.85%) said that children were upset when school is closed or when they couldn't go to school because of the lockdown due to COVID-19. This is probably because majority of children are school students and their daily routine is totally hampered due to the lockdown. Only 10% of the children said that they were not upset due to school closure, while nearly 19% parents claimed that their children were not upset during the lockdown.

3.1.2. Did school have run alternative classes during the lockdown (such as online classes, video classes or other optional classes)?

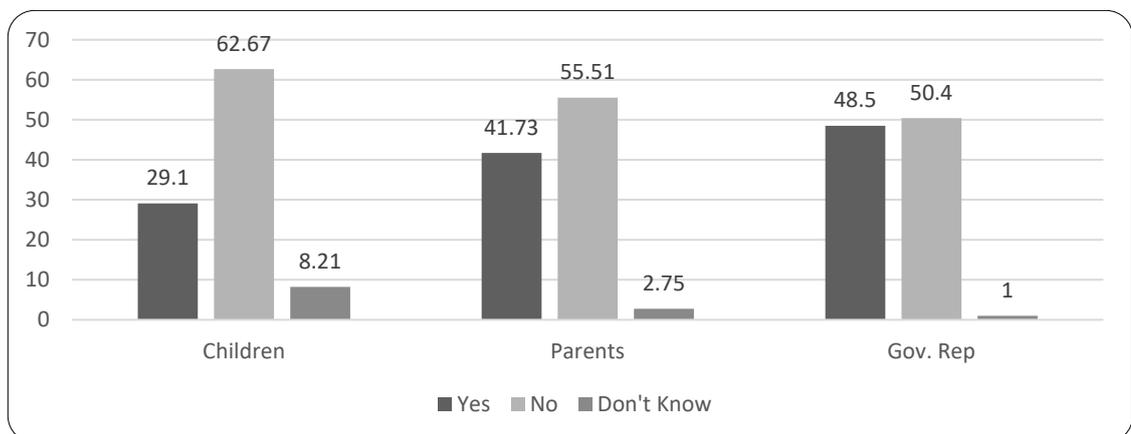


Figure 2: Anternative classes run by schools during the lockdown (in %)

Out of total children, parents and Gov. Rep. approached for this question, about 29% children, 42% parents and 48.5% Gov. Rep said that schools have run alternative classes during the lockdown (such as online classes, video classes or other optional classes). However, majority of the respondents (62.67%- children, 55.51%- parents and 50.4-Gov. Rep) claimed that NO such classes were run during the lockdown. This is most probably because majority of the schools might lack required

infrastructures, facilities and trained teachers to run online classes. But it is equally possible that these schools haven't run online classes because majority of their students can't afford that due to several reasons. More than 8% children, 2.75% parents and 1% Gov. Rep. were found unaware of any classes run by the schools during the lockdown.

Among 16 children with disability, only 5 (31.23%) said that their schools have run some alternative classes during the lockdown (such as online classes, video classes or other optional classes). The remaining 11 (68.75%) claimed that NO classes were run during the lockdown. Similarly, among 19 parents having some sort of disability, 11 (58%) said their children took alternative classes even in the lockdown while the remaining 8 (42%) said otherwise.

3.1.3. Gov. Rep. Views on Alternative Arrangements for Study.

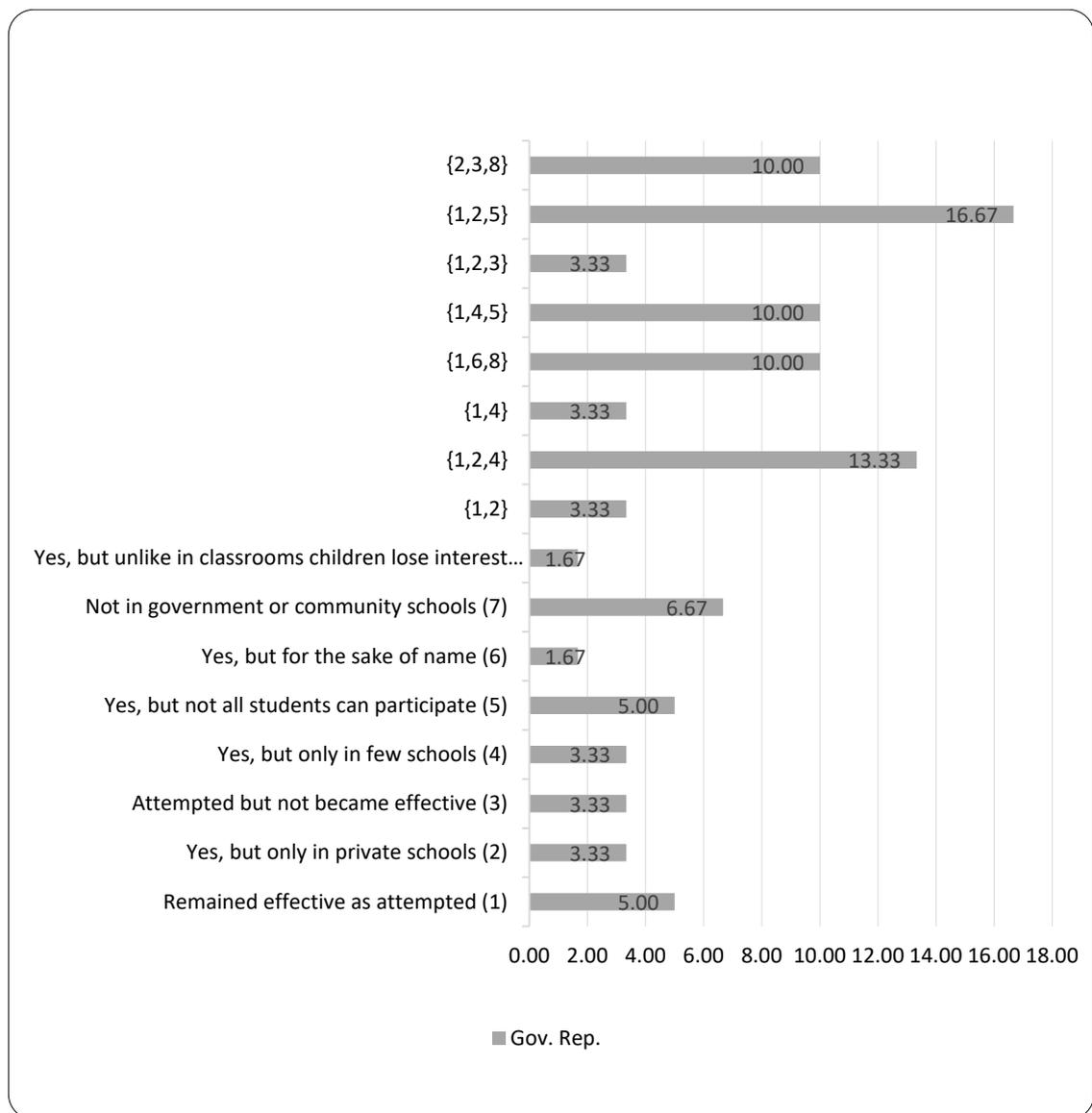


Figure 3: Gov. Rep. Views on alternative arrangements for study (in %)

Out of total 103 Government Representatives, only 60 have responded to this question. The low response was might be because many respondents didn't understand the question and/or options properly. The majority of respondents have provided their mixed views regarding the alternative arrangements for study made by schools. About 17% said that such alternative arrangements have

remained effective as endeavored, but only in private schools and not all students can participate {1,2,5}. Other 13.33% respondents claimed that such alternative arrangement for classes are effective but only in few of the private schools {1, 2,4}.

There are very few respondents having negative view regarding the alternative classes- they claim that online classes are effective just 'for the sake of name' (1.67%). Similarly, another 1.67% claimed that children have lose interest in online classes as they are not effective like learning in-person in the classrooms. All kind of these mixed responses indicate that alternative classes can't be as effective as classroom-based education, true even for private schools. Nevertheless, alternative classes run by some private schools are much better and relatively effective.

3.1.4. View on the Effectiveness of Alternative Classes during the Lockdown.

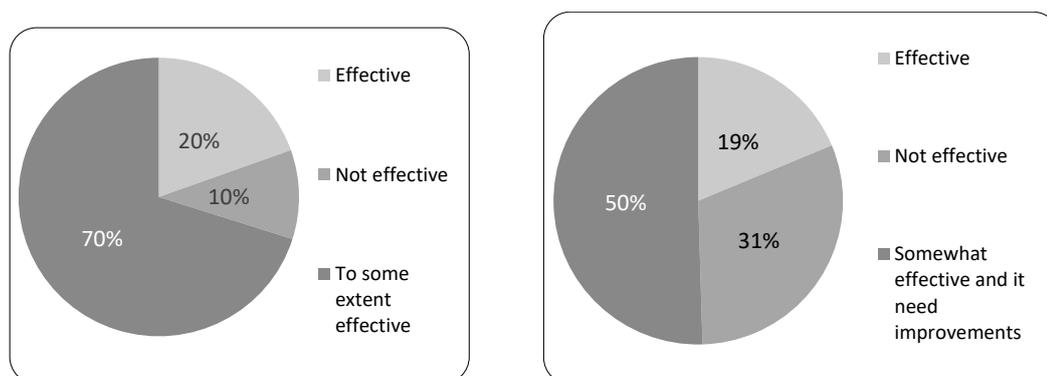


Figure 4: Parents' and children's view on effectiveness of alternative classes.

Only 107 parents provided their responses on this regard. Almost half of the respondents (50%) claimed that alternative classes remained somewhat effective but there are many rooms for improvement. This might be because most of these parents send their children in private schools, and these schools have necessary facilities to run alternative classes. Nearly one third parents (30%) said that alternative classes are not effective at all, and nearly as less as 19% opined that such classes remained effective.

In case of parents with disability, 11 out of 19 have replied to this question. Among them, 45.4% said that alternative classes remained effective while 27.3% claimed that such classes were not effective at all. The remaining another 27.3% opined that alternative classes are some what effective but there are many rooms for improvement.

Similarly, only 87 children have given their views in this regard. Among them more than two third (i.e. 70%) claim that online or alternative classes are effective but to some extent only. There are just 20% children claiming such classes are very effective. On the other hand, 10% of the children stressed that these classes are not effective at all. In case of children with disability, only 6 out of 16 have replied to this question. Among them, majority (83%) said that alternative classes remained effective but only to some extent while only one child is found claiming these classes are not effective at all.

3.1.5. Have all Children in your Family or Community been able to Attend such Classes?

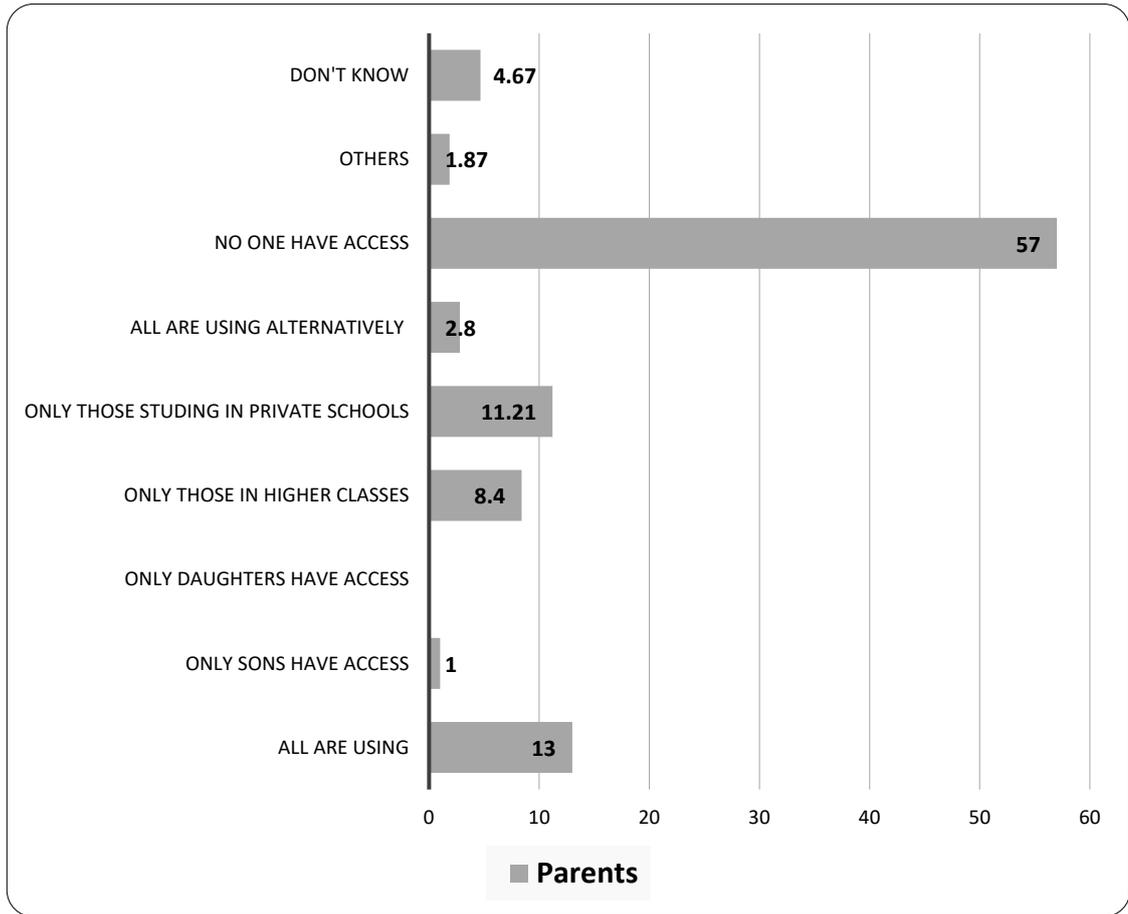


Figure 5: Children's access to alternative classes

Out of total 256 parents 107 responded to this question regarding children in their family and community having access to alternative classes (See: Fig 5). The majority (i.e. 57%) of the respondents claimed that children in their family or community don't have access to alternative classes at all. Only 14% of parents said that all of their children are using alternative classes while more than 11% stressed that only those studying in private schools have access to such classes. Similarly, 8.4% said that only student of higher classes has such facilities while less than 3% said that both their sons and daughters are having such classes alternatively. Less than 1% of the parents claimed that there is gender biasness (only sons have access) to such classes.

3.1.6. Are these alternative class been continued? Or, have they got continuation?

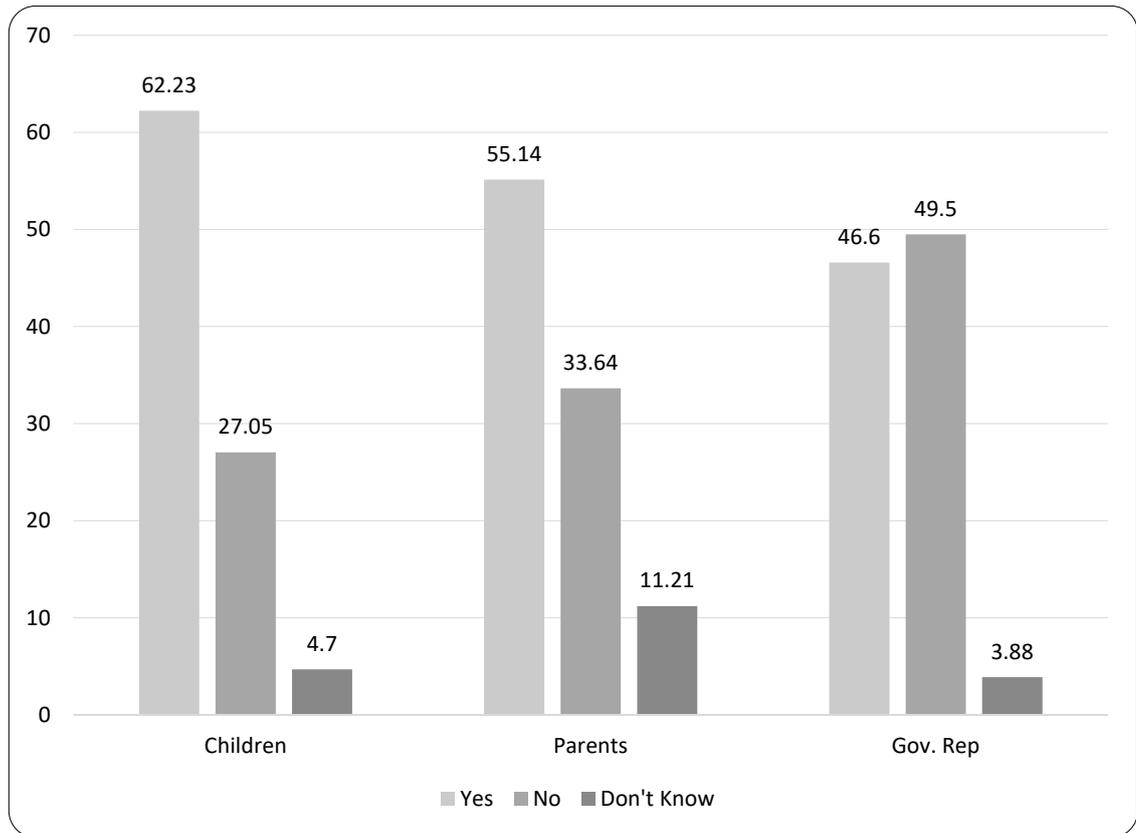


Figure 6: Children's responses regarding continuation of classes during lockdown.

Out of total 292 children only 85 have replied to this question. Among them, 66% children said that such classes are still continue while 29% said classes are now discontinued. The reason behind discontinue of classes may be due to their limited resources (like infrastructure and other facilities) and capacity (like trained teachers) to run alternative classes. The remaining 5% don't know the status of such classes. Similarly, only 107 out of total 256 parents replied to this question. Among them, 55% said that these classes are continue while 33.64% said otherwise. The remaining about 11% are unaware about the status of alternative classes run by the schools. In case of Gov. Rep., all of them have replied to this question. Most of them (49.5%) said that such classes are now NO more continuous while 46.6% claimed that classes are still continue. The reason behind more local Gov. Rep saying NO may be because of less monitoring on their part. The remaining 3.88% are unaware about the continuation of classes during lockdown.

Only 6 out of 16 children with disability have replied to this question. Among them 66.7% said that such classes are still continue while 33.3% have said classes are now discontinued. Similarly, 11 out of 19 parents with disability have responded to this question. Among them, 64% said that alternative classes have been continue while remaining 36% said are now discontinued.

3.1.7. If school is/was running alternative classes, which medium is/was used?

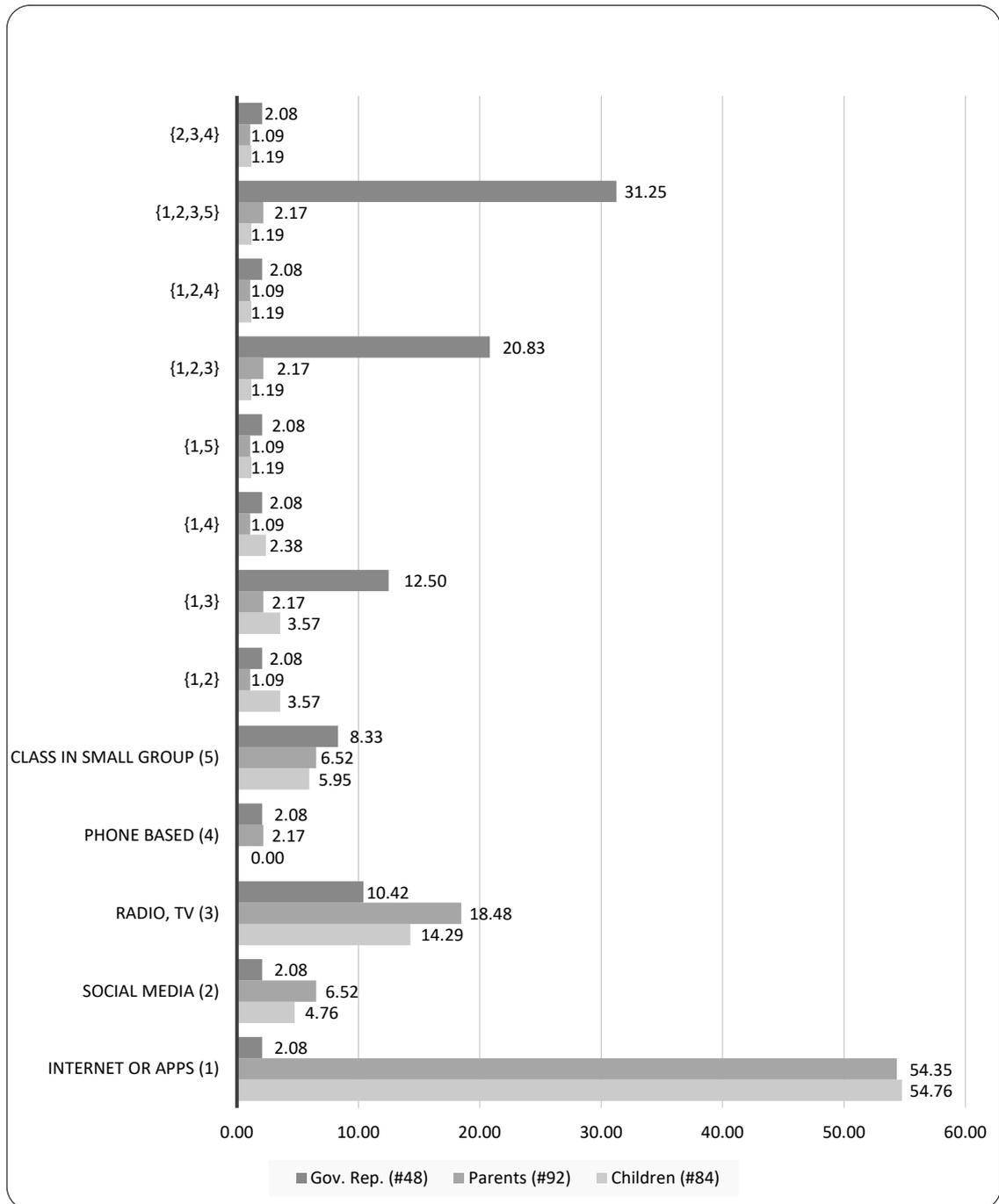


Figure 7: Medium (s) used for running School

Out of 292 children approached only 84 replied to this question related to the medium(s) used by schools for running alternative classes during the lockdown. About 55% of them said that their school is/was using ‘internet or apps’ followed by 14.2% - ‘radio/television’, 6% - ‘class in small groups’ and 4.7%- ‘social media. Few children have said that school used/been using several medium for running alternative classes that included: 3.5% students saying both ‘internet or apps’ and ‘social media’, and another 3.5% saying ‘internet or apps’ and ‘radio/television’. Very few children have used more than two medium(s) (See: Figure 4).

Out of 256 parents only 92 replied to this question. More than 54% of the parents replied that school is/was using 'internet or apps' followed 18.47% - 'radio/television' and 6.5% - 'class in small groups'. Few of the parents said that school used/been using combination of two or more than two mediums.

Similarly, out of 103 Government Representatives only 48 replied to this question. Among them nearly one third (i.e. 31.25%) said that school have used/been using combination of several mediums (Internet or Apps, social media, radio/TV and class in small groups). Similarly, nearly 21% said that school have used/been using a combination of first three mediums for running alternative classes.

3.1.8. If internet-based apps were used, what are they?

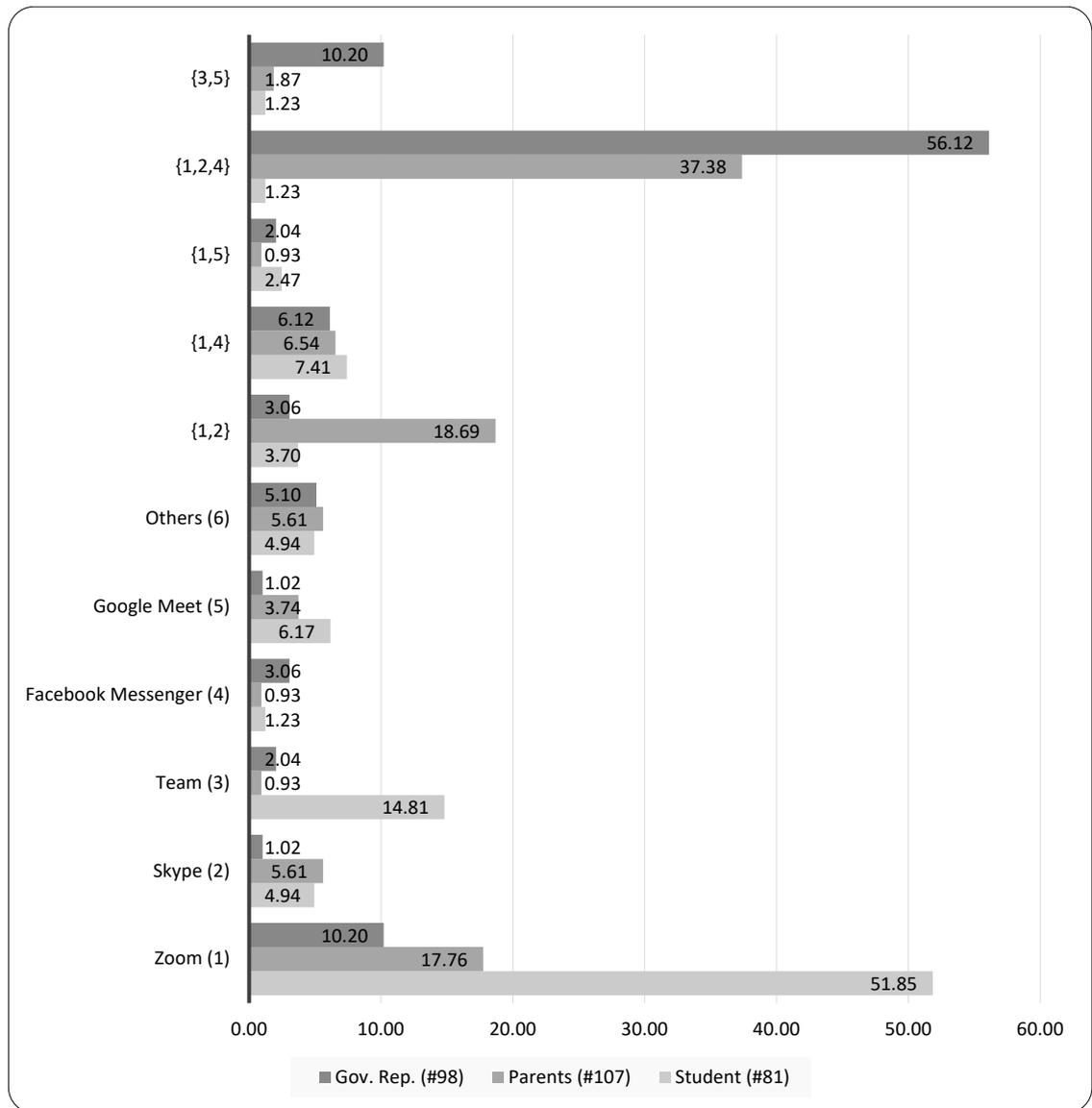


Figure 8: Use of internet-based Apps

Out of 292 children approached only 81 replied to this question disclosing the name of the App(s) used by the school for running alternative classes during the lockdown. About 52% of children said that they have used/been using 'Zoom' followed by 14.81% - 'Team', 6.17% - 'Google Meet' and 5% - other Apps respectively. Few children have said that they have used/been using more than one

App for online classes that included 7.4% using both Zoom and Facebook Messenger, 3.7% using both Zoom and Skype, and 2.5% using Zoom and Google Meet respectively. Very few children have used more than two Apps for their online classes (See: Figure 5).

Out of 256 parents approached just 107 replied regarding the App(s) used for running online classes by schools. More than 37% said schools have used/been using combination of different Apps (Zoom, Skype and Facebook Messenger). The reason for such a response may be because they believe that these Apps are most commonly used Apps in recent days. About 18.7% claim that Zoom and Skype are the Apps used by schools. Similarly, another 17.75% said that Zoom app is only used for the running online classes.

Out of total 103 Gov. Rep. only 98 have replied to this question. Interesting, over 55% of the respondents claimed for a combination of different Apps (Zoom, Skype and Facebook Messenger) school used/been using for running online classes. Around 10% of the respondents said that school have solely used/been using Zoom App for running classes. Similarly, another 10% claim that school have used a combination of Team and Google Meet Apps for the purpose.

3.1.9. Do children have access to mobiles, tablets, computers, laptops, etc.?

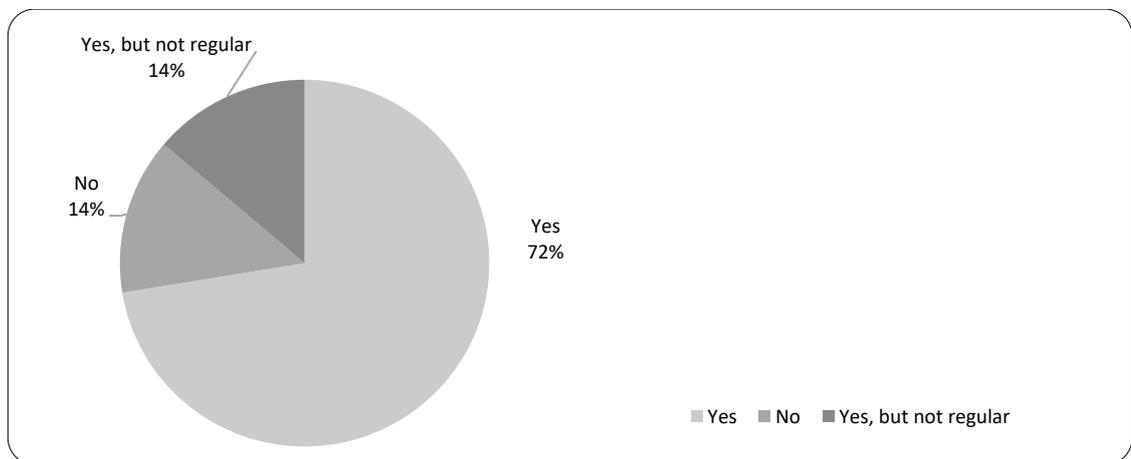


Figure 9: Access to mobiles, tablets, computers, laptops (in %)

Out of total 87 children replying to this question, over two third (i.e. 72%) said that they have easy access to mobiles, tablets, computers, laptops, etc. Similarly, 14% children claimed that they access but not regular. The remaining 14% children expressed that they don't have any access to electronic gadgets like mobile, laptops and tablets.

Only 6 out of 16 children with disability have replied to this question. Among them 83.3% said that they have easy access to mobiles, tablets, computers, laptops, etc. Only one child with disability claimed to have access but not regular.

3.1.10. Have parents made basic arrangements for alternative classes like mobiles, laptops, internet etc.?

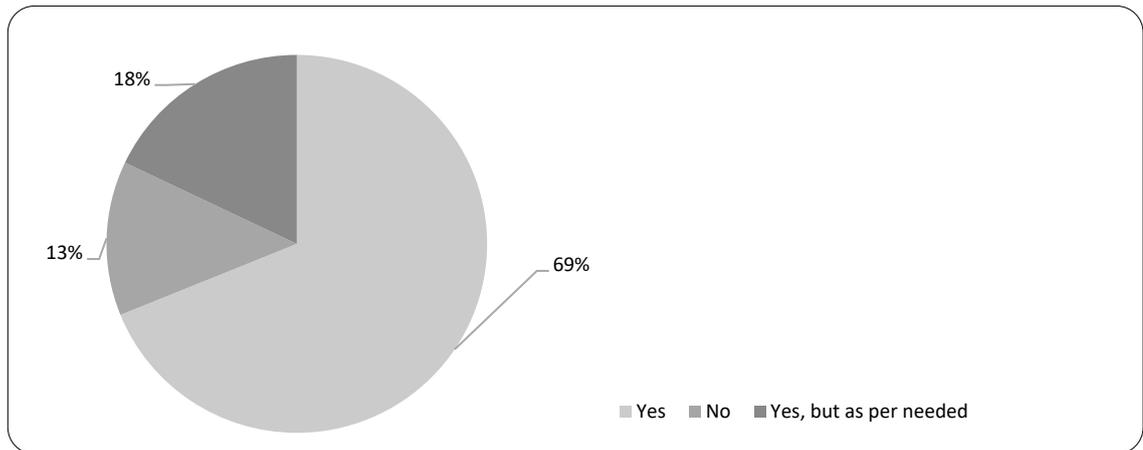


Figure 10: Parents making basic arrangements for alternative classes (in %)

Out of 106 parents replying to this question, majority of them (i.e. 69%) said for their children they have made arrangements of basic facilities needed for alternative classes- like mobiles, laptops, internet etc. However, 13% parents expressed their inability for making such arrangements for their children. Similarly, about 18% of the parents said that they tried to provide some basic facilities for their children but are not sufficient enough.

3.1.11. Do children have internet facility?

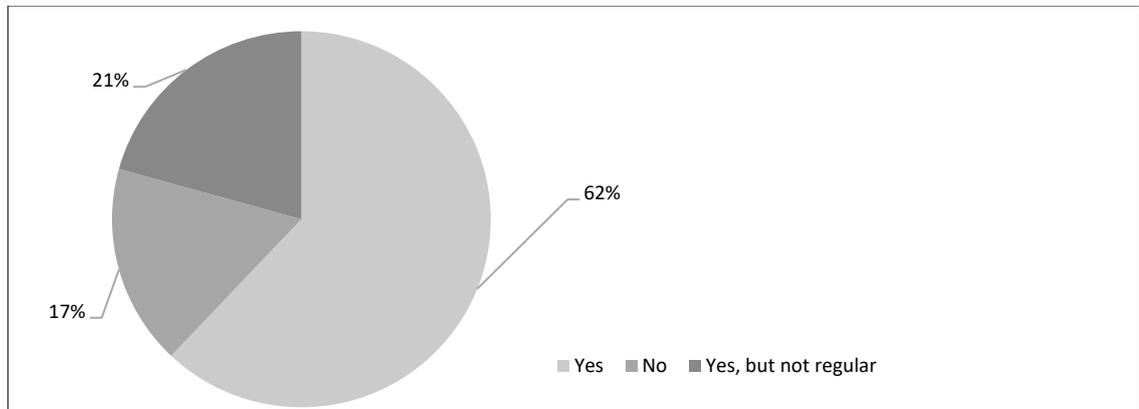


Figure 11: Access to Internet (in %)

Out of total 87 children replied to this question, 62% said that they have easy access to internet at their house while 21% children claimed that though they have access to internet but that is not regular. The remaining 17% children expressed that they don't have any access to internet at their house. In case of children with disability, only 6 out of 16 have replied to this question. Among them one third said they have easy access to internet at their house, and another one third expressed that they have access to internet but not regular. Similarly, the remaining one third said they don't have any access to internet at their house.

3.1.12. What were the inconveniences associated with medium used by children or school for alternative classes?

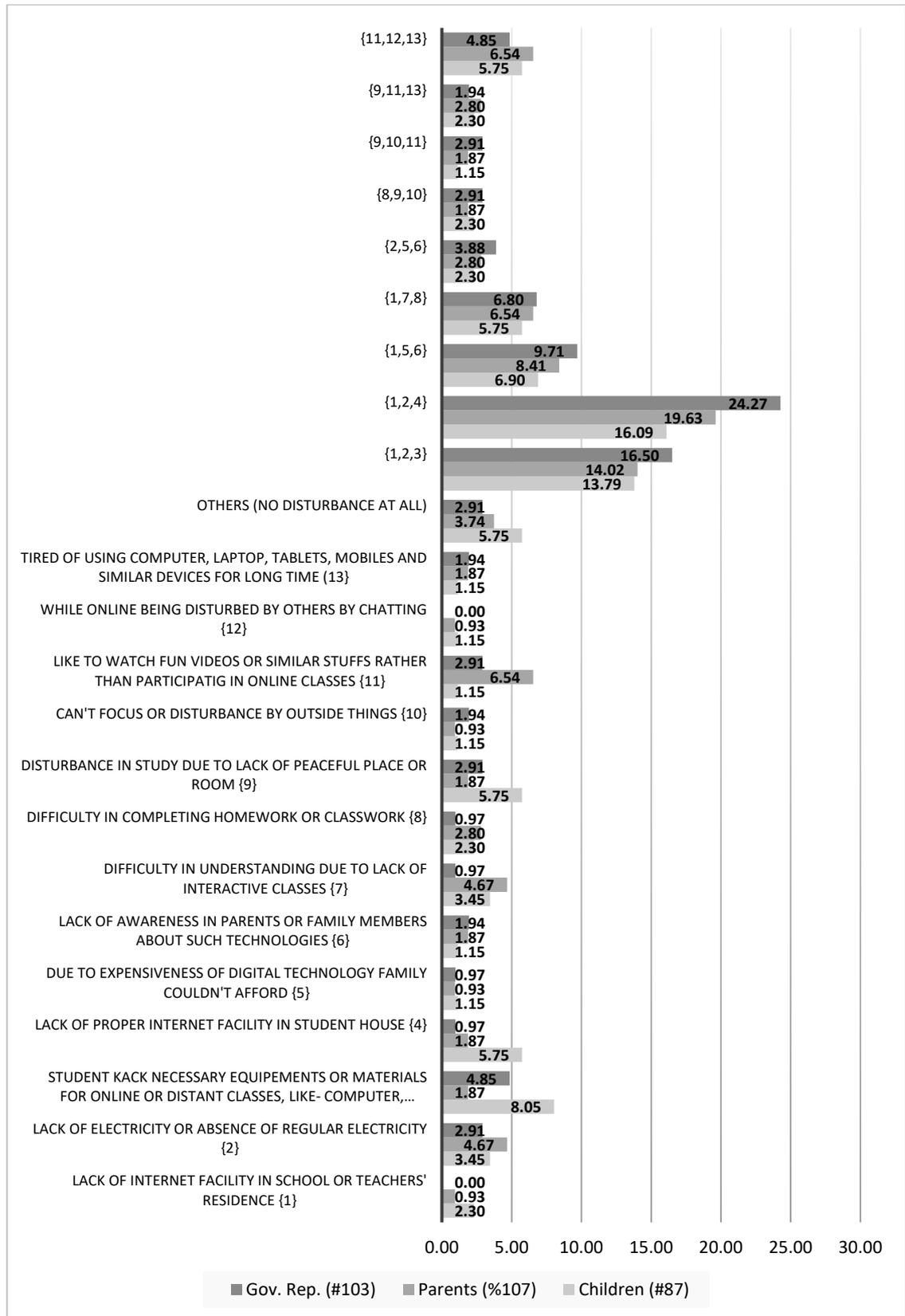


Figure 12: Inconveniences associated with medium used for alternative classes

All 103 Gov. Rep. have provided their responses in this question. Many of the Gov. Rep. (i.e. 24%) have claimed there is combination of many problems- lack of internet in school or teachers' residence, lack or absence of regular electricity, and lack of proper internet facility in student's house. Similarly, 16.5% said that including the first two problems students also face problems for affording digital technology as they are very expensive. Likewise, nearly 3% of Gov. Rep. said that children face disturbances in study due to lack of peaceful or separate rooms. Another 3% claimed that children prefer watching fun videos or doing similar stuffs rather than participating effectively in online classes

Out of total 292 children only 87 have responded to this question. Among them, more than 16% said that they have faced a combination of problems- lack of internet in school or teachers' residence, lack or absence of regular electricity, and lack of proper internet facility in student's house. Similarly, nearly 14% claimed that including the first two problems they witness parents' unaffordability for digital technology due to costly price. Likewise, 5% of the children said that their major problem is lack of peaceful place or separate room for joining online classes.

In case of parents, only 107 out of total 256 have responded to this question. The pattern of parents' responses is similar to that of Gov. Rep and children. Nearly 20% parents claimed that they have faced a combination of problems- lack of internet in school or teachers' residence, lack or absence of regular electricity, and lack of proper internet facility in student's house. Similarly, about 14% parents expressed that including the first two problems they also face shortage of money to afford electronic devices for their children as they are very expensive. Likewise, more than 6% parents claimed that their children watch more fun videos or do similar stuffs rather than participating effectively in online classes. For detail responses see Fig-12.

3.1.13. Have children read any new books other than school textbooks during the lockdown? Have they involved in literature works like writing songs, poems, articles, etc. and/or making arts, and video and so on?

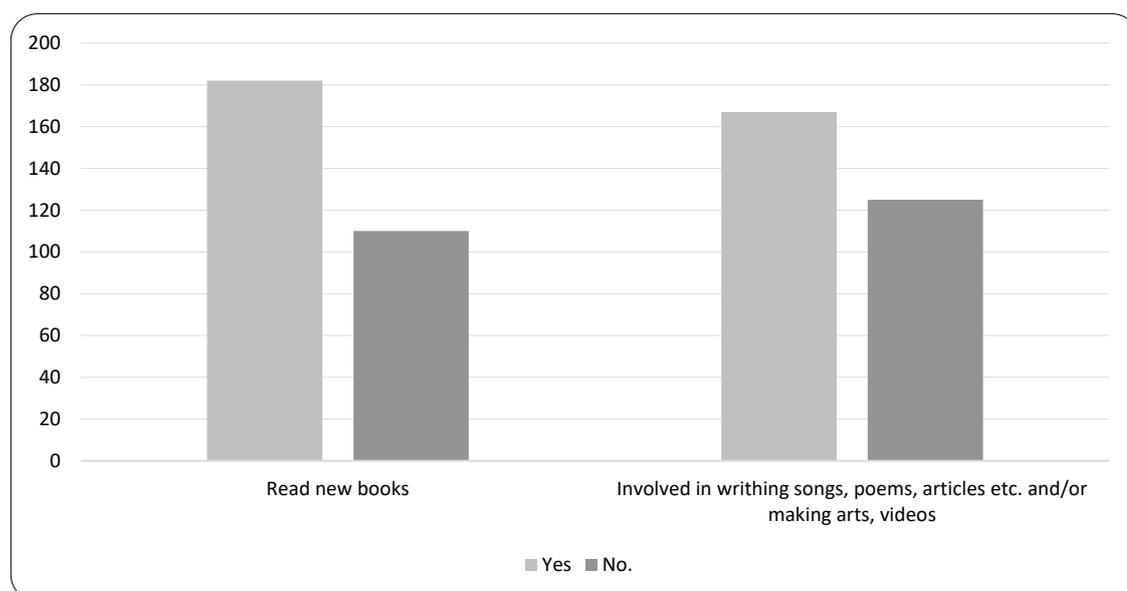


Figure 13: Use of leisure time by children during the lockdown

Out of total 292 children more than 62% said that they have read some new books other than school textbooks during the lockdown while remaining about 38% said except some journals or

articles they didn't read any new books during that period. Similarly, about 57% children shared that they were involvement doing some literature works like writing songs, poems etc. and/or making arts, videos and alike. The remaining more than 42% children said that they were not involved in any of such things.

3.1.14. Overall perspective of Government Representatives regarding the teaching-learning situation in connection with technology based distant or alternative education.

Table 6: Perspective of Gov. Rep. on teaching-learning situation concerning alternative education

Schools having needed infrastructure	All schools have good infrastructure	Very few schools have good infrastructure	Most schools have good infrastructure	School lack needed infrastructure
	11	51	13	28
Technical capability of teachers	Teachers possess required capability for such classes	Very few teachers have such capability	Most teachers have such capability	Teachers lack such capability
	15	68	7	13
Students' access to internet & needed technology like mobile, laptop, etc.	Every student have access	Few students have access	Most students have access	Students lack such access
	-	80	11	12
Capacity of family to afford for internet and other services for such classes.	Every family have capacity to afford	Few families can afford	Most families can't afford	No family have such capacity
	3	33	60	7

3.2. Child Health

3.2.1. Do children have clear information regarding Coronavirus or COVID-19?

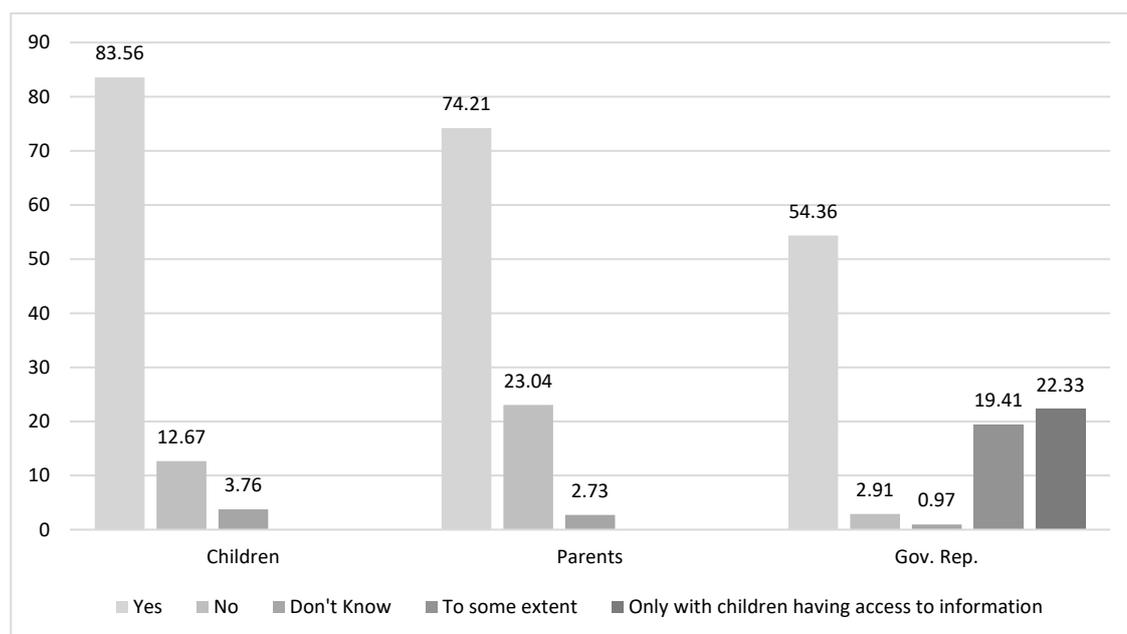


Figure 14: Children having clear information about COVID-19 (in %)

The figure-14 clearly shows the perception of children, parents and Gov. Rep. concerning children's understanding regarding the Coronavirus or COVID-19. More than 83% of the children said that they are well aware about the Coronavirus while 12.67% said they don't. Similarly, 3.76% were unsure

about the disease. In case of children with disability, 81.25% of them said that they have clear information about COVID-19 while remaining 18.75% said they don't.

Regarding parents, more than 74% thinks that their children have clear information about the Coronavirus while nearly 23% said otherwise. Only small percentage (2.73%) are found unsure about the issue. Regarding parents with disability, out of total 19 such parents 14 (73.7%) claimed that that their children have clear information about COVID-19 while remaining 5 (26.3%) said they think their children don't know about the virus clearly.

In case of Government Representatives, majority (i.e. 54.36%) claim that children are well informed about COVID-19 while less than 3% are found against. About 20% of the Gov. Rep. said that children know only to some extent about the Coronavirus while another 22.33% believe that only those children know about the virus who have access to information. In case of Gov. Rep. having some sort of disability, they all claim that children of their locality are well informed about COVID-19.

3.2.2. From where did children and parents get clear information about COVID-19?

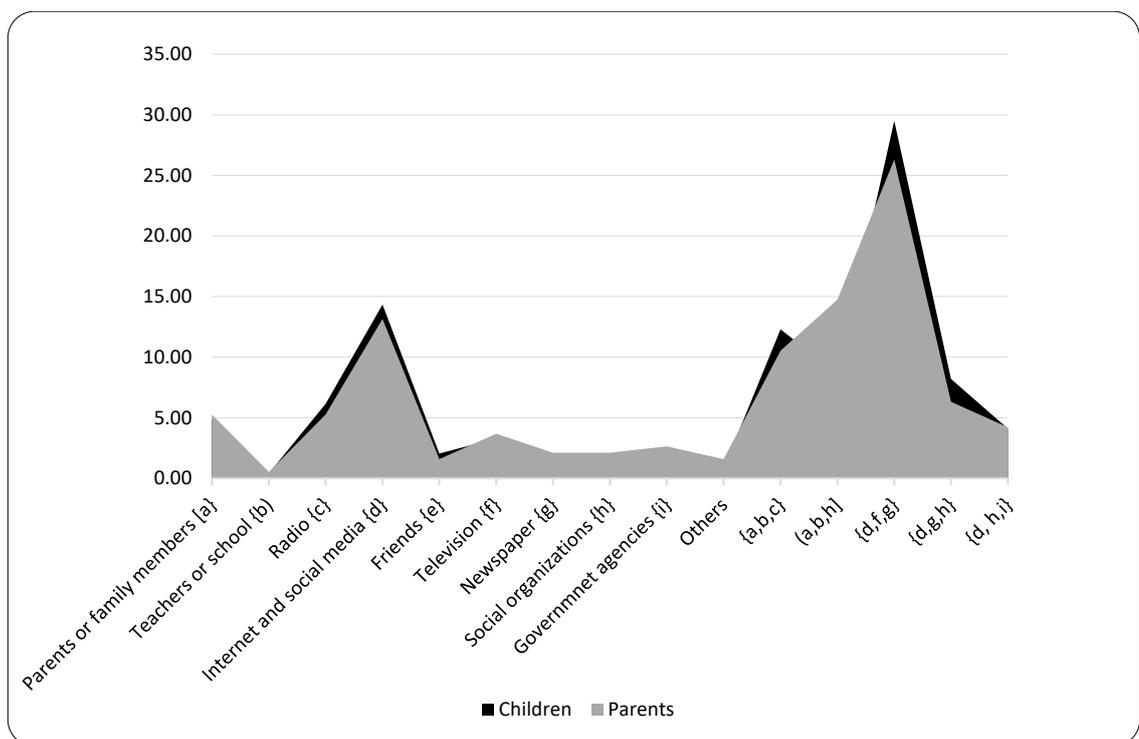


Figure 15: Sources for children and parents to get the information about COVID-19 (in %)

Altogether 244 children have replied to this question. Among them nearly 30% children claimed that they have got clear information about COVID-19 from combination of different sources like internet or social media, television and newspapers. However, Internet or social media alone accounts for 14.34% of children getting the information from. Similarly, 12.30% of children got information regarding the Coronavirus from a combination of sources like parents or family members', 'teachers or school' and the radio.

In case of children with disability, 71.4% said that they got clear information about the COVID-19 from the combination of sources like 'parents or family members', radio and television. Similarly,

21.4% of them claimed that they got the information from internet or social media. Only one child with disability expressed that he got information about the Coronavirus from the teacher or school.

In case of parents, total 190 have responded to this question. The response patterns seem in line with that of the children. About 26.32% of the parents claim that they got clear information about COVID-19 from combination of different sources like internet or social media, television and newspapers. Another 14.74% said that they received information about COVID-19 from a combination of sources like parents or other family members', 'teachers or schools' and social organizations. Internet or social media alone accounts for 13.16% of the parents getting the information from.

3.2.3. What kind of materials have you been using in the family to protect from COVID-19?

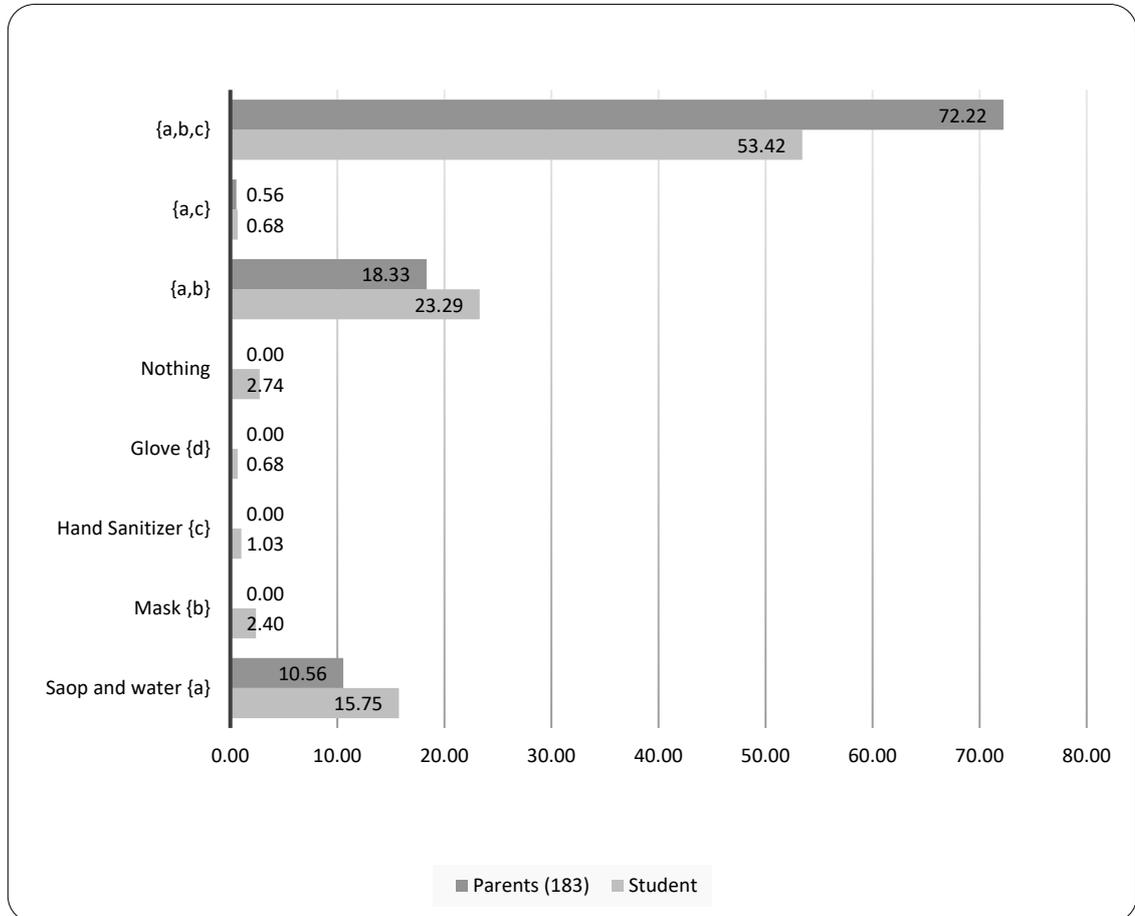


Figure 16: Materials being used to protect from COVID-19

Total 183 parents have replied to this question. Among them more than 72% have said they and their family members are using materials like soap & water, mask and hand sanitizer to remain protected from COVID-19. Another 18% of parents claimed that they and their family members are mainly using 'soap and water' and 'mask' for the protection. 'Soap and water' alone accounts for around 11% of the parents using for the protection against COVID-19.

In case of children, somewhat similar pattern in responses is observed. About 53.42% children claimed that they and their family members are using materials like 'soap & water', 'mask' and 'hand sanitizer' to remain protected from COVID-19. Another 23.28% claimed that they and their family members are mainly using 'soap and water' and 'mask' for the protection. 'Soap and water' alone accounts for nearly 16% of the children using for the protection against COVID-19.

3.2.4. Do you and your family have some kinds of health problems during the lockdown?

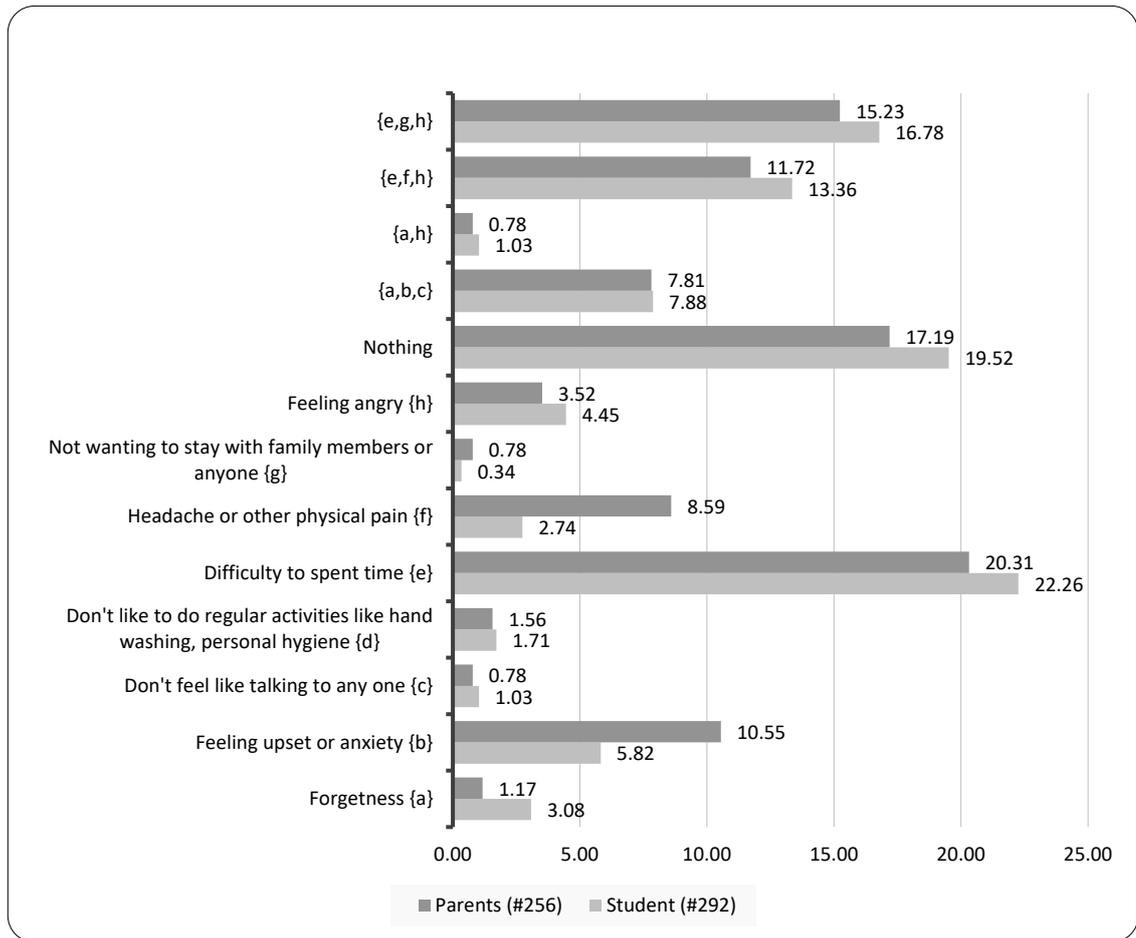


Figure 17: Kinds of health problems during the lockdown

In case of parents, more than 20% said they and their family members felt difficulty to spent time. About 15% of the parents informed that they and their family members suffered from multiple problems (i.e. ‘difficulty to spent time’, ‘feeling angry’, and ‘not feeling like staying with family members or anyone’). Another 11.72% told that including the first two problems they also suffered from headache or other physical pain. Nevertheless, more than 17% of parents claimed that they and their family members didn’t have any health problems during the lockdown period.

Responses from the children also follows similar pattern as in case of parents. More than 22% of children said that they suffered from difficulty to spent time. About 17% children said that they suffered from multiple problems (i.e. ‘difficulty to spent time’, ‘feeling angry’, and ‘not feeling like staying with family members or anyone’). Another 13.36% told that including the first two problems they also suffered from ‘headache or other physical pain’. Around 19.52% of children claimed that they didn’t have any health problems during the lockdown period.

In case of children with disability, about 68.75% of them expressed that they suffered from multiple problems (i.e. ‘difficulty to spent time’, ‘feeling angry’, ‘feeling upset or shocked’, and ‘not feeling like staying with family members or anyone’). Similarly, 12.5% said that they suffered from problem of ‘forgetness’ and another 12.5% from ‘feeling angry’. Only one of child with disability said that he had problem of ‘don’t like to do regular activities like hand washing, personal hygiene’ and ‘headache or other body pain’.

3.2.5. Have the children started taking any medicine after the outbreak of COVID-19?

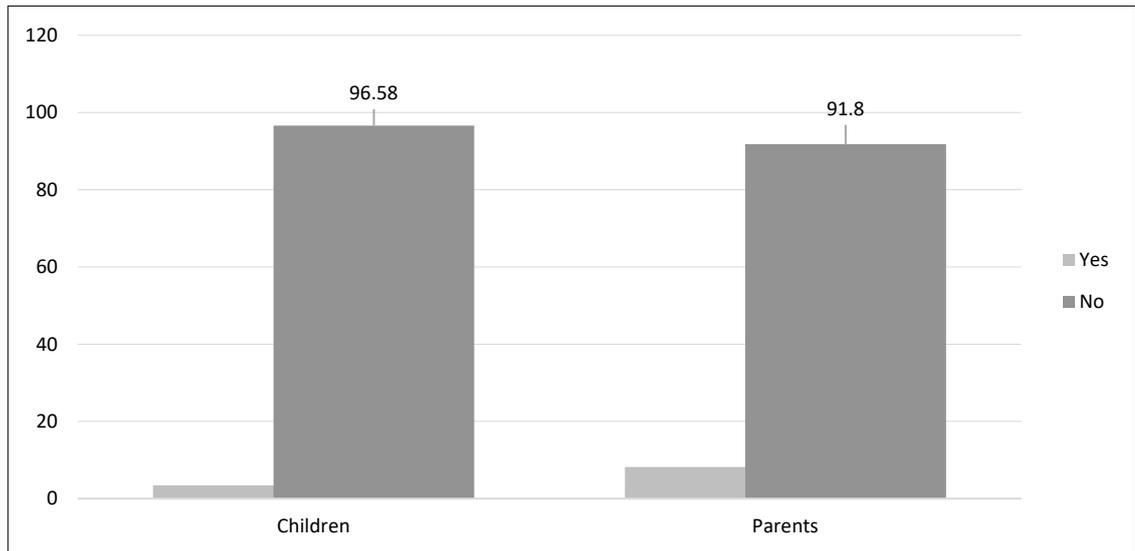


Figure 18: Children started taking some medicine after the outbreak

It is found that very few of the children approached during the survey have started taking some medicine after the outbreak. The above figure shows more than 96% have taken NO new medicine while around 3.5% have started taking some medicine after lockdown started. The responses from the parents also matches with that of the children. Nearly 92% of the parents claim that their children haven't started taking any new medicine since the outbreak. However, around 8% parents disclose that they have gave some medicine to their children after lockdown started. Regarding children who started taking some medicine after the outbreak may be for entirely different causes, not necessarily related with the Coronavirus.

3.2.6. Did the current situation of COVID-19 pandemic cause some problems to children to access and use materials related to their health, hygiene and sanitation?

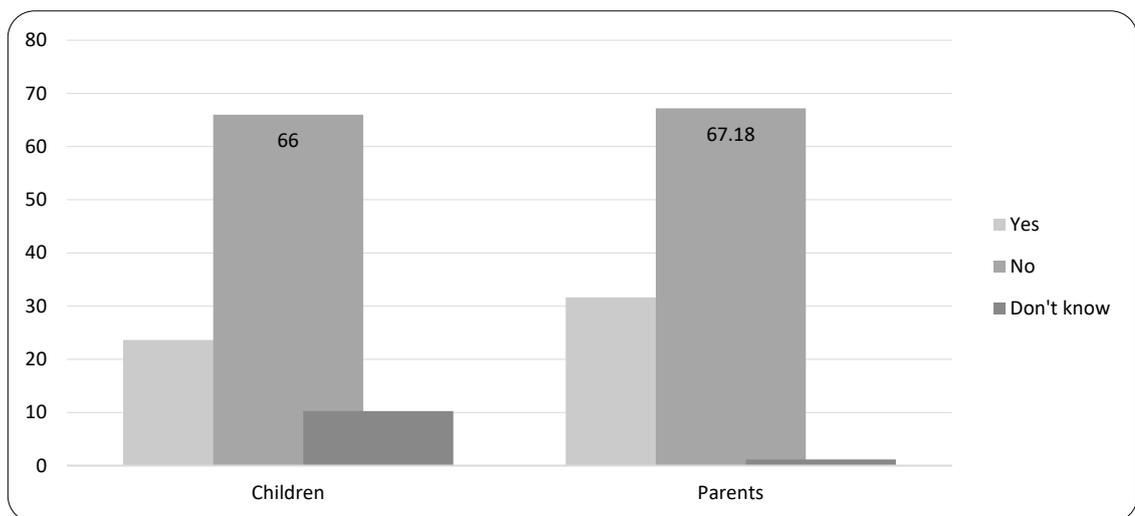


Figure 19: Problem faced by children due to COVID-19 pandemic regarding the access and use materials related to their health, hygiene and sanitation

Nearly one third (i.e. 66%) of the children said that they haven't face any problem during the COVID-19 pandemic, especially in accessing and using materials related to their health, hygiene and sanitation. However, about 23% children claimed that they faced some challenges to access

such materials. The remaining about 10% children seemed indifferent to the question, it may be because they have kept enough stock of necessary supplies prior to the lockdown or they simply don't have idea about this at all.

In case of parents, the responses coincide with that of the children. More than 67% of the parents claimed that their children faced no any challenges to access and use materials related to their health, hygiene and sanitation during the lockdown while nearly 32% said otherwise. Just around 1% of the parents seem unaware of the situation of their children.

3.2.7. Problems faced and measures taken by local governments during the pandemic?

Table 7: Problems faced and measures taken by local governments during the pandemic

Provided safety materials to children	Yes		No		Don't Know			
	60		42		1			
<i>If yes, what materials</i>	<i>Soap & water</i>	<i>Mask</i>	<i>Hand sanitizer</i>	<i>'Soap & water' and Mask</i>	<i>'Soap & water' and Hand sanitizer</i>	<i>Mask and Hand sanitizer</i>	<i>All three materials</i>	<i>Others</i>
	4	1		11	3	5	34	2
Caused problems in regular health checkups, vaccinations and treatment of pregnant women and children	Yes	No	At initial phase only	Yes, but not now	Only in some place			
	45	14	20	19	5			
Problems of malnutrition to the children.	Yes		No		Don't Know			
	54		39		10			
Special measures for managing sanitary pads to adolescents and women	Yes		No		Don't know			
	41		50		12			

The above table shows that more than 58% of the Gov. Rep. approached said that they have provided some safety materials to children while 40.77% said otherwise. Among those distributing safety materials revealed that most of them (about 57%) provided a combination of 'soap & water', 'mask' and 'hand sanitizer'. Some of them distributed only single items like 'soap & water' (6.66%) and 'mask' (1.6%). Similarly, some of the Gov. Rep. claimed that they also provided food supplies, information booklets and posters about COVID-19.

More than 43% of Gov. Rep. expressed that some problems were observed during the lockdown regarding regular health checkups, immunization and treatment of pregnant women and children. However, around 19.4% said that such problems occurred just during the initial phase and 18.44% expressed that such problems were observed in the past but not now. Another 5% Gov. Rep. expressed that such problems were seen only in some places. Nevertheless, around 14% Gov. Rep. said they don't observe such problems in their locality at all.

When Gov. Rep were asked about whether there was problem of malnutrition in children, majority of them (i.e. 54.42%) said that there was some degree of malnutrition in their areas during the lockdown, while around 38% said otherwise. Around 10% were found unaware of the issue, might be because they didn't monitor the situation on these issues. Regarding whether special measures were taken to manage sanitary pads to adolescents and women, nearly half (i.e. 45.5%) of the Gov. Rep. expressed that they couldn't do much while around 12% seemed indifferent on the issue. Nevertheless, about 40% expressed that they have made some efforts to facilitate or available sanitary pads to adolescents and women during the lockdown.

3.3 Child Protection

3.3.1. Are there any traditional harmful practices against children in the community?

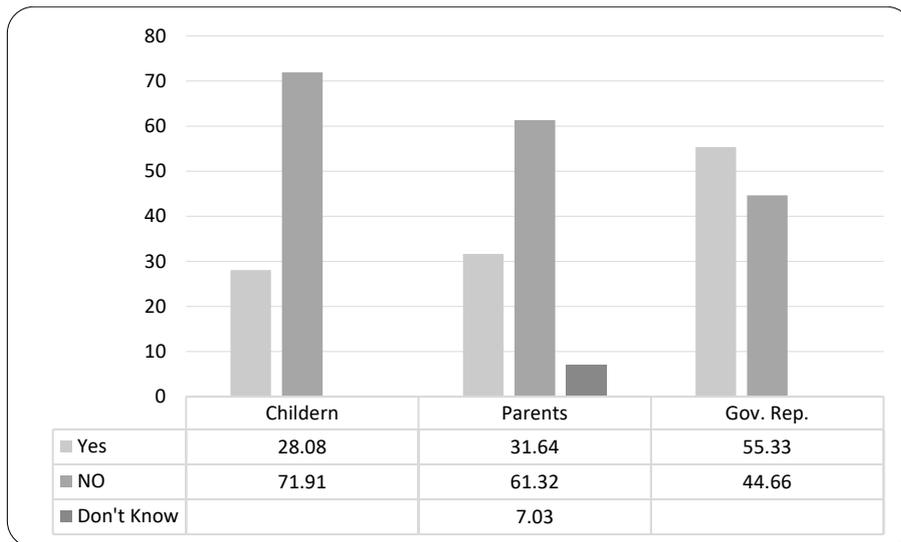


Figure 20: Traditional harmful practices against children in the community

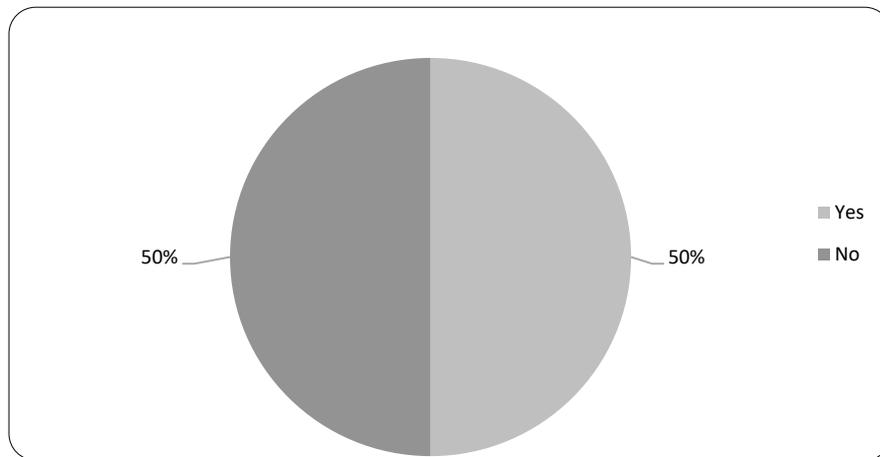


Figure 21: Traditional Harmful Practices (Resposes of children with disability)

In this question nearly 72% of the children said there is NO any harmful practice in their community. This may be because most of the children approached during this survey may belong to modern and liberal families where they don't have to face such practices, or it may be possible that children are subjected to practices that are harmful but they are not aware of that. Nevertheless, around 28% children expressed that there are some forms of traditional harmful practices against children in their community.

In case of children with disability, it is interesting to note that 50% of them said there are harmful practices against children in their community while remaining 50% said not.

In case of parents, about 61.32% expressed absence of such harmful practices against children in their community while 31.64% parents claimed that they have observed some sorts of such norms and values being followed in their communities. About 7% of the parents were found unaware of the situation which might be because they don't follow such practices and prefer living a modern lifestyle.

Surprisingly, on opposite majority of Gov. Rep. (i.e. 55%) unveiled that there are some social rituals and traditional harmful practices against children in the communities. This might be because Gov. Rep. have to regularly deal with the incidents involving such traditional practices against children and women as part of their daily responsibilities, and might be because they may have worked with different stakeholders on such issues earlier.

3.3.2. What kind of social norms, values and traditional harmful practices against children are there in the community?

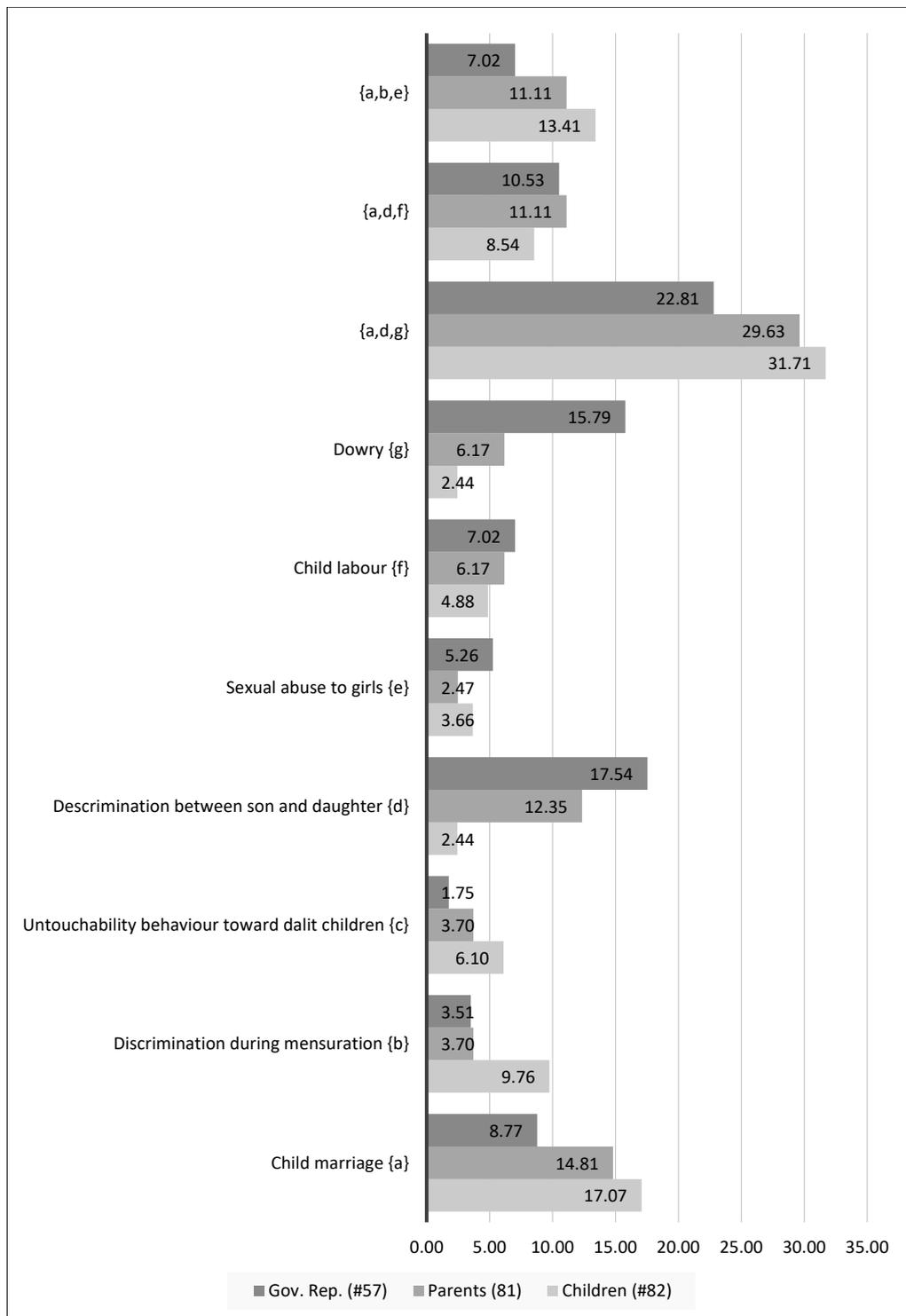


Figure 22: Social norms/values and traditional harmful practices against children in communities

The figure above shows the presence of different social norms and traditional practices in the communities that are harmful for the children. The existence of such cruel and harmful practices is claimed by all three stakeholders, and they include child marriage, discrimination between son & daughter and dowry system (i.e. children-31.71%, parents- 29.63% and Gov. Rep. - 22.81%). About 10% of children claimed that there is discrimination during menstruation, while 3.7% and 3.5% of parents and teachers respectively supported that claim. This may be because girls feel discriminated by their parents during the menstruation but most parents are oblivious of their own behavior. All three stakeholders claim that child marriage is one of the serious traditional practices that need to be discouraged in coming days. Among others, Gov. Rep. seem more concerned about the discrimination between son and daughter (17.54%) and dowry system (15.79%) happening in the society.

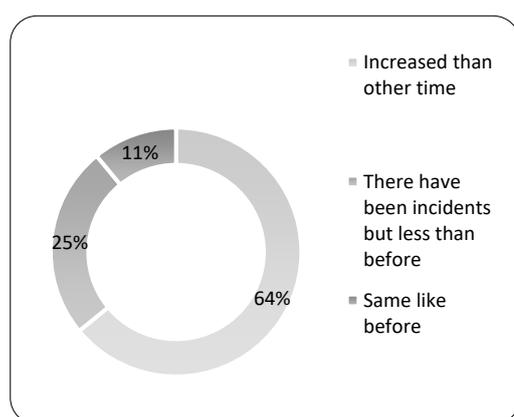


Figure 23: Status of traditional harmful practices against the children during the lockdown

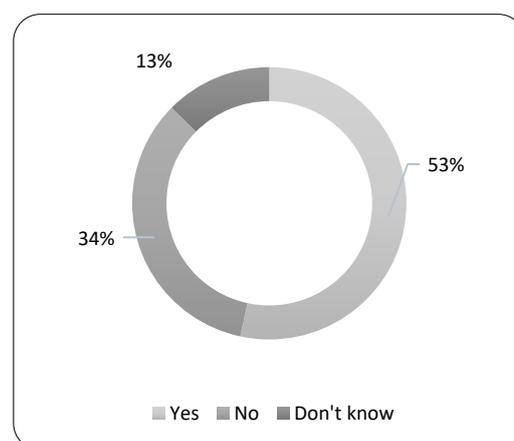


Figure 24: Special arrangements or initiatives by the Gov. Rep. to address potential risk for children

- When asked whether such harmful practices were seen also during the lockdown or are currently happening in the society, majority of all three stakeholders (i.e. children-89%, parents- 84% and Gov. Rep. - 55%) claimed that such practices were observed during the lockdown and are still prevalent.
- When children were further asked whether the traditional harmful practices against children further increased during the lockdown period, their responses are found much divided. (See: Fig-23)
- Similarly, when Government Representatives were asked whether some special arrangements been made to address the potential risks to children at this pandemic, their responses are also much divided. The majority of Gov. Rep. expressed that they have initiated some steps to address potential risks associated with children. Nevertheless, more than one third (i.e. 34%) of them said that they haven't been able to make special arrangement to safeguard the children in the community so far. The remaining 13% of the government representatives found unaware of the situation. (See: Fig-24)

Some of the measures/initiatives taken by the Gov. Rep. (of some active local governments) to address the potential risks associated with the children are:

- Timely information dissemination and operation of Tollfree number;
- Arrangement of quick hearing process;

- Quick rescue and protection;
- Psychosocial counselling;
- Establishment of children friendly quarantines;
- Formation of ward level child protection committee and drafting of child protection guideline;
- Continued the routine immunization program;
- Reinforced health service delivery;
- Distribution of syllabus materials to children through schools within limited period;
- Organized informative campaigns by coordinating with security agencies;
- Distribution of food/non-food items (hygiene kit containing hand sanitizer, mask etc.)

3.3.3. Agencies, offices or structures making special arrangements or initiatives to address risks associated with children in the current situation of COVID 19.

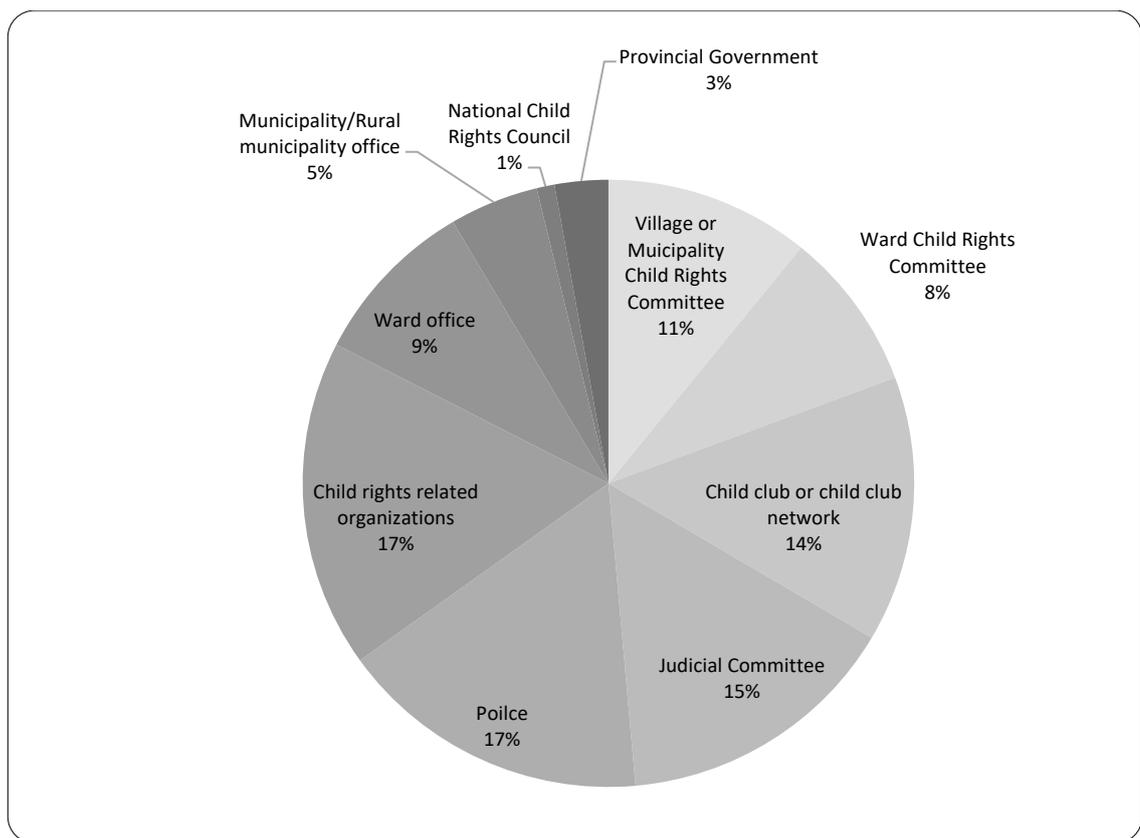


Figure 25: Agencies making special arrangements to address risks associated with children

Among others ‘Child Rights related organizations’ and ‘Police’ are found playing more important role as per the Gov. Rep (i.e. 17% each) for making special arrangements or initiatives to address risks associated with children in the current situation of COVID 19. The third most preferred structure by the Gov. Rep is Judicial Committee (15%) followed by the child club or child club network (14%). Another 11% of the responses is for ‘village or municipality Child Rights committee’. Similarly, Ward office and Ward Child Rights Committee attracts 9% and 8% of the responses respectively. As per the respondents, the agency/structure playing least role in developing special arrangements or initiatives is Provincial Government (3%) and National Child Rights Council (1%).

3.3.4. Did children have to face any kind of violence or felt similar behavior during the lockdown?

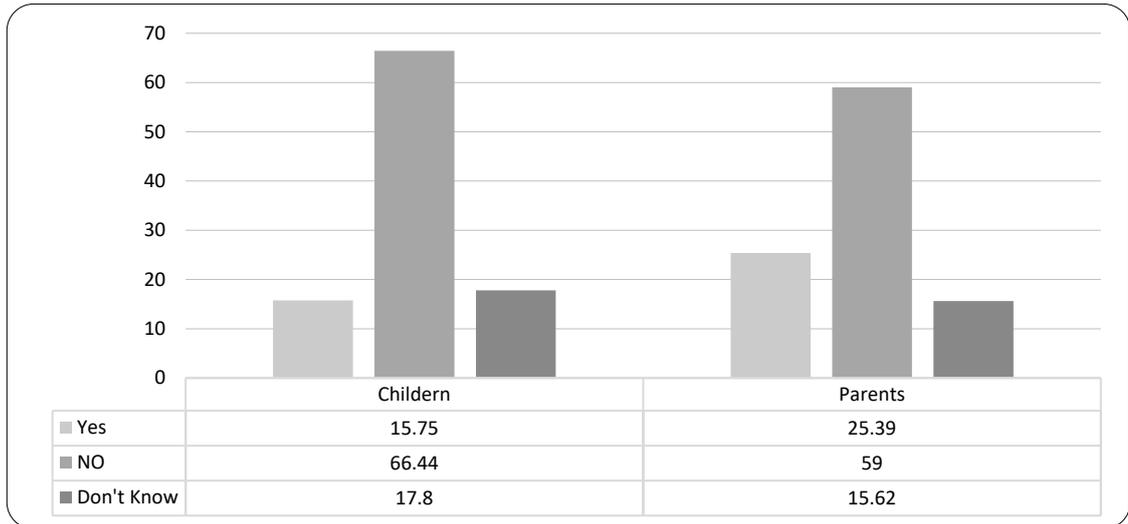
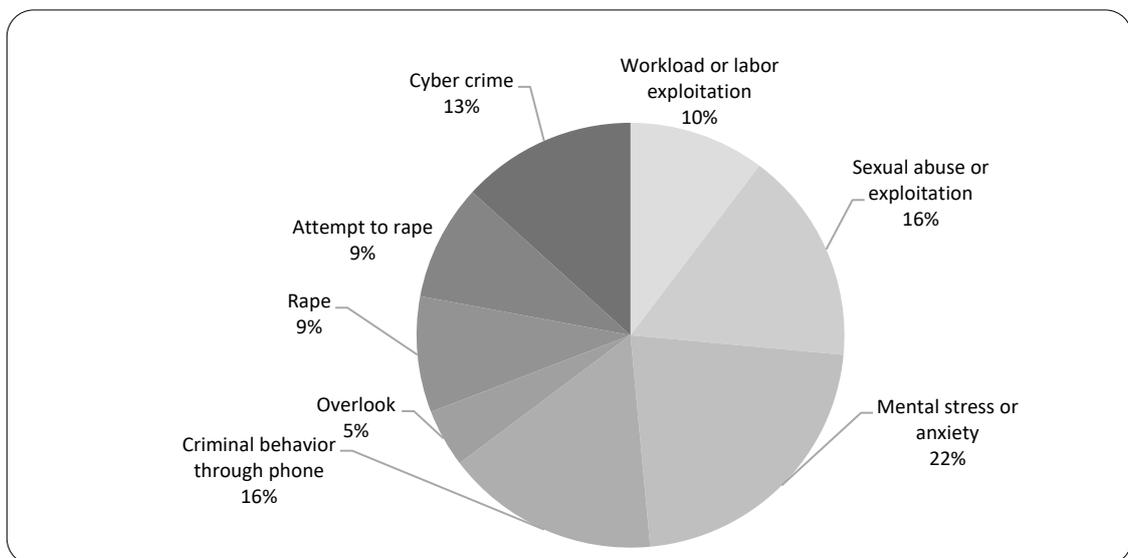


Figure 26: Violence or similar behavior faced by children during the lockdown (in %)

When children and parents were asked about the cases of child violence or similar behavior, majority of them (i.e. 66.44% of children and 59% of parents) said there were no incidences of violence against children during the lockdown. However, significant number of children (15.75%) as well as parents (25.39%) have claimed that they have observed or heard about violence against children. Here, one has to remember that those who have replied to this question not necessarily is the victim or doer of such violent behavior, but they just got to know through about the issue from other sources. Whatever the matter, but this shows that several incidences of violence have occurred to children during the lockdown period. Surprisingly, 17.8% of children and 15.62% of parents said they don't know about such issues, this might be because either they are not aware what constitutes violence, or they don't want to report at all.

3.3.5. Kind of violence or similar behavior children faced during the lockdown.



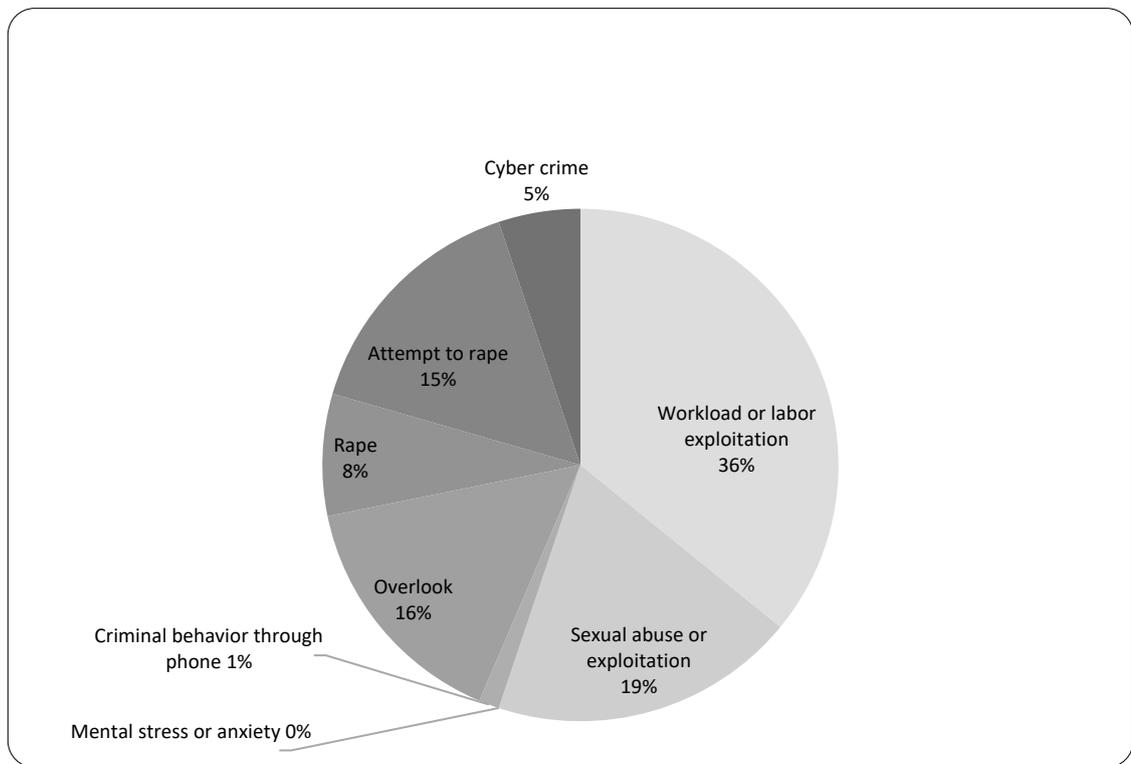


Figure 27: Kind of violence or similar behavior children have faced during the lockdown/COVID-19

Out of total 46 children [See: Fig-27(A)] who have expressed that some sort of violence or similar behavior children have faced/been facing during the COVID-19 period, many of them spoke about 'mental stress or anxiety' (22%), mostly because of protracted lockdown and school closure, family members' behavior, and limited option for entertainment. The second place is occupied by 'sexual abuse or exploitation' (19%) followed by 'criminal behaviors through phones' (16%). It is really surprising that 9% of the children have claimed they come to know from others that some children were raped. About 5% of the children said that they feel overlooked by other family members. Some children have faced multiple kinds of violence in place of their residence during the COVID-19 period.

In case of children with disability, only three out of 16 have responded to this question. They claimed that during the lockdown some children have to face different kind of violence- like labor exploitation, metal stress, and in some cases even rape.

Out of total 65 parents [See: Fig-27(B)] who told about the presence of violence or similar behavior children have faced/been facing during the COVID-19 period, more than one third (i.e.36%) claimed that children have suffered of 'work overload or labor exploitation' during the lockdown. This may be because of online classes most schools have operated and other household chores children have to complete. Coinciding to children's response parents also claim that 19% of children have suffered from 'sexual abuse or exploitation' only to be followed by 'attempt to rape' (15%). Some parents (8%) have said that they come to know about incidences of child rape during the lockdown. Similarly, about 16% of the parents have told that some parents have overlooked their children, might be because parents themselves were feeling anxiety and unfocused because of protracted lockdown that has seriously hampered their income sources. About 5% of the parents were seen worried about cybercrimes could victimize their children.

3.3.6. Child rights related committees and child protection during the current situation of COVID-19 (Children Perspective)

Any child rights related committee, structure or agency in your area.	Yes	No	Don't Know
	58.56%	18.5%	23%
Activeness of such committees, structure or agency during the current situation.	Yes	No	Don't know
	37.32%	32.2%	30.48%
Knowledge about where to file complaint of child rights violations or where such complaints goes.	Yes	No	Don't Know
	64.72%	35.27%	
Whether or not cases related to child rights violations been heard and referred at current situation.	Yes	No	Don't know
	19.18%	37.33%	34.5%
If cases related to child rights violations been heard and referred, have they been done effectively?	Yes	No	Don't know
	14.38%	26.71%	58.90%

3.3.7. Status of local structures (establishment and activeness) dealing with child rights issues at local level (Perception of Gov. Rep.)

When Gov. Rep. (elected leaders and officials) were approached to understand the status of local structures, especially their establishment and activeness, more than one third (35%) said that such structures are there and are very active, while 28% stated that there are local structures to deal with child rights issues but are less active these days. Similarly, 19% of the Gov. Rep. claimed that child rights related local institutions are present in few places only while 8% said that such structures are absent at their areas. About 10% of the Gov. Rep. shared that there are local structures but are not regular and effective.

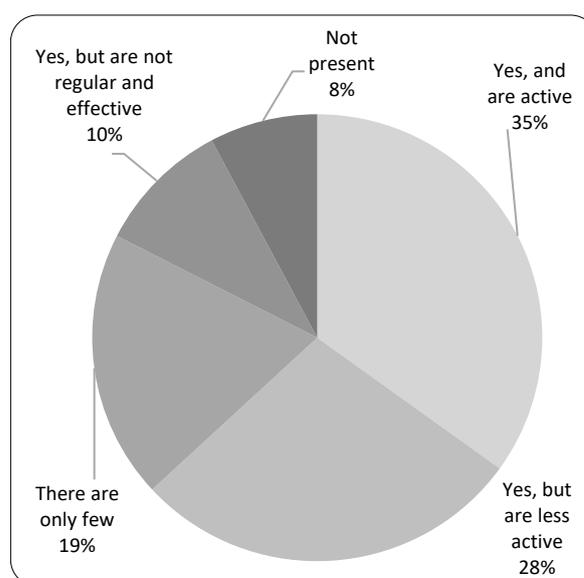


Figure 28: Status of local structures dealing with child rights issues at the local level

When Gov. Rep. were further asked whether Municipality Child Rights Committee at local level and Ward Child Rights Committee at ward level are formed and active, nearly half of them (49%) said that such committees are there but are not active. However, about 26% said such committees are active. The remaining 25% of the respondents claimed that such committees are not formed in their areas, so far.

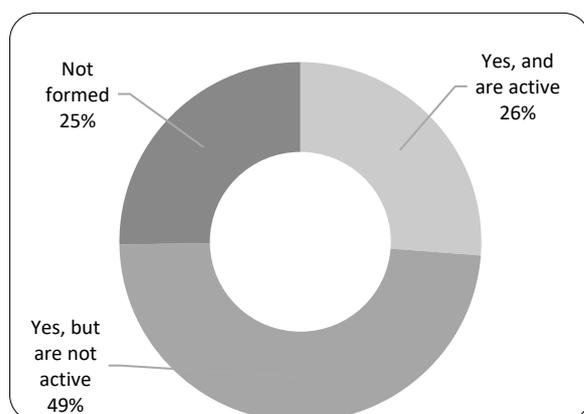


Figure 29: Status of local Child Rights Committee

Furthermore, when Gov. Rep. were asked whether any complaint of violence, exploitation or child abuse are addressed, about 40% of them said that such issues are regularly addressed. They said that complaints of such incidents are often filed and are addressed effectively even during this lockdown period. Nevertheless, a significant number of respondents (32%) expressed that such complains haven't been heard during the COVID-19 period. Similarly, another 17% are of opinion that such complaints are not effectively addressed during this time. The remaining 11% are found unaware of the issue.

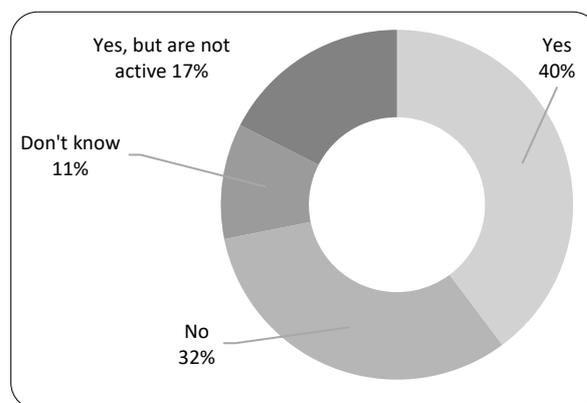


Figure 30: Status of addressing complaints of child violence, exploitation or abuse

3.3.8. Respondents' suggestions regarding what to be done for child protection.

a. By Government Representative and Officials

- CSOs and related institutions should further promote and aware general public on the issues of children- their rights, special needs and measures for protection.
- Declaring child friendly municipality/rural municipality with child friendly infrastructure and institutions (like- Ward child rights committee, municipality level child rights committee, child clubs and child club networks).
- Organize awareness campaigns and others programs for child rights promotion and protection.
- Coordination and cooperation between all levels of the government is important for formulating child related policies, strategies and activities, and allocating the needed budgets.
- Security agencies should be proactive to investigate cases of child rights violations and punish the perpetrators.
- Parents and family members should be made aware in providing special care and protection for children, more important at this time of COVID-19.
- Making Children involved in creative and intellectual activities helps in their inclusive development.
- Parents should provide their children with continuous guidance and counselling for their mental stability at this difficult time.
- Local government should come-up with necessary plan, policies and activities for child protection and development.
- Local governments should maintain updated data of all children within their area, and keep record of most vulnerable and disadvantaged. This helps prioritizing the plans and activities accordingly.

b. By Parents

- Government should do promotional activities related to child rights and their protection.
- Local government and security agencies should coordinate to curb any incidence of child rights violation.
- Parents should help their children to access facilities meant for them and providing a good learning environment.
- Parents should spend enough time with their children along with providing them love and care.
- Local governments should develop instrument and strategies to work on the issue of child protection.
- Ward Child Rights Committees should increase their activities & welfare programs.
- Children should be treated as friends, and should be made aware about different kind of abuse/mistreatment they could fall victim of, and should be taught how to deal with the situation.
- Parents should teach their children on how to remain protected against COVID-19 pandemic.
- Family members should make children aware about COVID-19 or the current scenario, provide them nutritious food, maintain sanitation, and friendly/ supportive environment.
- Parents should provide their children with access to alternative education as far as possible.
- Parents should continuously monitor their children activities and should remind them what is good and what is bad for them.
- Parents should deal with sons and daughters equally- principle of non-discrimination should be respected.
- Government should ensure access to basic health facility and immunization for all children.
- All concerned authorities should take necessary action to ensure child's right, safety, health and liberty.

c. By Children

- Family members should take good care of their children along with providing facilities for alternative education at this time of COVID-19.
- In recent days children are vulnerable towards cybercrimes, so they need to be made aware with proper counselling.
- Institution and organizations working for child protection should be made active enough to get the information related to child abuse.
- Local governments should play responsible role for the safety and protection of all children in their locality.
- Everyone must raise their voice if found someone violating child right, so that immediate action can be made to punish perpetrators and compensate the victim.
- Children should share their problems with their parents, family members or any trusted person.

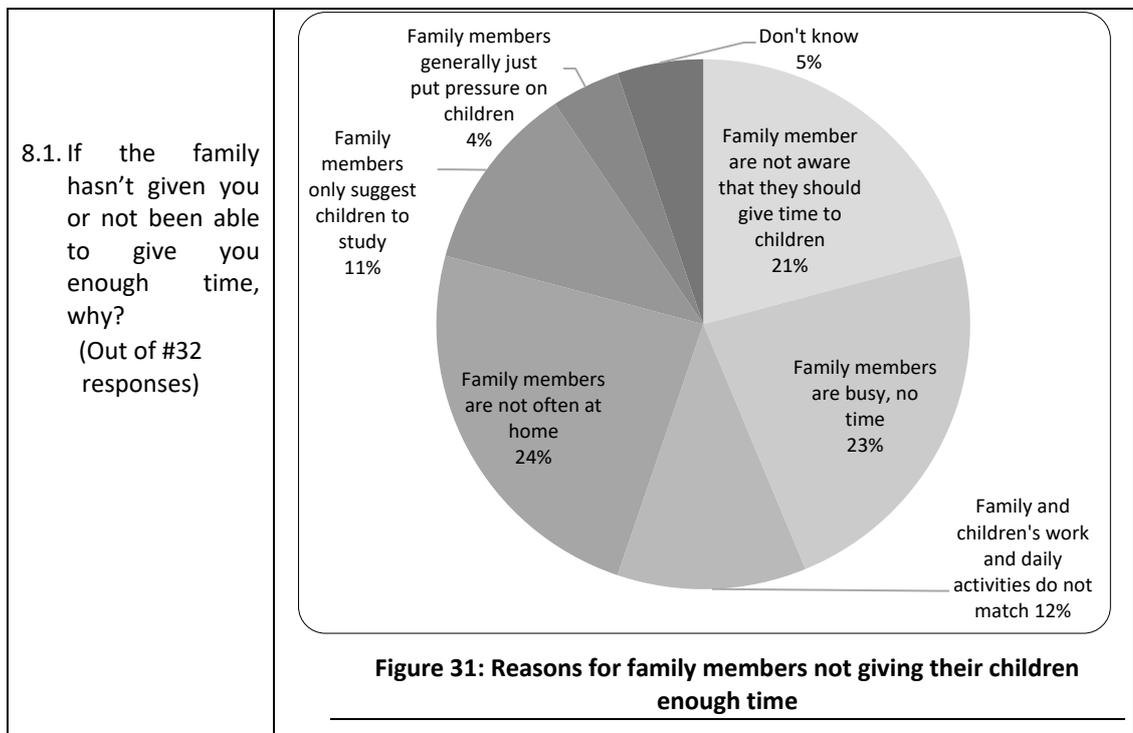
- Parents should refrain children from doing hard works, at home or outside. Child labor should be discouraged not just at this time but always.
- Family should make child friendly environment at home while local government should work to make child responsive environment outside.
- Government should make strict law and regulation against those involved in child abuse or child rights violation.
- School administration should take necessary precautionary measures to protect students and teachers from COVID-19 once schools resume.
- Child clubs should be formed at Ward and community level, and they should work for the development and protection of the children.
- Children should be made involved in some creating works during their leisure time.
- All stakeholders should prioritize child rights in the country. Families in particular should make their children aware about the current scenario in the community, country and whole world.

3.4. Child Participation and Quality Life

3.4.1. Children's perspective on child participation & quality life during COVID-19 pandemic

Table 8: Children's perspective on child participation & quality life during the COVID-19 pandemic

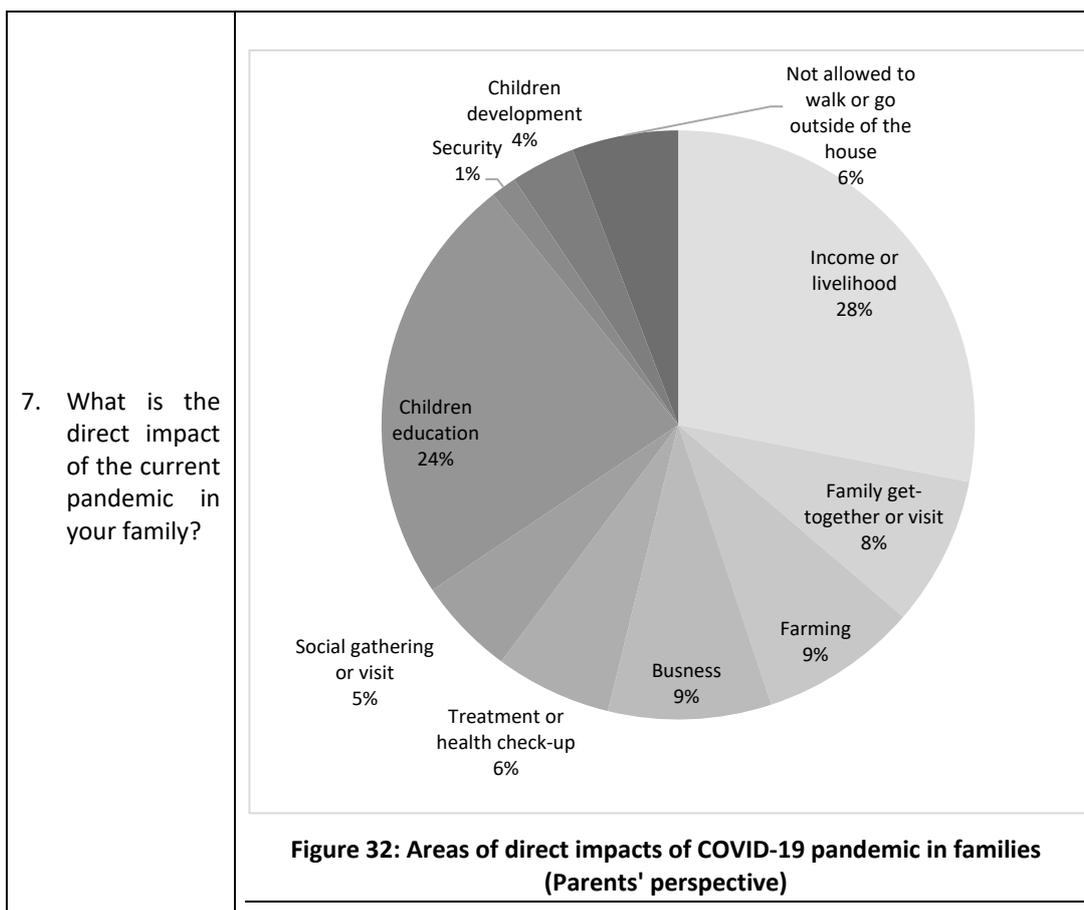
1. Are your opinions in child related issues being heard in your family?	Yes	No	
	69.52%	30.48%	
2. Are you a member of Child Club?	Yes, I am.	No, I am not.	
	50.68%	49.32%	
2.1 Children with disability being a member of Child Club.	Yes, I am.	No, I am not.	
	56.25%	43.75%	
2.2 Have child club done any activities in the current situation even though there is no direct meeting?	Yes	No	Don't know
	29.11%	19.86%	1.71%
3. Are you aware of the risks associated with children and rights of children?	Yes	No	
	69.18%	30.82%	
4. Do you know about life skills or other similar skills? Or, being told about that?	Yes	No	
	55.82%	44.18%	
5. Are you involved in activities, including playing game and other entertainments with your family members?	Yes	No	
	88%	12%	
6. Has there been any kind of violence or dispute in your family?	Yes	No	
	14.73%	85.27%	
7. Do you think current environment in your family is suitable for your education and development?	Yes	No	Don't know
	72%	21.5%	6.5%
8. Do you think your family has given you their enough time you need?	Yes	No	Don't know
	84.6%	11%	4.4%



3.4.2. Parents' perspective regarding child participation & quality life during the COVID-19 pandemic.

Table 9: Parents' perspective on child participation & quality life during the COVID-19 pandemic

1. Are children's opinions in children related issues being heard in your family?	Yes	No	Don't know
	84%	13.7%	2.3%
2. Do you use to involve in activities, including playing game and other entertainments with children in your family?	Yes	No	
	84.76%	15.24%	
3. Has there been any kind of violence or dispute in your family?	Yes	No	
	20.70%	79.30%	
4. Do you think you have given enough time for your children?	Yes	No	Don't know
	64.84%	28.12%	7.03%
5. Do you think current environment in your family is suitable for your children's education and development?	Yes	No	Don't know
	55.07%	39.45%	5.47%
6. Has the COVID-19 pandemic directly affected your family's daily life?	Yes	No	Don't know
	73%	23%	4%



3.4.3. Government Representatives' perspective regarding child participation & quality life during the COVID-19 pandemic

Table 10: Perspective of Gov. Rep. on child participation & quality life during the COVID-19 pandemic

1. Are there children or child club's involved in the preparations, plans or efforts to combat the pandemic?	Yes	No	Don't know
	45.63%	44.66%	9.70%
2. Do you think children have received necessary environment for their education and development?	Yes	No	Don't know
	38.83%	58.25%	2.91%
3. Has there been any child friendly or child-centered special efforts for the prevention of COVID-19 or to address its effects?	Yes	No	Don't know
	37.86%	54.37%	7.76%
4. Are quarantines made with the objective to help prevent COVID-19 been child-friendly?	Yes	No	Don't know
	35.92%	63.10%	1%
5. What is the child-friendly or child-centered special efforts made to prevent and address COVID-19?	<ul style="list-style-type: none"> - Increasing access of children towards child-friendly information. - Management of child-friendly quarantine, regular immunization program and care for their nutrition. - Management of community education for children - Special focus toward children regarding information dissemination, health, education, etc. 		

	<ul style="list-style-type: none"> - Distribution of medical items like sanitizers and hand wash to schools. - Management of Tollfree numbers in case of any unexpected incidents. - Development of child endowment fund for emergencies at local level. - Child focused awareness programs, including PSAs and posters highlighting the importance of regular hand wash, use of mask, social distancing etc.
6. What is the child-friendly or child-centered future plans in the efforts to prevent and address COVID-19?	<ul style="list-style-type: none"> - Planning to form child rights committees at every wards and rural/municipalities. - Monitoring and coordination with different stakeholders for solving problems. - Forming and/or making active community level child clubs, and provide trainings to child club members. - Declaration of child-friendly rural/municipality - Distribution of medical items like sanitizers and hand wash to schools. - Start school and community base learning activities. - Make provisions for online education system. - Capacity and skill development activities for children - Organize ward level and community level awareness programs - Child friendly quarantine and isolation wards, and distribution of hygiene kits for girls. - Awareness rising activities, including broadcasting of PSAs

3.4.4. Main requirements of children at the current situation of COVID 19, or the issues that children should take care of, or the things children should get.

- Children should be provided love and care from the parents and family members with special focus in their nutrition, sanitation and safety.
- Children need peaceful learning environment and facilities for alternative education
- Healthcare facilities and proper safety & security are the must for children.
- Providing entertainment and sport materials, and encouraging them to involve in different games, tournament and recreational activities is helpful for their mental and physical development.
- Children need motivation from parents, family members and elders to get involved in doing some creative works, as well as good counselling when needed.
- Children should be provided proper information about the ongoing COVID-19 pandemic and safety measures to be followed.
- Life skills developing courses and proper access to internet will be beneficial for children's development.
- Children also need to be made aware of sexual abuse or harassment, and what to do in case such incidence happens.
- Children should be properly taught on hand washing, social distancing, using mask, etc. for their protection from COVID-19 pandemic.
- Children are to be protected from different types of cybercrimes and online bullying.

- All children should get facility to study from their homes, or at least from their communities even though schools are closed.
- Children should be provided with mask and sanitizers, and friendly and learning environment at home.
- Children should refrain themselves from getting over engaged in electronic gadgets like mobile phone and computers.
- Books and other study materials should be provided to children so that they can continue their learning during this period as well.

3.4.5. Things family, society and government should do for child participation and quality life for children

- CSOs and related organizations should initiate child focused activities-advocating for their rights and necessities.
- Families should promote child-friendly behavior at home, and should fulfill their basic need- including education and safety.
- Children shouldn't be involved in hard and difficult works that may put both their physical and mental health at risk.
- Parents should spend more time with their children, and respect their aspirations.
- Parents should encourage, support and motivate children to learn and do creative thing that are helpful in their real life.
- Parents should groom and teach their children new things and support them to increase their participation in public life.
- Parents should keep their children away from social and family problems while creating tension free environment for them.
- Sons and daughters should be treated equally by parents and family members.
- Government should identify and prioritize programs for pro-poor, marginalized and children with disability.
- Community have to play supportive role for children's quality life and participation in social gatherings.
- Government should promote secure and qualitative child-friendly environment.
- Family should take proper care of the children and listen to their thoughts, government should come up with better plans and policies.
- All stakeholders should respect the voices of children and encourage their social participation.
- Children should also be taught about moral values and norms by their parents.
- Government should come-up with child-friendly laws, provisions, strategies and programs and should be implemented effectively.
- Government should ensure voices of children during decision making in matters related with children.
- Families, society and government should remain vigilant to protect children from online abuse and harassment, for which stringent cyber laws and restrictions should be made.

- Online education should be made free for poor and marginalized children. Government should help needy children in their education and overall development.
- Society should encourage children to perform different creative activities and should organize community games and competitions for children as well as platform to showcase their talents.
- Society should discourage people’s discriminatory behaviors between boys and girls, dalit and non-dalit children, rich and poor children, or in any other basis.
- Government should make proper investment in child sector, work for their protection and creating child-friendly environment.
- Local governments should make compulsory for schools to have all necessary safety measures and health facilities.

3.5. Revisiting the Lockdown Period

3.5.1. Children’s reflection of the lockdown period

Table 11: Children’s reflection of the lockdown period

<p>1. What are the things your family gave, taught or you received from your family during the COVID-19 lockdown?</p>	<ul style="list-style-type: none"> - Learned cooking skills and doing other household chores - Learned kitchen gardening and farming - Realized the importance of family and strength of togetherness - Family taught how to cooperate and support one another in difficult situation like this. - Family taught me how to do self-study, do creative works and be patient and focused. - Helped learn ancient language and skills - Family members taught how to use Zoom App, check and send emails - Learned self-care and personal hygiene - Learned basic stitching skills - Learned singing, dance, yoga and meditation exercises
<p>2. What is the major achievement, learning or things you gained during the COVID-19 lockdown?</p>	<ul style="list-style-type: none"> - Learned that help and support of the family is very imperative for child development. - Got the opportunity to stay with parents and others family members for long - Learned cooking skills and supporting in other household activities - Read different books and journals of personal interest - Conducted different online events and programs - Learned additional computer skills from the family members. - Improved communication skill through online practices.

3.5.2. Parents’ reflection of the lockdown period

Table 12: Parents’ reflection of the lockdown period

<p>1. What are the things you gave, taught to your children or what they received from the family during the COVID-19 lockdown?</p>	<ul style="list-style-type: none"> - Different problem-solving skills - Cooking food and kitchen gardening - Good manners and moral values - Remain focused but have patience - Involvement in different creative activities - Cleaning and maintaining hygienic environment - Sanitation tips and online classes ideas - Measures to be taken for prevention and protection from COVID-19
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2. What is the major achievement, learning or things your children gained during the COVID-19 lockdown?	<ul style="list-style-type: none"> - Cooking skills and doing other household chores - Doing arts and other creative works - Moral values and discipline - Learned about the ways to remain safe from communicable diseases and stay healthy - Developed knowledge about different computer skills and online platform. - Learned about the importance of family care and healthcare.
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3.5.3. Government Representatives' reflection of the lockdown period

Table 13: Government Representatives' reflection of the lockdown period

1. In your opinion what are the negative effects, risks or consequences of Covid-19 lockdown on children's lives?	<ul style="list-style-type: none"> - Psychosocial problems, fear, anxiety and sadness towards future, and so on. - Feeling irritated without any specific reason - Feeling of being confined, loneliness and depressed - Disobeying their parents and other family members - Demotivation for study and difficulty in managing time for self-study - Children were deprived of quality education and physical participation - Children started to become more restless - Increase in number of child marriage - Excessive engagement in mobiles, computers and television - Multiple cases of child abuse, exploitation etc.
2. Are there any learnings or things children gained during the COVID-19 lockdown?	<ul style="list-style-type: none"> - Household related skills like cooking, gardening, washing and cleaning etc. - Learned about the modern technology for study and entertainment - Creative work like painting, dancing, acting, singing, poem, and so on. - Knowledge regarding personal cleanliness and hygiene - Importance of social networking

4. KEY ADVOCACY ISSUES AND RECOMMENDATIONS

Though children are been largely spared from the direct health effects of COVID-19, however, the crisis is having a profound effect on their wellbeing. All children, of all ages, are being affected, in particular by the socio-economic impacts. Given the harmful effects of this pandemic will not be distributed equally, different stakeholders can play important role for the betterment of children's situation. Hence, based on the research findings and analysis, some key advocacy issues and recommendations have been furnished for different stakeholders below.

4.1. Key Advocacy Issues

4.1.1. Advocacy Issues on Child Education

- Timely and right information to children about when and how schools will resume.
- Minimum requirement for schools (infrastructure, technology and capacity of teachers) to deliver alternative classes.
- Support for effectiveness of alternative class, both for schools and parents.
- Increase access to internet and electronic devices such as laptops, mobiles and tablets to support alternative/online study of children. Also, support for properly using these devices, so that children are safe from potential online violence.
- Supporting mechanism for parents to promote children's education including alternative/online classes.
- Regularity and effectiveness of alternative classes run by schools.
- Regular interaction among school management team, teachers, parents and students using appropriate means, regarding proper information dissemination and effective education.

4.1.2. Advocacy Issues on Child Health

- Ensuring regular health check-up of mothers and children, immunization and proper actions against malnutrition during the pandemic.
- Increasing parents' engagement with their children along with providing space and environment for their intellectual development and reducing psychosocial problems.
- Psychosocial wellbeing of children- reducing fear, trauma and anxiety during the pandemic.
- Review of existing policy provisions and structure to address pandemic situation like this and other possible disaster(s).

4.1.3. Advocacy Issues on Child Protection

- Allocation of sufficient budget to work in school and child rights related issues.
- Develop/strengthen child rights mechanism at local level. LGs should have relevant policies, resources and effective implementation plan, also to deal with pandemic and crisis period.
- Disseminate information about COVID-19 prevention measures to children and parents.
- Attention of the government to stop traditional harmful practices and norms, and violence against children.

- Visible role of the existing mechanisms to protect and promote child rights during the COVID-19 context.
- Capacity building and necessary resources for local child rights mechanisms.
- Effective case handling and referral mechanism ensuring basic principles during the COVID-19 context.
- Necessary investing in protection of children with disability, children whose parents are economically backward, and children from most marginalized and disadvantaged communities

4.1.4. Advocacy Issues on Child Participation and Quality Life

- Strengthen local child clubs and networks.
- Platform for children where they can learn and share their skills and creativity.
- Child participation in local planning process, school and health management at local level.
- Necessary policy provisions to address child issues focusing education, health, protection and participation of children at all three levels of the government.

4.2. Key Recommendations

4.2.1. Recommendations for Children

- Children should share their problems and difficulties, if any, with their parents, family members or any trusted person for amicable solution, rather than keeping secrets which is the major cause for mental illness and a lot of other problems.
- Children should refrain from being over engaged in electronic gadgets like mobile phones, computers and televisions, otherwise this could lead to some serious health issues.
- Children should follow all health guidelines furnished by the WHO and the GoN to remain protected against COVID-19.
- Children can better utilize their free time in learning about their clan and kin-grandparents and lineage. Also, they can engage in learning more about their religion and family rituals.
- Despite closure of schools, children should constantly engage themselves in their study better using alternative method(s). In other times they can do creative works like arts, poem, writings etc. and participate in some recreational activities.
- Children should be aware of their rights and needs, things that are important for their growth and development. Also, children should be aware to report any incident of child abuse or sexual harassment or any other form of child rights violation.

4.2.2. Recommendations for Parents

- Parents should provide their children all affordable facilities necessary for alternative classes along with a good learning environment at home. They should never discriminate between son and daughter.
- Parents should spend quality time with their children as much as possible, better treating them as friend to increase their participation in family activities.
- Parents should teach and aware their children on ways to remain protected from the ongoing COVID-19 pandemic.

- Parents should continuously monitor their children's activities and should remind them what is good and what is bad for them.
- Parents should not engage their children in difficult and physically demanding works, at home or outside. Nevertheless, children can be engaged in some household activities depending upon their age, interest and ability.
- Parents should encourage, support and motivate children to learn and do creative thing as per their interest and capacity that could benefit them in their real life.
- Parents should keep their children away from social and family matters/problems that are unrelated to them, and should create a tension-free environment as far as possible on the best interest of children.

4.2.3. Recommendations for Local Governments

- Local governments should ensure child-friendly quarantines, isolation wards as well as regular immunization and care for their nutrition.
- LGs should focus in disseminating information about COVID-19 pandemic and child right issues using child-friendly means, and make distribution of preventive materials like masks, sanitizers and hand wash within the access of children.
- Along with effective and accessible alternative methods for child learning, local government should plan for opening schools in near future with necessary safety measures and health facilities. The right information regarding how and when schools are reopening should be shared with the children in advance with necessary counselling to build their confidence and trust.
- Local government should ensure child participation at local level planning process using applicable/alternative means of communication and participation. They should ensure voices of children during decision making in matters related with children.
- Local government should identify and prioritize programs for pro-poor, marginalized and children with disability.
- Local government should strengthen child rights mechanism and give more attention to ensure child rights during difficult situation like ongoing COVID-19 pandemic.
- Local governments should prioritize and allocate sufficient budget to improve capacities of schools in terms of infrastructure, equipment and facilities, and enhance teachers' skills and capacities to further support the learning process of children, both during the normal and crisis period.

4.2.4. Recommendations for Provincial and Federal Governments

- The government should come-up with child-friendly laws, provisions, strategies and programs addressing pandemic like this and other possible disaster(s), and should implement them effectively.
- Provincial and federal government should allocate sufficient budget in child sector, importantly for the protection and development of children. Government(s) should have special fund to support children during pandemic and other disasters.

- The government should focus in effective implementation of existing laws and provisions to stop every form of violence against children.
- Government should come-up with clear policy and plans to support in building best infrastructure, technology and capacity of school and teachers.
- Streamline alternative/online classes run by schools as well as ensure their infrastructure, technology and capacity to deliver such classes effectively.
- Provincial and federal governments should develop effective mechanism to ensure child rights, both during normal context as well as during disaster.

4.2.5. Recommendations for Stakeholders, Development Partners and CSOs

- Stakeholders, Development Partners and CSOs should cooperate with the government(s) to support policy and plan to ensure child rights and also for the meaningful participation of children.
- Cooperation between DPs and CSOs should be increased to support for building best infrastructure, technology and capacity of schools and teachers.
- DPs and CSOs should engage with government to strengthen child rights mechanisms.
- DPs should come-up with plans and activities to discourage traditional harmful practices and violence against children.
- DPs and CSOs have to work effectively to aware children on protection measures like hand washing, social distancing, use of mask, etc. to keep them safe from the pandemic. They should also distribute such protection items to schools in need before reopening.

ANNEXES

(Assessment Questionnaires in Nepali)

Annex I: Questionnaire for Children

फारम नं.....

कन्सोर्टियम नेपाल

ASSESSMENT ON WELLBEING OF CHILDREN DURING COVID-19

बालबालिकाका लागि प्रश्नावली

बालबालिका भाई बहिनीहरू,

नमस्कार ! कन्सोर्टियम नेपालले वर्ल्ड भिजन इन्टरनेशनल, नेपाल कार्यालयको सहकार्यतामा कोभिड-१९ को अवस्थामा नेपाली बालबालिकाको अवस्था, यसले नेपाली बालबालिकाको दैनिकीमा पारेको प्रभावहरू तथा त्यस्ता प्रभावहरूको आवश्यक सम्बोधनकालागि सुभावहरू संकलन गर्ने उद्देश्यका साथ यो सर्वेक्षण गरिएको हो । तपाईंले उपलब्ध गराउने सूचनाहरूले कोभिड-१९ को वर्तमान सन्दर्भ तथा लकडाउन अवधिमा बालबालिकाको अवस्था विश्लेषण गर्न तथा भविष्यमा बालबालिकाका सवालहरू सम्बोधनकालागि योजना तर्जुमा र सञ्चालनमा सघाउ पुग्ने विश्वास लिएका छौं । यसर्थ यस प्रश्नावलीमा भएका प्रश्नहरूको जवाफ दिई सहयोग गर्नुहुन अनुरोध गर्दछौं । तपाईंबाट प्राप्त हुने जानकारीलाई गोप्य राखी विश्लेषण गरिने छ । यस सर्वेक्षणमा यहाँको सहभागीता स्वैच्छिक हुनेछ ।

यो सर्वेक्षणमा म सहभागी हुन : चाहन्छु चाँहदैन

उत्तरदाताको जानकारी

१. उत्तरदाताको लिंग	<input type="checkbox"/> बालक <input type="checkbox"/> बालिका <input type="checkbox"/> अन्य		
२. जातजाती	<input type="checkbox"/> पहाडी दलित <input type="checkbox"/> मधेशी दलित <input type="checkbox"/> मधेशी जनजाति <input type="checkbox"/> पहाडी जनजाति <input type="checkbox"/> मधेशी <input type="checkbox"/> अल्पसंख्यक जातजाति/समुदाय <input type="checkbox"/> मधेशी ब्राम्हण क्षेत्री <input type="checkbox"/> पहाडी ब्राम्हण क्षेत्री <input type="checkbox"/> मुस्लिम		
२.१ अपाङ्गता	<input type="checkbox"/> छ <input type="checkbox"/> छैन		
३. उत्तरदाताको जिल्ला			
४. उत्तरदाताको प्रदेश	<input type="checkbox"/> प्रदेश नं १ <input type="checkbox"/> प्रदेश नं २ <input type="checkbox"/> वाग्मती प्रदेश नं <input type="checkbox"/> गण्डकी प्रदेश <input type="checkbox"/> कर्णाली प्रदेश <input type="checkbox"/> सुदूरपश्चिम प्रदेश		
५. उत्तर दिनेको उमेर	<input type="checkbox"/> १० वर्षदेखि १४ वर्षसम्म <input type="checkbox"/> १५ देखि १८ वर्षसम्म		
६. उत्तरदाताको शिक्षा	<input type="checkbox"/> कक्षा ५ भन्दा कम <input type="checkbox"/> कक्षा ५ देखि ८ सम्म <input type="checkbox"/> कक्षा ८ देखि १० सम्म <input type="checkbox"/> कक्षा १० देखि १२ सम्म <input type="checkbox"/> सोभन्दा बढी <input type="checkbox"/> विद्यालय नजाने <input type="checkbox"/> अनौपचारिक कक्षा		
बालबालिकाको शिक्षा			
१. कोभिड-१९ का कारण विद्यालय बन्द हुँदा वा लकडाउनको अवधिमा विद्यालय जानु नपाउँदा तपाईंलाई दिक्क लागेको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> भन्न चाहन्न
२. कोभिड-१९ लकडाउनको अवस्थामा पनि तपाईंको विद्यालयको पढाइ भएको थियो वा छ (जस्तै अनलाइन कक्षा, भिडियो कक्षा आदिको) ?	<input type="checkbox"/> थियो वा छ	<input type="checkbox"/> थिएन वा छैन	<input type="checkbox"/> थाहा छैन
३. के त्यस्तो कक्षा निरन्तर छ ? वा त्यसले निरन्तरता पाएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
४. यदि तपाईंको विद्यालयको पढाइ भएको थियो वा छ भने कुन माध्यमबाट भएको थियो वा छ ?	<input type="checkbox"/> इन्टरनेटमा आधारित माध्यम वा एप्स	<input type="checkbox"/> सोसल मिडिया (फेशबुक, मेसेन्जर आदी)	<input type="checkbox"/> रेडियो, टिभी
	<input type="checkbox"/> फोनमा आधारित होकवर्क	<input type="checkbox"/> सानो समुहमा कक्षा वा होमवर्क	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....

५. यदि इन्टरनेटमा आधारित एप्स हो भने कुन प्रयोग गरिएको थियो वा छ ?	<input type="checkbox"/> जुम	<input type="checkbox"/> स्काइप	<input type="checkbox"/> टिम
	<input type="checkbox"/> फेशबुक मेसेन्जर	<input type="checkbox"/> गुगल मिट	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....
६. के तपाईंलाई मोबाइल, ट्याबलेट, कम्प्युटर, ल्यापटप आदीको सुविधा छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> छ तर नियमित छैन
७. के तपाईंलाई इन्टरनेटको सुविधा छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> छ तर नियमित छैन
८. के तपाईंको विद्यालयले गरिरहेको अनलाइन वा बैकल्पिक कक्षा प्रभावकारी भएको थियो वा छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> केही मात्रामा मात्र छ	<input type="checkbox"/> छैन
९. तपाईंले वा तपाईंको विद्यालयले प्रयोग गरेको माध्यमका अपठ्यारा वा असहजता के-के थिए ? (बढीमा मुख्य तीनवटामा मात्र ठीक लगाउनुहोला)	<input type="checkbox"/> विद्यालय वा शिक्षकको निवासमा इन्टरनेटको सहजता नहुनु जस्तै (इन्टरनेटमा पहुँच नहुनु, स्लो इन्टरनेट, इन्टरनेट काटिने आदी)	<input type="checkbox"/> बिजुलीको अभाव वा नियमित बिजुली नहुनु	<input type="checkbox"/> अनलाइन वा दूरशिक्षाका लागि आवश्यक सामग्री वा उपकरण आफूसँग नहुनु (कम्प्युटर, ल्यापटप, मोबाइल, ट्याबलेट, टिभी, रेडियो आदी)
	<input type="checkbox"/> विद्यार्थीको घरमा राम्रो इन्टरनेटको सुविधा नहुनु जस्तै (इन्टरनेटमा पहुँच नहुनु, स्लो इन्टरनेट, इन्टरनेट काटिने आदी)	<input type="checkbox"/> अनलाइन वा यस्ता प्रविधि महँगो भएका कारण परिवारले व्यवस्था गर्न नसक्नु	<input type="checkbox"/> परिवारमा सम्बन्धित माध्यमका बारेमा जानकारी अभिभावक वा परिवारका सदस्य नहुँदा आवश्यक सहयोग नहुनु
	<input type="checkbox"/> अन्तरक्यात्मक कक्षा नहुँदा बुझ्न नसक्नु	<input type="checkbox"/> होमवर्क वा कक्षा अभ्यास पुरा गर्न असहज हुनु	<input type="checkbox"/> पढ्ने शान्त स्थान वा कोठा नहुँदा पढाइमा डिस्टर्ब हुनु
	<input type="checkbox"/> मन नलाग्नु वा अरु बाहिरको कुराले डिस्टर्ब गर्नु	<input type="checkbox"/> इन्टरनेटमा अरु रमाइला भिडियो हेर्ने वा यस्तै काम गर्न मन लाग्नु तर अनलाइन कक्षामा सहभागी हुन मन नलाग्नु	<input type="checkbox"/> इन्टरनेटमा अनलाइन हुँदा अरुले च्याटमा कुरा गर्नु वा पढाइमा डिस्टर्ब हुनु
	<input type="checkbox"/> धेरै समय कम्प्युटर, ल्यापटप, मोबाइल, ट्याबलेट वा यस्तै प्रविधि चलाउदा दिक्क लाग्नु	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....
	<input type="checkbox"/> पढ्नु नपर्दा आराम भयो	<input type="checkbox"/> परिवारको काममा सघाउन पाए	<input type="checkbox"/> मेरो रुची अनुसारका विभिन्न कृयाकलापहरूमा सहभागी हुन पाए
१०. कोभिड-१९ का कारण विद्यालय बन्द हुँदा वा लकडाउनको अवधिमा विद्यालय जान नपर्दा वा नपाँउदा तपाईंलाई राम्रो लागेको पक्ष के हो ?	<input type="checkbox"/> पढ्नका लागि अझ बढी समय दिन पाए	<input type="checkbox"/> खेल्नकालागि बढी समय भयो	<input type="checkbox"/> नयाँ काम वा सिप सिक्न समय पाए
	<input type="checkbox"/> गर्न चाहेको तर विद्यालयको व्यस्तताले गर्न नपाएको कुराहरू गर्न पाए	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....
	<input type="checkbox"/> खुशी छु	<input type="checkbox"/> खुशी छैन	<input type="checkbox"/> थाहा छैन
११. यदि कोभिड-१९ लकडाउनको समयमा तपाईंको विद्यालयको अध्ययन अध्यापन भएको थिएन वा छैन भने सो नभएपनि के तपाईं खुशी हुनुहुन्छ ?	<input type="checkbox"/> खुशी छु	<input type="checkbox"/> खुशी छैन	<input type="checkbox"/> थाहा छैन

१२. विद्यालय जान नपाँउदा बढी मात्रामा के कुरा छुटेको जस्तो लागेको छ ? (बढीमा मुख्य तीनवटामा मात्र ठीक लगाउनुहोला)	<input type="checkbox"/> साथीहरूलाई भेट्न पाएको छैन	<input type="checkbox"/> पढाउने शिक्षकहरूलाई भेट्न पाएको छैन	<input type="checkbox"/> नियमित पढाइ छुटेको छ
	<input type="checkbox"/> अतिरिक्त कृयाकलापहरू हुन सकेको छैन र सहभागी हुन पाएको छैन	<input type="checkbox"/> समयमा परीक्षा नहुँदा हाम्रो पढाइको मूल्यांकन भएको छैन	<input type="checkbox"/> नयाँ कक्षामा जान पाएका छैनौं
	<input type="checkbox"/> नयाँ कक्षाको किताबहरू पाएका छैनौं	<input type="checkbox"/> नयाँ कक्षा वा विद्यालयमा भर्ना हुन पाएको छैन	<input type="checkbox"/> पढाइ छुटेको छ
	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....
१३. कोभिड-१९ को वर्तमान अवस्था वा लकडाउनले तपाईंको कुनै साथीलाई कुनै नराम्रो असर वा प्रभावहरू परेको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
१४. यदि त्यस्तो कुनै नकारात्मक प्रभाव परेको छ भने केही उदाहरण दिनुहोस् ।	(क) (ग)	(ख)	
१५. कोभिड-१९ का कारण विद्यालय बन्द हुँदा वा लकडाउनको अवधिमा विद्यालयसँग सम्बन्धित बाहेक अन्य कुनै नयाँ पुस्तकहरू पनि पढ्नु भयो ?		<input type="checkbox"/> पढे	<input type="checkbox"/> पढिन
१६. कोभिड-१९ का कारण विद्यालय बन्द हुँदा वा लकडाउनको अवधिमा केही नयाँ साहित्य सृजना जस्तै कविता, गीत, गजल आदी, लेख रचना, चित्र कोर्ने, भिडियो बनाउने यस्तो केही गर्नुभयो ?		<input type="checkbox"/> गरे	<input type="checkbox"/> गरिन
१७. कोभिड-१९ का कारण विद्यालय बन्द हुँदा वा लकडाउनको अवधिमा बढी मात्रामा के कस्तो कृयाकलापमा सहभागी हुनु भयो ? (बढीमा मुख्य तीनवटामा मात्र ठीक लगाउनुहोला)	<input type="checkbox"/> साहित्य लेखन (कथा, कविता, गीत, नाटक आदी)	<input type="checkbox"/> लेख रचना लेख्ने	<input type="checkbox"/> भिडियो बनाउने
	<input type="checkbox"/> सोसल मिडिया (फेशबुक, ट्वीटर, युट्युब, टिकटक आदी चलाउने)	<input type="checkbox"/> गीत गाउने तथा नृत्य गर्ने	<input type="checkbox"/> परिवारको काममा अभिभावक र परिवारलाई सघाउने
	<input type="checkbox"/> परिवारका सदस्य वा अभिभावकसँग बसेर विभिन्न विषयवस्तुमा कुराकानी वा छलफल गर्ने	<input type="checkbox"/> टिभी हेर्ने	<input type="checkbox"/> मोबाइल गेमहरू खेल्ने
	<input type="checkbox"/> भिडियो वा फिल्म हेर्ने	<input type="checkbox"/> आफ्नो स्वास्थ्यको ख्याल गर्ने	<input type="checkbox"/> नयाँ भाषा सिक्ने
	<input type="checkbox"/> नयाँ सिप सिक्ने (जस्तै सिलाई आदी)	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....
१८. के तपाईंले आफ्नो नयाँ कक्षाको पाठ्यपुस्तक पाउनुभयो ?	<input type="checkbox"/> पाए	<input type="checkbox"/> पाएको छैन	
१९. कहिले विद्यालय खुल्छ भन्ने त थाहा छैन तर पनि पछि विद्यालय खुलेपछि विद्यालय जान डर लागेको जस्तो महशुस भएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	
२०. वर्तमान अवस्थामा बालबालिकाको शिक्षाका लागि तपाईंका प्रमुख सुभावहरू के-के छन् ?	(क) (ख) (ग)		
बालबालिकाको स्वास्थ्य			
१. के तपाईंलाई कोभिड १९ कोरोना भाइरसका बारेमा स्पष्ट जानकारी छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
२. यदि कोभिड-१९ कोरोना भाइरसका बारेमा स्पष्ट जानकारी छ भने सो जानकारी कहाँबाट पाउनुभएको हो ?	<input type="checkbox"/> अभिभावक वा घरपरिवार	<input type="checkbox"/> शिक्षक वा विद्यालय	<input type="checkbox"/> रेडियो,
	<input type="checkbox"/> इन्टरनेट तथा सोसल मिडिया	<input type="checkbox"/> साथीहरू	<input type="checkbox"/> टेलिभिजन

	<input type="checkbox"/> पत्रपत्रिका	<input type="checkbox"/> सामाजिक संस्थाहरू	<input type="checkbox"/> सरकारी निकाय
	<input type="checkbox"/> अन्य	<input type="checkbox"/> अन्य	<input type="checkbox"/> अन्य
३. तपाईंको परिवारमा कोभिड १९ बाट सुरक्षित हुन सहयोग पुग्ने सामग्रीहरू छन् वा प्रयोग गरिरहनुभएको छ ?	<input type="checkbox"/> साबुन पानी <input type="checkbox"/> केही पनि छैन	<input type="checkbox"/> मास्क <input type="checkbox"/> अन्य.....	<input type="checkbox"/> ह्याण्ड स्यानीटाइजर <input type="checkbox"/> अन्य
४. लकडाउनको समयमा तपाईंलाई कुनै स्वास्थ्य समस्या भएको थियो ?	<input type="checkbox"/> भयो	<input type="checkbox"/> भएन	
५. यदि भएको थियो भने स्वास्थ्य जाँचको सुबिधा लिनु भयो ?	<input type="checkbox"/> लिए	<input type="checkbox"/> लिएन	
६. यदि नलिएको भए किन ? (मुख्य बढीमा तीनवटा)	<input type="checkbox"/> बाहिर जान कोभिड १९ संक्रमणको डरले	<input type="checkbox"/> अस्पताल वा स्वास्थ्य केन्द्रहरूको सेवा प्रभावकारी नभएर	<input type="checkbox"/> अस्पताल वा स्वास्थ्य केन्द्रहरू बन्द भएर
	<input type="checkbox"/> उपचारका लागि आवश्यक पैसा नभएर	<input type="checkbox"/> कहाँ जानु पर्छ भन्ने जानकारी नभएर	<input type="checkbox"/> स्वास्थ्य केन्द्र वा अस्पतालले उपचार दिन इन्कार वा आनाकानी गरेर
	<input type="checkbox"/> लकडाउनमा हिड्न नपाएर	<input type="checkbox"/> अन्य	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....
७. के तपाईंलाई यहाँ लेखिएका कुनै खालको समस्या छन् ?	<input type="checkbox"/> बिर्सिने	<input type="checkbox"/> दिक्क लागेको वा हैरानी जस्तो अनुभव हुने	<input type="checkbox"/> अरु कसैसँग बोल्न मन नलाग्ने
	<input type="checkbox"/> आफ्ना नियमित कृयाकलाप जस्तै हातमुख धुने, व्यक्तिगत सरसफाइ गर्ने आदी गर्न मन नलाग्ने	<input type="checkbox"/> समय बिताउन वा कटाउन गाह्रो हुने	<input type="checkbox"/> टाउको दुख्ने वा अन्य शारीरिक पिडा हुने
	<input type="checkbox"/> परिवारको सदस्य वा कसैसँग सँगै बस्न मन नलाग्ने	<input type="checkbox"/> रिस उठ्ने	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....
१०. के तपाईंले कोभिड-१९ को महामारी सुरु भए पश्चात् कुनै औषधीको सेबन सुरु गर्नुभएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	
११. के कोभिड १९ को वर्तमान अवस्था तथा लकडाउनको कारण तपाईंलाई महिनावारी हुँदा प्रयोग गर्ने स्यानीटरी प्याड किन्न, बनाउन वा प्रयोग गर्न कुनै समस्या पन्यो ? (बालिकाका लागि)	<input type="checkbox"/> पन्यो	<input type="checkbox"/> परेन	
१२. के कोभिड १९ को वर्तमान अवस्था तथा लकडाउनको कारण तपाईंको परिवारका बालबालिकाले आफ्नो स्वास्थ्य, सरसफाई र स्वच्छतासँग सम्बन्धित सामग्रीहरू पाउन र प्रयोग गर्न समस्या पन्यो ?	<input type="checkbox"/> पन्यो	<input type="checkbox"/> परेन	<input type="checkbox"/> थाहा भएन
१३. के कोभिड १९ को वर्तमान अवस्था तथा लकडाउनको समयमा बालिकाहरूमा कुनै विशेष स्वास्थ्य समस्या भएको छ ?	<input type="checkbox"/> पन्यो	<input type="checkbox"/> परेन	<input type="checkbox"/> थाहा भएन
१४. बालबालिकाको स्वास्थ्यकालागि तपाईंका प्रमुख सुझावहरू के-के छन् ? (परिवार, समाज, स्थानीय सरकार वा कसलाई के सुझाव दिन चाहनुहुन्छ ?)	(क) (ख) (ग)		
बालसंरक्षण			
१. तपाईंको समुदायमा बालबालिकाविरुद्धका कुनै सामाजिक मूल्य मान्यता अर्थात् परम्परागत हानिकारक अभ्यासहरू छन् ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	

२. तपाईंको समाजमा कस्तो प्रकारका सामाजिक मूल्य मान्यता अर्थात् परम्परागत हानीकारक अभ्यासहरू रहेका छन् ? (बढीमा तीनवटा)	<input type="checkbox"/> बाल विवाह	<input type="checkbox"/> महिनावारी हुँदा गरिने विभेद	<input type="checkbox"/> दलित बालबालिकामाथि गरिने छुवाछुतको व्यवहार
	<input type="checkbox"/> छोराछोरीमा गरिने विभेद	<input type="checkbox"/> बालिकामाथि लैंगिक हिंसा	<input type="checkbox"/> बालश्रम
	<input type="checkbox"/> दहेज	<input type="checkbox"/> अन्य	<input type="checkbox"/> अन्य
३. के यस्ता अभ्यासहरू कोभिड १९ लकडाउनको समयमा पनि व्यवहारमा देखियो वा भइरहेकोछ ?			<input type="checkbox"/> थियो वा छ <input type="checkbox"/> थिएन वा छैन
४. के कोभिड १९ को वर्तमान अवस्था तथा लकडाउनको कारणले बालबालिकामाथि हुने परम्परागत हानीकारक अभ्यासहरू अझ बढेको छ ?	<input type="checkbox"/> अरु बेलाभन्दा बढेको छ	<input type="checkbox"/> घटनाहरू भएका छन् तर पहिलाभन्दा कम छ	<input type="checkbox"/> पहिला जस्तै छ
५. तपाईंको समाजमा कोभिड १९ लकडाउनको समयमा पनि देखिएको परम्परागत हानीकारक अभ्यासहरू के-के हुन् ?	<input type="checkbox"/> बाल विवाह	<input type="checkbox"/> महिनावारी हुँदा गरिने विभेद	<input type="checkbox"/> दलित बालबालिकामाथि गरिने छुवाछुतको व्यवहार
	<input type="checkbox"/> छोराछोरीमा गरिने विभेद	<input type="checkbox"/> बालिकामाथि लैंगिक हिंसा	<input type="checkbox"/> बालश्रम
	<input type="checkbox"/> दहेज/दहेज	<input type="checkbox"/> अन्य	<input type="checkbox"/> अन्य
६. के कोभिड १९ को वर्तमान अवस्था वा लकडाउन समयमा कुनै खालको हिंसा भोग्नु भयो वा सो खालको व्यवहारको महशुस भयो वा बालबालिकाले भोग्नु परेको जानकारीमा छ ?	<input type="checkbox"/> पन्यो	<input type="checkbox"/> परेन	<input type="checkbox"/> थाहा भएन
७. यदि त्यस्तो कुनै खालको हिंसा भोग्नु वा सो खालको व्यवहारको महशुस गर्नुपरेको वा अरु बालबालिकाले भोगेको तपाईंको जानकारीमा भए ती कस्तो खालको थियो वा छ ?	<input type="checkbox"/> हेला	<input type="checkbox"/> दुर्व्यवहार	<input type="checkbox"/> हिंसा
	<input type="checkbox"/> विभेद	<input type="checkbox"/> कार्यबोझ वा श्रम शोषण	<input type="checkbox"/> यौनजन्य दुर्व्यवहार वा शोषण
	<input type="checkbox"/> मानसिक दबाव वा हैरानी	<input type="checkbox"/> श्रम शोषण	<input type="checkbox"/> फोनबाट हिंसात्मक व्यवहार गर्ने, हैरानी दिने वा दुःख दिने
	<input type="checkbox"/> बेवास्ता	<input type="checkbox"/> बलात्कार	<input type="checkbox"/> बलात्कारको प्रयास
	<input type="checkbox"/> इन्टरनेटमा आधारित हिंसा गर्ने, हैरानी दिने वा दुःख दिने	<input type="checkbox"/> अन्य	<input type="checkbox"/> अन्य
८. के तपाईंको स्थानमा बालअधिकार सम्बन्धी कुनै समिति, संरचना वा निकाय छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
९. के कोभिड १९ को वर्तमान अवस्थामा पनि यस्ता बालअधिकार सम्बन्धी समिति, संरचना वा निकायहरू सकृय थिए वा छन् ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
१०. के तपाईंलाई बालअधिकारको हनन भएका कहीं उजुरी दिने वा बालअधिकार सम्बन्धी कस्ता उजुरी कहीं जान्छन् थाहा छ ?			
११. के कोभिड १९ को वर्तमान अवस्थामा पनि बालअधिकार हनन सम्बन्धी घटनाहरूको सुनुवाइ र रिफरल गरिएको थियो वा छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
१२. के कोभिड १९ को वर्तमान अवस्थामा पनि बाल संरक्षण सम्बन्धी घटनाहरूको सुनुवाइ र रिफरल गरिएको भए ती प्रभावकारी रूपमा गरिएका छन् ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
१३. वर्तमान अवस्थामा बालबालिकाको संरक्षणका लागि कसले के गर्नुपर्दछ होला ?	(क) (ख) (ग)		
बाल सहभागीता र गुणस्तरीय जीवन			
१. के तपाईंको परिवारमा बालबालिकासँग सम्बन्धित सवालहरूमा तपाईंको कुराको सुनुवाइ भईरहेको छ ?	<input type="checkbox"/> हुन्छ	<input type="checkbox"/> हुदैन	

२. के तपाईं बालकलवको सदस्य हुनुहुन्छ ?	<input type="checkbox"/> छु	<input type="checkbox"/> छैन	
३. बालकलबको सदस्य हुनुहुन्छ भने के बालकलबले वर्तमान अवस्थामा प्रत्यक्ष भेटघाट नभए पनि कुनै कृयाकलापहरू गरेको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
४. के तपाईंलाई कोभिड १९ को महामारीका समयमा बालबालिकामाथि हुन सक्ने जोखिम र बालबालिकाको अधिकारको बारेमा थाहा छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	
५. के तपाईंलाई जीवन उपयोगी सिप वा अन्य यस्तै सिपहरूको बारेमा जानकार हुनुहुन्छ ? वा भनिएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	
६. के तपाईं आफ्ना परिवारका सदस्यहरूसँग खेल्ने, मनोरञ्जन गर्ने लगायतका कृयाकलापमा पनि सहभागी हुने गर्नुभएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	
७. के तपाईंको परिवारमा कोभिड १९ को महामारी समय वा लकडाउन समयमा कुनै प्रकारको हिंसा वा भैभगडा हुने गरेको छ वा हुन्छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	
८. के तपाईंलाई कोभिड १९ को महामारी समय वा लकडाउन समयमा तपाईंको लागि परिवारले आवश्यक समय दिएको छ भन्ने लाग्दछ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
९. यदि परिवारले आवश्यक समय दिएको छैन वा दिन सकेको छैन भने किन होला ? (मुख्य तीनवटा मात्र)	<input type="checkbox"/> परिवारलाई बालबालिकालाई समय दिनु पर्दछ भन्ने जानकारी छैन	<input type="checkbox"/> परिवारका सदस्यरू व्यस्त भएर, समय नभएर	<input type="checkbox"/> परिवार र बालबालिकाको काम र दैनिक कृयाकलाप नमिलेर
	<input type="checkbox"/> परिवारका सदस्य प्राय घरमा हुँदैनन	<input type="checkbox"/> परिवारले बालबालिकालाई पढनका लागि मात्र सुभाव दिन्छन्	<input type="checkbox"/> अभिभावक र बालबालिका सँगै खेल्ने वा रमाइलो गर्ने सँस्कार नभएर
	<input type="checkbox"/> परिवारका सदस्य प्राय बालबालिकालाई दबाव मात्र दिने भएर	<input type="checkbox"/> अन्य.....	<input type="checkbox"/> थाहा भएन
१०. तपाईंको शिक्षा र विकासका लागि तपाईंको परिवारको वर्तमान वातावरण उपयुक्त छ भन्ने लाग्दछ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
११. कोभिड १९ को वर्तमान अवस्थामा बालबालिकाका प्रमुख आवश्यकता वा बालबालिकाले ख्याल गर्नेपने विषयहरू वा बालबालिकाले पाउनेपने कुराहरू के-के हुन् भन्ने लाग्दछ ? बुँदागत रूपमा टिपीदिनुहोस् ।	(क) (ख) (ग) (घ)		
१२. बालसहभागीता र बालबालिकाको गुणस्तरिय जीवनका लागि परिवार, समाज र सरकारले के-के गर्नुपर्दछ सुभावहरू दिनुहोस् ?	(क) (ख) (ग)		
लकडाउन समय पुनरावलोकन			
१. कोभिड-१९ लकडाउनका समयमा तपाईंको परिवारले तपाईंलाई दिएको, सिकाएको वा परिवारबाट पाएका कुराहरू के-के हुन् ?			
२. कोभिड-१९ लकडाउनका समयको तपाईंको मुख्य उपलब्धी, सिकाइ वा यो समयमा पाएको कुराहरू पनि केही छ कि ?			

यहाँको समय र सुभावका लागि धन्यवाद

Annex 2: Questionnaire for Parents

फारम नं.....

कन्सोर्टियम नेपाल
Assessment on Wellbeing of Children during Covid-19
अभिभावकका लागि प्रश्नावली

अभिभावकज्यूहरु,

नमस्कार ! कन्सोर्टियम नेपालले वर्ल्ड भिजन इन्टरनेशनल, नेपाल कार्यालयको सहकार्यतामा कोभिड-१९ को अवस्थामा नेपाली बालबालिकाको अवस्था, यसले नेपाली बालबालिकाको दैनिकीमा पारेको प्रभावहरु तथा त्यस्ता प्रभावहरुको आवश्यक सम्बोधनकालागि सुभावहरु संकलन गर्ने उद्देश्यका साथ यो सर्वेक्षण गरिएको हो । तपाईंले उपलब्ध गराउने सूचनाहरुले कोभिड-१९ को वर्तमान सन्दर्भ तथा लकडाउन अवधिमा बालबालिकाको अवस्था विश्लेषण गर्न तथा भविष्यमा बालबालिकाका सबालहरु सम्बोधनकालागि योजना तर्जुमा र सञ्चालनमा सघाउ पुग्ने विश्वास लिएका छौं । यसर्थ यस प्रश्नावलीमा भएका प्रश्नहरुको जवाफ दिई सहयोग गर्नुहुन अनुरोध गर्दछौं । तपाईंबाट प्राप्त हुने जानकारीलाई गोप्य राखी विश्लेषण गरिनेछ । यस सर्वेक्षणमा यहाँको सहभागीता स्वऐच्छिक हुनेछ ।

यो सर्वेक्षणमा म सहभागी हुन : चाहन्छु चाँहदिन

उत्तरदाताको जानकारी			
१. उत्तरदाताको लिंग	<input type="checkbox"/> महिला <input type="checkbox"/> पुरुष <input type="checkbox"/> अन्य		
२. जातजाती	<input type="checkbox"/> पहाडी दलित <input type="checkbox"/> मधेशी दलित <input type="checkbox"/> मधेशी जनजाति <input type="checkbox"/> पहाडी जनजाति <input type="checkbox"/> मधेशी <input type="checkbox"/> अल्पसंख्यक जातजाति/समुदाय <input type="checkbox"/> मधेशी ब्राम्हण क्षेत्री <input type="checkbox"/> पहाडी ब्राम्हण क्षेत्री <input type="checkbox"/> मुस्लिम		
३. अपाङ्गता	<input type="checkbox"/> छ <input type="checkbox"/> छैन		
४. उत्तरदाताको प्रदेश	<input type="checkbox"/> प्रदेश नं १ <input type="checkbox"/> प्रदेश नं २ <input type="checkbox"/> प्रदेश नं ३ <input type="checkbox"/> गण्डकी प्रदेश <input type="checkbox"/> कर्णाली प्रदेश <input type="checkbox"/> सुदुरपश्चिम प्रदेश		
५. उत्तरदाताको जिल्ला			
६. उत्तर दिनेको उमेर	<input type="checkbox"/> १८ वर्षदेखि ४० वर्षसम्म <input type="checkbox"/> ४१ वर्षदेखि ६० वर्षसम्म <input type="checkbox"/> ६१ वर्ष माथि		
७. उत्तरदाताको शिक्षा	<input type="checkbox"/> कक्षा ५ भन्दा कम <input type="checkbox"/> कक्षा ५ देखि ८ सम्म <input type="checkbox"/> कक्षा ८ देखि १० सम्म <input type="checkbox"/> कक्षा १० देखि १२ सम्म <input type="checkbox"/> सोभन्दा बढी <input type="checkbox"/> निरक्षर <input type="checkbox"/> अनौपचारिक कक्षा		
बालबालिकाको शिक्षा			
१. तपाईंको अवलोकनमा कोभिड-१९ का कारण विद्यालय बन्द हुँदा वा लकडाउनको अवधिमा विद्यालय जान नपाउँदा तपाईंका बालबालिकाहरुले दिक्क मान्नु भएको थियो वा छ ?	<input type="checkbox"/> थियो वा छ	<input type="checkbox"/> थिएन वा छैन	<input type="checkbox"/> भाहा भएन वा छैन
२. के कोभिड-१९ लकडाउनको अवस्थामा पनि तपाईंको बालबालिकाको विद्यालयको पढाई भएको थियो वा छ (जस्तै अनलाइन कक्षा, भिडियो कक्षा वा अन्य बैकल्पिक कक्षा आदी) ?	<input type="checkbox"/> थियो वा छ	<input type="checkbox"/> थिएन वा छैन	<input type="checkbox"/> थाहा छैन
२.१. यदि बैकल्पिक कक्षा भएको छ भने तपाईं र तपाईंको परिवारले आफ्ना बालबालिकालाई त्यस्ता कक्षाहरुका लागि आवश्यक न्युनतम व्यवस्था जस्तै मोबाइल, ल्यापटप, इन्टरनेट आदिको सुनिश्चित गर्न सकेको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> छ तर आवश्यकता अनुसार छैन
३. कोभिड-१९ लकडाउनको अवस्थामा तपाईंका बालबालिकाको कुनै माध्यमबाट अध्ययन अध्यापन भएको थियो वा छ भने तपाईंको अवलोकन वा अनुभवमा ती कक्षाहरुको प्रभावकारिता कस्तो छ ?	<input type="checkbox"/> प्रभावकारी छ	<input type="checkbox"/> बैकल्पिक कक्षाहरु भएको त छ तर प्रभावकारी छैन	<input type="checkbox"/> केही मात्रामा प्रभावकारी छ र त्यसमा सुधार आवश्यक छ

३.१. के त्यस्तो कक्षा निरन्तर छ ? वा त्यस्ता बैकल्पिक कक्षाहरूले निरन्तरता पाएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
३.२. के तपाईंको परिवारका वा समुदायका सबै बालबालिकाहरूले यस्ता कक्षाहरूमा सहभागी हुन पाएका छन् ?	<input type="checkbox"/> सबैले पाएका छन्	<input type="checkbox"/> छोराहरूले मात्र पाएका छन्	<input type="checkbox"/> छोरीहरूले मात्र पाएका छन्
	<input type="checkbox"/> माथिल्लो कक्षामा पढ्नेले मात्र पाएका छन्	<input type="checkbox"/> नीजि विद्यालयमा पढ्नेले मात्र पाएका छन्	<input type="checkbox"/> आलोपालो गरेर सबैले प्रयोग गर्ने गरेका छन्
	<input type="checkbox"/> सबैले पाएका छैनन्	<input type="checkbox"/> अन्य	<input type="checkbox"/> थाहा भएन
४. यदि तपाईंको बालबालिका वा समुदायका बालबालिकाहरूको विद्यालयको पढाई भएको थियो वा छ भने कुन माध्यमबाट भएको थियो वा छ ?	<input type="checkbox"/> इन्टरनेटमा आधारित माध्यम वा एप्स	<input type="checkbox"/> सोसल मिडिया (फेशबुक, मेसेन्जर आदी)	<input type="checkbox"/> रेडियो, टिभी
	<input type="checkbox"/> फोनमा आधारित होमवर्क	<input type="checkbox"/> सानो समुहमा कक्षा वा होमवर्क	<input type="checkbox"/> थाहा भएन
	<input type="checkbox"/> अन्य (खुलाउनुहोस्)		
५. यदि तपाईंको बालबालिकाको भईरहेको कक्षा इन्टरनेटमा आधारित एप्स हो भने कुन प्रयोग गरिएको थियो वा छ ?	<input type="checkbox"/> जुम	<input type="checkbox"/> स्काइप	<input type="checkbox"/> टिम
	<input type="checkbox"/> फेशबुक मेसेन्जर	<input type="checkbox"/> गुगल मिट	<input type="checkbox"/> विद्यालयको आफ्नै सफ्टवेयर
	<input type="checkbox"/> थाहा भएन	<input type="checkbox"/> अन्य (खुलाउनुहोस्)....	
६. तपाईंको बालबालिकाले वा विद्यालयले प्रयोग गरेको माध्यमका अप्ठ्यारा वा असहजता के-के थिए ? (बढीमा मुख्य तीनवटामा मात्र ठीक लगाउनुहोला)	<input type="checkbox"/> विद्यालय वा शिक्षकको निवासमा इन्टरनेटको सहजता नहुनु जस्तै (इन्टरनेटमा पहुँच नहुनु, स्लो इन्टरनेट, इन्टरनेट काटिने आदी)	<input type="checkbox"/> बिजुलीको अभाव वा नियमित बिजुली नहुनु	<input type="checkbox"/> अनलाइन वा दूरशिक्षाका लागि आवश्यक सामग्री वा उपकरण आफूसँग नहुनु (कम्प्युटर, ल्यापटप, मोबाइल, ट्याबलेट, टिभी, रेडियो आदी)
	<input type="checkbox"/> विद्यार्थीको घरमा राम्रो इन्टरनेटको सुविधा नहुनु जस्तै (इन्टरनेटमा पहुँच नहुनु, स्लो इन्टरनेट, इन्टरनेट काटिने आदी)	<input type="checkbox"/> अनलाइन वा यस्ता प्रविधि महँगो भएका कारण परिवारले व्यवस्था गर्न नसक्नु	<input type="checkbox"/> परिवारमा सम्बन्धित माध्यमका बारेमा जानकारी अभावक वा परिवारका सदस्य नहुँदा आवश्यक सहयोग नहुनु
	<input type="checkbox"/> अन्तरकृयात्मक कक्षा नहुँदा बुझ्न नसक्नु	<input type="checkbox"/> होमवर्क वा कक्षा अभ्यास पुरा गर्न असहज हुनु	<input type="checkbox"/> पढ्ने शान्त स्थान वा कोठा नहुँदा पढाइमा डिस्टर्ब हुनु
	<input type="checkbox"/> मन नलाग्नु वा अरु बाहिरको कुराले डिस्टर्ब गर्नु	<input type="checkbox"/> इन्टरनेटमा अरु रमाइला भिडियो हेर्ने वा यस्तै काम गर्न मन लाग्नु तर अनलाइन कक्षामा सहभागी हुन मन नलाग्नु	<input type="checkbox"/> इन्टरनेटमा अनलाइन हुँदा अरुले च्याटमा कुरा गर्नु वा पढाइमा डिस्टर्ब हुनु
	<input type="checkbox"/> धेरै समय कम्प्युटर, ल्यापटप, मोबाइल, ट्याबलेट वा यस्तै प्रविधि चलाउदा दिक्क लाग्नु	<input type="checkbox"/> थाहा भएन	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....
७. कोभिड-१९ का कारण विद्यालय बन्द हुँदा वा लकडाउनको अवधिमा तपाईंको बालबालिका बढीमात्रामा के कस्तो कृयाकलापमा सहभागी हुनुभयो वा हुनुभएको छ ? (बढीमा मुख्य तीनवटामा मात्र ठीक लगाउनुहोला)	<input type="checkbox"/> साहित्य लेखन (कथा, कविता, गीत, नाटक आदी)	<input type="checkbox"/> लेख रचना लेख्ने	<input type="checkbox"/> फोटो खिच्ने, भिडियो बनाउने
	<input type="checkbox"/> सोसल मिडिया (फेशबुक, ट्वीटर, युट्युब, टिकटक आदी चलाउने)	<input type="checkbox"/> गीत गाउने तथा नृत्य गर्ने	<input type="checkbox"/> परिवारको काममा अभिभावक र परिवारलाई सघाउने

	<input type="checkbox"/> परिवारका सदस्य वा अभिभावकसँग वसेर विभिन्न विषयवस्तुमा कुराकानी वा छलफल गर्ने	<input type="checkbox"/> टिभी हेर्ने	<input type="checkbox"/> मोबाइल गेमहरू खेल्ने
	<input type="checkbox"/> भिडियो वा फिल्म हेर्ने	<input type="checkbox"/> आफ्नो स्वास्थ्यको ख्याल गर्ने	<input type="checkbox"/> नयाँ भाषा सिक्ने
	<input type="checkbox"/> नयाँ सिप सिक्ने (जरतै सिलाइ आदी)	<input type="checkbox"/> थाहा भएन	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....
८. के तपाईंको वा समुदायका बालबालिकाले आफ्नो नयाँ कक्षाको पाठ्यपुस्तक पाउनुभयो ?	<input type="checkbox"/> पाए	<input type="checkbox"/> पाएका छैन	<input type="checkbox"/> भाहा भएन
९. कहिले विद्यालय खुल्छ भन्ने त थाहा छैन तरपनि पछि विद्यालय खुलेपछि विद्यालय जान तपाईंको बालबालिकाहरूले डर लागेको जरतौ महशुस गरेको तपाईंले अवलोकन गर्नुभएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> भाहा भएन
१०. के विद्यालय खुल्यो भने तपाईंहरू आफ्ना बालबालिकालाई विद्यालय पठाउन मानसिक रूपमा तयार हुनुहुन्छ ?	<input type="checkbox"/> छु	<input type="checkbox"/> छै	<input type="checkbox"/> भाहा भएन
११. यदि आफ्ना बालबालिकालाई विद्यालय खुल्यो भने पनि किन विद्यालय पठाउन मानसिक रूपमा तयार हुनुहुन्न ? (बढीमा तीनवटा मात्र उत्तरमा ठीक लगाउनुहोस्)	<input type="checkbox"/> कोरोना संक्रमण रोकिएको छैन	<input type="checkbox"/> यस जिल्ला वा क्षेत्रमा कोरोनाको बढी संक्रमण छ वा संक्रमणको जोखिम छ	<input type="checkbox"/> विद्यालयमा विद्यार्थीहरू विभिन्न परिवारहरूबाट आउने हुँदा बढी जोखिम छ
	<input type="checkbox"/> बालबालिकाहरू आफैँ कोरोनाबाट बच्न सक्दैनन वा उनीहरू बढी जोखिममा छन्	<input type="checkbox"/> विद्यालय खुल्यो भने भन् बढी कोरोना बढ्न सक्छ	<input type="checkbox"/> पढाउने शिक्षक धेरै स्थानको हुनुहुन्छ उहाँहरूमार्फत जोखिम बढ्न सक्छ
	<input type="checkbox"/> विद्यालयमा कोरोनाबाट बच्नकालागि आधारभुत कुराहरूको व्यवस्था छैन	<input type="checkbox"/> विद्यालयभन्दा पनि आउदाजाँदा बढी जोखिम हुनसक्छ	<input type="checkbox"/> विद्यालय जान गाडी चढनुपर्छ त्यो बढी जोखिममा छ
	<input type="checkbox"/> हाम्रो परिवारको सदस्यमा कोरोनाको संक्रमण भएको थियो, बालबालिकालाई विद्यालयमा यसैका आधारमा जिस्काउने वा विभेद हुन सक्दछ	<input type="checkbox"/> अन्य ...	<input type="checkbox"/> अन्य
१२. वर्तमान अवस्थामा बालबालिकाको शिक्षाका लागि तपाईंका प्रमुख सुझावहरू के-के छन् ?	(क) (ख) (ग)		
बालबालिका र परिवारको स्वास्थ्य			
१. के तपाईं वा तपाईंको परिवारमा कोभिड १९ कोरोना भाइरसका बारेमा स्पष्ट जानकारी छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
२. के तपाईंका बालबालिकामा कोभिड १९ कोरोना भाइरसका बारेमा स्पष्ट जानकारी छ भन्ने तपाईंलाई लाग्दछ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
३. यदि तपाईं वा तपाईंको परिवारमा कोभिड-१९ कोरोना भाइरसका बारेमा स्पष्ट जानकारी छ भने सो जानकारी कहाँबाट पाउनुभएको हो ?	<input type="checkbox"/> अभिभावक वा घरपरिवार	<input type="checkbox"/> शिक्षक वा विद्यालय	<input type="checkbox"/> रेडियो
	<input type="checkbox"/> इन्टरनेट तथा सोसल मिडिया	<input type="checkbox"/> साथीहरू	<input type="checkbox"/> टेलिभिजन
	<input type="checkbox"/> पत्रपत्रिका	<input type="checkbox"/> सामाजिक संस्थाहरू	<input type="checkbox"/> सरकारी निकाय

	<input type="checkbox"/> सामुदायिक बैठक	<input type="checkbox"/> स्थानिय सरकार	<input type="checkbox"/> अन्य
४. तपाईंको बुभाइमा के तपाइको परिवार पनि कोभिड १९ को जोखिममा छ ?	<input type="checkbox"/> उच्च जोखिममा छ	<input type="checkbox"/> कम जोखिममा छ	<input type="checkbox"/> जोखिम छैन
५. के तपाईंको परिवारले कोभिड १९ को जोखिमबाट बच्नकालागि रोकथामका उपायहरू अवलम्बन गरेको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> छ तर नियमित वा परिवारका सबै सदस्यमा छैन
६. यदि गर्नुभएको छ भने कोभिड १९ को जोखिमबाट बच्नका लागि रोकथामका के कस्ता उपायहरू अवलम्बन गर्नुभएको छ ?	<input type="checkbox"/> साबुन पानीले नियमित हात धुने	<input type="checkbox"/> घर बाहिर जानु पर्दा नियमित प्रयोग गर्ने	<input type="checkbox"/> ह्याण्ड स्यानीटाइजरको प्रयोग गर्ने
	<input type="checkbox"/> घरबाहिरका व्यक्तिहरूसँग कम सम्पर्कमा आउने	<input type="checkbox"/> समुह वा भिडभाडमा नजाने	<input type="checkbox"/> घरबाहिरबाट किनेर वा अन्यत्रबाट सामान ल्याउनुपर्दा संक्रमण हुनसक्ने बारेमा सावधानी अपनाउने
	<input type="checkbox"/> यात्रा कम गर्ने वा नगर्ने	<input type="checkbox"/> काममा जानुपर्दा विशेष सावधानी अपनाउने	<input type="checkbox"/> खोक्दा वा हाछ्यु गर्नुपर्दा नाकमुख छोप्ने
	<input type="checkbox"/> हात नाक मुख वा अनुहारमा नलैजाने	<input type="checkbox"/> नियमित ज्वरो नाँप्ने	<input type="checkbox"/> कोरोनासँग मिल्दाजुल्दा लक्षणहरू भएमा सतर्कता अपनाउने
	<input type="checkbox"/> गाँउ, शहर, जिल्ला वा देश बाहिरबाट आएकाहरूसँग सिधा सम्पर्कमा नआउने	<input type="checkbox"/> अपरिचित वा असुरक्षित हुन सक्ने व्यक्तिसँग यात्रा नगर्ने	<input type="checkbox"/> मानिस जमघट हुने, भेला बैठकहरूमा नजाने
	<input type="checkbox"/> पौष्टिक खाना नियमित खाने	<input type="checkbox"/> नियमित व्यायाम, शारीरिक कृयाकलाप, मनोरञ्जनात्मक अभ्यास आदी गर्ने	<input type="checkbox"/> अन्य.....
७. तपाईंको परिवारका सबै सदस्यहरूसँग कोभिड १९ बाट सुरक्षित हुन सहयोग पुग्ने सामग्रीहरू छन् वा सबै सदस्यहरूले त्यस्ता सामग्रीहरू प्रयोग गरिरहनुभएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
७.१. यदि छ भने कस्तो खालका सामग्रीहरू प्रयोग गरिरहनुभएको छ ?	<input type="checkbox"/> साबुन पानी	<input type="checkbox"/> मास्क	<input type="checkbox"/> ह्याण्ड स्यानीटाइजर
	<input type="checkbox"/> केही पनि छैन	<input type="checkbox"/> अन्य	<input type="checkbox"/> अन्य
८. तपाईंको जानकारी अनुसार तपाईंको परिवार वा छिमेकमा कोभिड-१९ का कारण गर्भवती महिला तथा बालबालिकाको नियमित स्वास्थ्य जाँच, खोप तथा उपचारमा समस्या देखिएको थियो वा छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
९. तपाईंको जानकारी अनुसार तपाईंको परिवार वा छिमेकमा कोभिड-१९ का कारण बालबालिकाहरूमा कुपोषणको समस्या थपिएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
१०. लकडाउनको समयमा तपाईं वा तपाईंको परिवारका सदस्यहरूमा कुनै स्वास्थ्य समस्या भएको थियो ?	<input type="checkbox"/> भयो	<input type="checkbox"/> भएन	
११. लकडाउनको समयमा तपाईंका बालबालिकामा कुनै स्वास्थ्य समस्या भएको थियो ?	<input type="checkbox"/> भयो	<input type="checkbox"/> भएन	<input type="checkbox"/> थाहा भएन

१२. यदि तपाईं वा तपाईंका बालबालिकामा स्वास्थ्य समस्या भएको थियो भने स्वास्थ्य जाँचको सुविधा लिनु भयो ?	<input type="checkbox"/> लिए	<input type="checkbox"/> लिएन	
१३. यदि नलिएको भए किन ?	<input type="checkbox"/> बाहिर जान कोभिड १९ संक्रमणको डरले	<input type="checkbox"/> अस्पताल वा स्वास्थ्य केन्द्रहरूको सेवा प्रभावकारी नभएर	<input type="checkbox"/> अस्पताल वा स्वास्थ्य केन्द्रहरू बन्द भएर
	<input type="checkbox"/> स्वास्थ्य जाँचका लागि आवश्यक पैसा नभएर	<input type="checkbox"/> कहाँ जानु पर्छ भन्ने जानकारी नभएर	<input type="checkbox"/> स्वास्थ्य केन्द्र वा अस्पतालले उपचार दिन इन्कार वा आनाकानी गरेर
	<input type="checkbox"/> लकडाउनमा हिड्न नपाएर	<input type="checkbox"/> उपचारका लागि परिवारमा पैसा नभएर	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....
१४. के तपाईं वा तपाईंको परिवारका सदस्यहरूमा यहाँ लेखिएका कुनै खालको समस्या छन् ?	<input type="checkbox"/> बिर्सिने	<input type="checkbox"/> दिक्क लागेको वा हैरानी जस्तो अनुभव हुने	<input type="checkbox"/> अरु कसैसँग बोल्न मन नलाग्ने
	<input type="checkbox"/> आफ्ना नियमित कृयाकलाप जस्तै हातमुख धुने, व्यक्तिगत सरसफाइ गर्ने आदी गर्न मन नलाग्ने	<input type="checkbox"/> समय बिताउन वा कटाउन गाह्रो हुने	<input type="checkbox"/> टाउको दुख्ने वा अन्य शारीरिक पिडा हुने
	<input type="checkbox"/> परिवारको सदस्य वा कसैसँग सँगै बस्न मन नलाग्ने	<input type="checkbox"/> रिस उट्ने	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....
१५. के माथि प्रश्नमा सोधिए जस्तो मानसिक समस्याहरू बालबालिकामा पनि छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा भएन
१६. के तपाईं वा तपाईंको परिवारको सदस्यले कोभिड-१९ को महामारी सुरु भएपश्चात् कुनै औषधीको सेवन सुरु गर्नुभएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> यदि भएमा के
१७. के तपाईंका बालबालिकाले कोभिड-१९ को महामारी सुरु भएपश्चात् कुनै औषधीको सेवन सुरु गर्नुभएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> यदि भएमा के
१८. के कोभिड १९ को वर्तमान अवस्था तथा लकडाउनको कारण तपाईंको परिवारका महिला वा बालिकाहरूलाई महिनावारी हुँदा प्रयोग गर्ने स्यानीटरी प्याड किन्न, बनाउन वा प्रयोग गर्न कुनै समस्या पन्यो ?	<input type="checkbox"/> पन्यो	<input type="checkbox"/> परेन	<input type="checkbox"/> थाहा भएन
१९. के कोभिड १९ को वर्तमान अवस्था तथा लकडाउनको कारण तपाईंको परिवारका बालबालिकाले आफ्नो स्वास्थ्य, सरसफाई र स्वच्छतासँग सम्बन्धित सामग्रीहरू पाउन र प्रयोग गर्न समस्या पन्यो ?	<input type="checkbox"/> पन्यो	<input type="checkbox"/> परेन	<input type="checkbox"/> थाहा भएन
२०. बालबालिकाको स्वास्थ्यका लागि तपाईंका प्रमुख सुझावहरू के-के छन् ? (कसले के गर्नुपर्दछ ?)	(क) (ख) (ग)		
बालसंरक्षण			
१. तपाईंको समुदायमा बालबालिका विरुद्धका कुनै सामाजिक मूल्य मान्यता अर्थात् परम्परागत हानिकारक अभ्यासहरू छन् ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा भएन

२. तपाईंको समाजमा कस्तो प्रकारका सामाजिक मूल्य मान्यता अर्थात् परम्परागत हानीकारक अभ्यासहरू रहेका छन् ? (बढीमा तीनवटा)	<input type="checkbox"/> बाल विवाह	<input type="checkbox"/> महिनावारी हुँदा गरिने विभेद	<input type="checkbox"/> दलित बालबालिकामाथि गरिने छुवाछुतको व्यवहार
	<input type="checkbox"/> छोराछोरीमा गरिने विभेद	<input type="checkbox"/> बालिकामाथि लैंगिक हिंसा	<input type="checkbox"/> बालश्रम
	<input type="checkbox"/> दहेज/दाइजो	<input type="checkbox"/> अन्य	<input type="checkbox"/> अन्य
३. के यस्ता अभ्यासहरू कोभिड १९ लकडाउनको समयमा पनि व्यवहारमा देखियो वा समाजमा भइरहेकोछ ?			<input type="checkbox"/> थियो वा छ <input type="checkbox"/> थिएन वा छैन
४. तपाईंको समाजमा कोभिड १९ लकडाउनको समयमा पनि देखिएको परम्परागत हानीकारक अभ्यासहरू के-के हुन् ?	<input type="checkbox"/> बाल विवाह	<input type="checkbox"/> महिनावारी हुँदा गरिने विभेद	<input type="checkbox"/> दलित बालबालिकामाथि गरिने छुवाछुतको व्यवहार
	<input type="checkbox"/> छोराछोरीमा गरिने विभेद	<input type="checkbox"/> बालिकामाथि लैंगिक हिंसा	<input type="checkbox"/> बालश्रम
	<input type="checkbox"/> दहेज	<input type="checkbox"/> अन्य	<input type="checkbox"/> अन्य
५. के तपाईंको अवलोकनमा कोभिड १९ को वर्तमान अवस्थामा बालबालिकाले कुनै प्रकारको हिंसा भोग्नु वा सो खालको व्यवहारको महशुस गर्नुपरेको थियो वा छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा भएन
६. कोभिड १९ को वर्तमान अवस्थामा बालबालिकाले कुनै प्रकारको हिंसा भोग्नु वा सो खालको व्यवहारको महशुस गर्नुपरेको थियो भने कस्तो प्रकारको थियो वा छ ? (बढीमा मुख्य तीनवटा)	<input type="checkbox"/> हेला	<input type="checkbox"/> दुर्व्यवहार	<input type="checkbox"/> हिंसा
	<input type="checkbox"/> विभेद	<input type="checkbox"/> कार्यबोभ वा श्रम शोषण	<input type="checkbox"/> यौनजन्य दुर्व्यवहार वा शोषण
	<input type="checkbox"/> मानसिक दबाव वा हैरानी	<input type="checkbox"/> श्रम शोषण	<input type="checkbox"/> यौनजन्य दुर्व्यवहार वा शोषण
	<input type="checkbox"/> बेवास्ता	<input type="checkbox"/> बलात्कार	<input type="checkbox"/> बलात्कारको प्रयास
	<input type="checkbox"/> इन्टरनेटमा आधारित हिंसा गर्ने, हैरानी दिने वा दुःख दिने	<input type="checkbox"/> फोनबाट हिंसात्मक व्यवहार गर्ने, हैरानी दिने वा दुःख दिने	<input type="checkbox"/> अन्य
७. वर्तमान अवस्थामा बालबालिकाको संरक्षणका लागि कसले के गर्नुपर्दछ होला ?	(क) (ख) (ग)		
बाल सहभागीता र गुणस्तरिय जीवन			
१. के तपाईंको परिवारमा बालबालिकासँग सम्बन्धित सवालहरूमा बालबालिकाको कुराको सुनुवाइ भईरहेको छ वा गर्ने गर्नुभएको छ ?	<input type="checkbox"/> हुन्छ	<input type="checkbox"/> हुदैन	<input type="checkbox"/> थाहा छैन
२. के तपाईं आफ्ना परिवारका बालबालिकासँग खेल्ने, मनोरञ्जन गर्ने लगायतका कृयाकलापमा पनि सहभागी हुने गर्नुभएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	
३. के तपाईंको परिवारमा कोभिड १९ को महामारी समय वा लकडाउन समयमा कुनै प्रकारको हिंसा वा भैभगडा हुने गरेको छ वा हुन्छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	
४. के तपाईंले कोभिड १९ को महामारी समय वा लकडाउन समयमा तपाईंको बालबालिकाका लागि आवश्यक पुरा समय दिनुभयो भन्ने लाग्दछ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
५. तपाईंको बालबालिकाको शिक्षा र विकासका लागि तपाईंको परिवारको वर्तमान वातावरण उपयुक्त छ भन्ने लाग्दछ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
६. के कोभिड १९ को महामारीले तपाईंको परिवारको दैनिकीमा प्रत्यक्ष असर पर्नेगरी प्रभाव पारको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन

७. कोभिड १९ को महामारीको वर्तमान अवस्थाले तपाईंको परिवारको मुख्यरूपमा के विषयमा प्रत्यक्ष प्रभाव पारेको छ ?	<input type="checkbox"/> आयआर्जन वा आम्दानी	<input type="checkbox"/> पारीवारिक भेटघाट वा पारीवारिक मिलन	<input type="checkbox"/> खेतीपाती
	<input type="checkbox"/> व्यापार व्यवसाय	<input type="checkbox"/> उपचार वा स्वास्थ्य जाँच	<input type="checkbox"/> सामाजिक भेटघाट वा मेलमिलाप
	<input type="checkbox"/> उपचार वा स्वास्थ्य जाँच	<input type="checkbox"/> बालबालिकाको शिक्षा	<input type="checkbox"/> सुरक्षा
	<input type="checkbox"/> बालबालिकाको विकास	<input type="checkbox"/> हिडडुल वा घरबाहिर जान नपाउने	<input type="checkbox"/> अन्य
८. कोभिड १९ को वर्तमान अवस्थामा बालबालिकाका प्रमुख आवश्यकता वा उनीहरूकालागि ख्याल गर्नेपने विषयहरू वा उनीहरूलाई दिनुपर्ने वा उनीहरूले पाउनुपर्ने कुराहरू के-के हुन् भन्ने लाग्दछ ? बुँदागत रूपमा टिपीदिनुहोस् ।	(क) (ख) (ग)		
९. बालबालिकाको गुणस्तरिय जीवनकालागि परिवार, समाज र सरकारले के-के गर्नुपर्दछ सुझावहरू दिनुहोस् ?	(क) (ख) (ग)		
लकडाउन समय पुनरावलोकन			
१. कोभिड-१९ लकडाउनका समयमा तपाईंले तपाईंका बालबालिकालाई दिएको, सिकाएको वा परिवारबाट उनीहरूले पाएका कुराहरू के-के हुन् ?			
२. कोभिड-१९ लकडाउन समयमा तपाईंका बालबालिकाका मुख्य उपलब्धी, सिकाइ वा यो समयमा उनीहरूले पाएको कुराहरू पनि केही छ कि ?			

यहाँको समय र सुझावका लागि धन्यवाद ।

Annex III: Questionnaire for Government Representatives

फारम नं.....

कन्सोर्टियम नेपाल

Assessment on Wellbeing of Children during Covid-19

विभिन्न तहका सरकारका जनप्रतिनिधिहरू तथा तिनै तहका कर्मचारीहरूका लागि प्रश्नावली

नमस्कार ! कन्सोर्टियम नेपालले वर्ल्ड भिजन इन्टरनेशनल, नेपाल कार्यालयको सहकार्यतामा कोभिड-१९ को अवस्थामा नेपाली बालबालिकाको अवस्था, यसले नेपाली बालबालिकाको दैनिकीमा पारेको प्रभावहरू तथा त्यस्ता प्रभावहरूको आवश्यक सम्बोधनका लागि सुझावहरू संकलन गर्ने उद्देश्यका साथ यो सर्वेक्षण गरिएको हो । तपाईंले उपलब्ध गराउने सूचनाहरूले कोभिड-१९ को वर्तमान सन्दर्भ तथा लकडाउन अवधिमा बालबालिकाको अवस्था विश्लेषण गर्न तथा भविष्यमा बालबालिकाका सवालहरू सम्बोधनका लागि योजना तर्जुमा र सञ्चालनमा सघाउ पुग्ने विश्वास लिएका छौं । यसर्थ यस प्रश्नावलीमा भएका प्रश्नहरूको जवाफ दिई सहयोग गर्नुहुन अनुरोध गर्दछौं । तपाईंबाट प्राप्त हुने जानकारीलाई गोप्य राखी विश्लेषण गरिने छ । यस सर्वेक्षणमा यहाँको सहभागीता स्वैच्छिक हुनेछ । यो सर्वेक्षणका लागि तपाईंको स्विकृति आवश्यक पर्दछ ।

यो सर्वेक्षणमा म सहभागी हुन : चाहन्छु चाहदिन

उत्तरदाताको जानकारी

१. उत्तरदाता	<input type="checkbox"/> स्थानीय तहका जनप्रतिनिधी <input type="checkbox"/> स्थानीय तहका कर्मचारी <input type="checkbox"/> प्रदेश सभा सदस्य <input type="checkbox"/> प्रदेश सरकारका मन्त्रालय तथा निकायका कर्मचारी <input type="checkbox"/> संघिय मन्त्रालय तथा निकायका कर्मचारी <input type="checkbox"/> राष्ट्रिय योजना आयोगका कर्मचारी <input type="checkbox"/> बालअधिकार परिषद्
२. उत्तरदाताको लिंग	<input type="checkbox"/> महिला <input type="checkbox"/> पुरुष <input type="checkbox"/> अन्य
३. जातजाती	<input type="checkbox"/> पहाडी दलित <input type="checkbox"/> मधेशी दलित <input type="checkbox"/> मधेशी जनजाति <input type="checkbox"/> पहाडी जनजाति <input type="checkbox"/> मधेशी <input type="checkbox"/> अल्पसंख्यक जातजाति/समुदाय <input type="checkbox"/> मधेशी ब्राम्हण क्षेत्री <input type="checkbox"/> पहाडी ब्राम्हण क्षेत्री <input type="checkbox"/> मुस्लिम
४. अपाङ्गता	<input type="checkbox"/> छ <input type="checkbox"/> छैन
५. उत्तरदाताको प्रदेश	<input type="checkbox"/> प्रदेश नं १ <input type="checkbox"/> प्रदेश नं २ <input type="checkbox"/> प्रदेश नं ३ <input type="checkbox"/> गण्डकी प्रदेश <input type="checkbox"/> कर्णाली प्रदेश <input type="checkbox"/> सुदुरपश्चिम प्रदेश
६. उत्तरदाताको जिल्ला	
७. उत्तर दिनेको उमेर	<input type="checkbox"/> १९ वर्षदेखि ४० वर्षसम्म <input type="checkbox"/> ४१ देखि ६० वर्षसम्म <input type="checkbox"/> ६१ वर्षभन्दा बढी
८. उत्तरदाताको शिक्षा	<input type="checkbox"/> कक्षा ५ भन्दा कम <input type="checkbox"/> कक्षा ८ सम्म <input type="checkbox"/> कक्षा १० सम्म <input type="checkbox"/> कक्षा १२ सम्म <input type="checkbox"/> सोभन्दा बढी <input type="checkbox"/> अनौपचारिक शिक्षा <input type="checkbox"/> विद्यालय नगएको

बालबालिकाको शिक्षा

१. कोभिड-१९ लकडाउनको अवस्थामा तपाईंको आफ्नो स्थानीय तहभित्रका विद्यालयहरूको पढाइ भएको थियो वा भइरहेकोछ (बैकल्पिक व्यवस्थाहरू जस्तै अनलाइन कक्षा, भिडियो कक्षा वा अन्य आदी) ?	<input type="checkbox"/> थियो वा छ	<input type="checkbox"/> थिएन वा छैन	<input type="checkbox"/> थाहा छैन
२. यदि थियो वा छ भने त्यस्ता पढाइका बैकल्पिक व्यवस्थाहरूका सम्बन्धमा तपाईंको अवलोकन कस्तो छ ? (एकभन्दा बढी उत्तर हुन सक्ने तर मुख्य बढीमा तीनवटा मात्र)	<input type="checkbox"/> प्रयास गरिएअनुसार त्यसको प्रभाव राम्रो देखिएको छ	<input type="checkbox"/> छ तर नीजि विद्यालयहरूमा मात्र	<input type="checkbox"/> प्रयास त भयो तर प्रभावकारी भएन
	<input type="checkbox"/> छ तर केही विद्यालयमा मात्र	<input type="checkbox"/> छ तर सबै विद्यार्थीहरूले सहभागी हुन सकेका छैनन	<input type="checkbox"/> छ तर नामको मात्र भईरहेको छ
	<input type="checkbox"/> सरकारी वा सामुदायिक विद्यालयमा हुन सकेको छैन	<input type="checkbox"/> छ तर कक्षा कोठामा जस्तो प्रभावकारी नहुँदा बालबालिकाको चासो देखिएन	<input type="checkbox"/> अन्य

३. के विद्यालयहरूमा त्यस्ता पढाइका बैकल्पिक उपायहरू निरन्तर चलि रहेको छ ? वा त्यसले निरन्तरता पाएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
४. यदि तपाईंको स्थानीय तहभित्रका विद्यालयहरूले बैकल्पिक उपायहरूका आधारमा पढाई गरेका थिए वा गरिरहेका छन् भने कुन कुन माध्यमबाट भएको थियो वा गरेका छन् ? (एकभन्दा बढी उत्तर हुनसक्ने)	<input type="checkbox"/> इन्टरनेटमा आधारित माध्यम वा एप्स	<input type="checkbox"/> सोसल मिडिया (फेशबुक, मेसेन्जर आदी)	<input type="checkbox"/> रेडियो, टिभी
	<input type="checkbox"/> फोनमा आधारित होकवर्क	<input type="checkbox"/> सानो समुहमा कक्षा वा होमवर्क	<input type="checkbox"/> अन्य (खुलाउनुहोस्)....
	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....	<input type="checkbox"/> अन्य (खुलाउनुहोस्)....	<input type="checkbox"/> थाहा भएन
५. यदि इन्टरनेटमा आधारित एप्स हो भने के कस्ता एप्स वा माध्यमहरू प्रयोग गरिएको थियो वा छ ? (एकभन्दा बढी उत्तर हुनसक्ने)	<input type="checkbox"/> जुम	<input type="checkbox"/> स्काइप	<input type="checkbox"/> टिम
	<input type="checkbox"/> फेशबुक मेसेन्जर	<input type="checkbox"/> गुगल मित	<input type="checkbox"/> विद्यालयको आफ्नै सफ्टवेयर
	<input type="checkbox"/> थाहा भएन	<input type="checkbox"/> अन्य (खुलाउनुहोस्)....	
६. तपाईंको जानकारी अनुसार विद्यालयको पढाइलाई कोभिड १९ को अवस्थामा पनि उपलब्ध बैकल्पिक माध्यमको प्रयोगबाट नियमित गर्न मुख्यरूपमा कसले सहयोग गरेको थियो ? (एकभन्दा बढी उत्तर हुन सक्ने)	<input type="checkbox"/> विद्यालय आफै	<input type="checkbox"/> अभिभावक	<input type="checkbox"/> स्थानीय सरकार
	<input type="checkbox"/> प्रदेश सरकार	<input type="checkbox"/> संघीय सरकार वा मन्त्रालय	<input type="checkbox"/> गैरसरकारी संस्थाहरू
	<input type="checkbox"/> समुदायमा आधारित संस्था, क्लव, समुह	<input type="checkbox"/> सहयोगी व्यक्ति	<input type="checkbox"/> नीजि संस्था
	<input type="checkbox"/> अन्य (खुलाउनुहोस्).....	<input type="checkbox"/> अन्य (खुलाउनुहोस्)....	<input type="checkbox"/> थाहा भएन
७. समग्रमा तपाईंको अवलोकन र बुझाईमा प्रविधीमा आधारित दूरवा बैकल्पिक शिक्षाका आधारमा अध्ययन अध्यापनको अवस्था कस्तो अवस्था छ ?			
(क) समग्रमा विद्यालयहरूसँग आवश्यक पूर्वाधार छ ?	<input type="checkbox"/> सबैको पूर्वाधार राम्रो छ	<input type="checkbox"/> अत्यन्त कम विद्यालयको पूर्वाधार राम्रो छ	<input type="checkbox"/> प्राय वा धेरैको पूर्वाधार राम्रो छ
	<input type="checkbox"/> आवश्यक पूर्वाधार नै छैन		
(ख) समग्रमा शिक्षकहरूको प्राविधिक क्षमता कस्तो छ ?	<input type="checkbox"/> यस्ता कक्षाका लागि शिक्षकहरूसँग आवश्यक क्षमता छ	<input type="checkbox"/> अत्यन्त कम शिक्षकहरूसँग यस खालको क्षमता छ	<input type="checkbox"/> प्राय सबै शिक्षकहरूसँग यस खालको क्षमता छ
	<input type="checkbox"/> शिक्षकहरूसँग यसखालको आवश्यक क्षमता छैन		
(ग) समग्रमा विद्यार्थीहरूको इन्टरनेट र आवश्यक प्रविधीहरू जस्तै मोबाइल, ट्याब्लेट, कम्प्युटर आदीसँग पहुँच छ ?	<input type="checkbox"/> छ, सबैसँग छ	<input type="checkbox"/> धेरैसँग छ	<input type="checkbox"/> केही विद्यार्थीहरूसँग मात्र छ
	<input type="checkbox"/> अत्यन्त कमसँग छ	<input type="checkbox"/> छैन	
(घ) समग्रमा हेर्दा विद्यार्थीको यस्ता कक्षाका लागि आवश्यक पर्ने इन्टरनेट वा अन्य सेवाका लागि खर्च व्यहोर्न सक्ने पारीवारिक क्षमता छ ?	<input type="checkbox"/> सबै परिवारको क्षमता छ	<input type="checkbox"/> केही अभिभावकले मात्र गर्न सक्छन	<input type="checkbox"/> धेरैले गर्न सक्दैनन
	<input type="checkbox"/> कुनै पनि परिवारको त्यस्तो क्षमता छैन		
८. तपाईंको अवलोकनमा विद्यालयले प्रयोग गरिरहेका दूरवा बैकल्पिक शिक्षाका माध्यमहरूका अप्ठ्यारा वा असहजता के-के थिए वा छन् ? (धेरै उत्तर हुनसक्छन तर बढीमा मुख्य तीनवटामा मात्र ठीक लगाउनुहोला)	<input type="checkbox"/> विद्यालय वा शिक्षकको निवासमा इन्टरनेटको सहजता नहुनु जस्तै (इन्टरनेटमा पहुँच नहुनु, स्लो इन्टरनेट, इन्टरनेट काटिने आदी)	<input type="checkbox"/> बिजुलीको अभाव वा नियमित बिजुली नहुनु	<input type="checkbox"/> अनलाइन वा दूरशिक्षाका लागि आवश्यक सामग्री वा उपकरण आफूसँग नहुनु (कम्प्युटर, ल्यापटप, मोबाइल, ट्याब्लेट, टिभी, रेडियो आदी)
	<input type="checkbox"/> विद्यार्थीको घरमा राम्रो इन्टरनेटको सुविधा नहुनु	<input type="checkbox"/> अनलाइन वा यस्ता प्रविधि महेँगो भएका	<input type="checkbox"/> परिवारमा सम्बन्धित माध्यमका बारेमा जानकारी

	जस्तै (इन्टरनेटमा पहुँच नहुनु, स्लो इन्टरनेट, इन्टरनेट काटिने आदी)	कारण परिवारले व्यवस्था गर्न नसक्नु	अभिभावक वा परिवारका सदस्य नहुँदा आवश्यक सहयोग नहुनु
	<input type="checkbox"/> अन्तरकृयात्मक कक्षा नहुँदा बुझ्न नसक्नु	<input type="checkbox"/> होमवर्क वा कक्षा अभ्यास पुरा गर्न असहज हुनु	<input type="checkbox"/> पढ्ने शान्त स्थान वा कोठा नहुँदा पढाइमा डिस्टर्ब हुनु
	<input type="checkbox"/> मन नलाग्नु वा अरु बाहिरको कुराले डिस्टर्ब गर्नु	<input type="checkbox"/> इन्टरनेटमा अरु रमाइला भिडियो हेर्ने वा यस्तै काम गर्न मन लाग्नु तर अनलाइन कक्षामा सहभागी हुन मन नलाग्नु	<input type="checkbox"/> इन्टरनेटमा अनलाइन हुँदा अरुले च्याटमा कुरा गर्नु वा पढाइमा डिस्टर्ब हुनु
	<input type="checkbox"/> धेरै समय कम्प्युटर, ल्यापटप, मोबाइल, ट्याबलेट वा यस्तै प्रविधि चलाउदा बालबालिकालाई दिक्क लाग्नु	<input type="checkbox"/> अन्य (खुलाउनुहोस्)....	<input type="checkbox"/> अन्य (खुलाउनुहोस्)....
९. वर्तमान अवस्थामा बालबालिकाको शिक्षाका लागि तपाईंको मन्त्रालय, कार्यालय वा सरकारको तहले के कस्ता प्रयासहरू गरिरहेको छ ?	(क) (ख) (ग)		
१०. वर्तमान अवस्थामा बालबालिकाको शिक्षाका लागि तपाईंको मन्त्रालय, कार्यालय वा सरकारको तहका के कस्ता योजनाहरू रहेका छन् ?	(क) (ख) (ग)		
११. वर्तमान अवस्थामा बालबालिकाको शिक्षाका लागि तपाईंका प्रमुख सुझावहरू के-के छन् ?	(क) (ख) (ग)		
बालबालिकाको स्वास्थ्य			
१. के तपाईंको अवलोकनमा बालबालिकाहरूमा कोभिड १९ कोरोना भाइरसका बारेमा स्पष्ट जानकारी छ ?	<input type="checkbox"/> छ <input type="checkbox"/> केही मात्रामा छ	<input type="checkbox"/> छैन <input type="checkbox"/> सूचनासम्म पहुँच भएका बालबालिकामा मात्र छ	<input type="checkbox"/> थाहा छैन <input type="checkbox"/> पारीवारिक वातवारण भएकाहरूमा छ
२. के तपाईंको मन्त्रालय, कार्यालय वा संघ, प्रदेश वा स्थानीय सरकारले बालबालिकाका लागि कोभिड १९ बाट सुरक्षित हुन सहयोग पुग्ने सामग्रीहरूहरू उपलब्ध गराएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
३. यदि छ भने के कस्ता सामग्रीहरू उपलब्ध गराईएको छ ?	<input type="checkbox"/> साबुन पानी	<input type="checkbox"/> मास्क	<input type="checkbox"/> ह्याण्ड स्यानीटाइजर
	<input type="checkbox"/>	<input type="checkbox"/> अन्य	<input type="checkbox"/> अन्य
४. तपाईंको जानकारी अनुसार कोभिड-१९ का कारण गर्भवती महिला तथा बालबालिकाको नियमित स्वास्थ्य जाँच, खोप तथा उपचारमा समस्या परेको थियो वा छ ?	<input type="checkbox"/> थियो वा छ	<input type="checkbox"/> थिएन वा छैन	<input type="checkbox"/> सुरुको अवस्थामा मात्र थियो
	<input type="checkbox"/> थियो तर अहिले छैन	<input type="checkbox"/> केही स्थानहरूमा छ केहीमा छैन	<input type="checkbox"/> थाहा छैन
५. तपाईंको जानकारी अनुसार कोभिड-१९ का कारण बालबालिकाहरूमा कुपोषणको समस्या थपिएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
५.१. यदि बालबालिका कोभिडको महामारीका कारण कुपोषणको जोखिममा छन् भने कुन	<input type="checkbox"/> पहाडी दलित	<input type="checkbox"/> मधेशी दलित	<input type="checkbox"/> मधेशी जनजाति
	<input type="checkbox"/> पहाडी जनजाति	<input type="checkbox"/> मधेशी ब्राम्हण क्षेत्री	<input type="checkbox"/> पहाडी ब्राम्हण क्षेत्री

समुह समुदायका बालबालिका बढी जोखिममा परेका छन् ? (मुख्य तीनवटामा ठीक लगाउनुहोस)	<input type="checkbox"/> मुस्लिम	<input type="checkbox"/> अन्य.....	<input type="checkbox"/> थाहा भएन
६. तपाईंको जानकारीमा के कोभिड १९ को वर्तमान अवस्था तथा लकडाउनको कारण किशोरी र महिलाहरूले महिनावारी हुँदा प्रयोग गर्ने स्यानीटरी प्याडको उपलब्धताका लागि केही विशेष व्यवस्था गरिएको थियो वा छ ?	<input type="checkbox"/> थियो वा छ	<input type="checkbox"/> थिएन वा छैन	<input type="checkbox"/> थाहा भएन
७. तपाईंको अवलोकनका आधारमा कोभिड १९ को वर्तमान अवस्था तथा लकडाउनको कारण बालबालिकामा देखिएका प्रमुख स्वास्थ्य वा मनोसामाजिक समस्याहरू के कस्ता छन् ?	(क) (ख) (ग) (घ) (ङ)		
८. वर्तमान अवस्थामा बालबालिकाको स्वास्थ्यसँग सम्बन्धित सवालहरूको सम्बोधनकालागि तपाईंको विभिन्न तहको सरकार, मन्त्रालय वा निकायहरूबाट के कस्ता प्रयासहरू भएका छन् ? र के कस्ता योजनाहरू रहेको छ ?	(क) (ख) (ग)		
९. वर्तमान अवस्थामा बालबालिकाको स्वास्थ्यसँग सम्बन्धित सवालहरूको सम्बोधनकालागि तपाईंको विभिन्न तहको सरकार, मन्त्रालय वा निकायहरूबाट के कस्ता योजनाहरू रहेको छन् ?	(क) (ख) (ग)		
१०. कोभिड १९ को वर्तमान अवस्थामा बालबालिकाको स्वास्थ्यसँग सम्बन्धित सवालहरूको सम्बोधनका लागि तपाईंका प्रमुख सुझावहरू के-के छन् ?	(क) (ख) (ग) (घ) (ङ)		
बाल संरक्षण			
१. तपाईंको जानकारीमा बालबालिकविरुद्धका कुनै सामाजिक मूल्य मान्यता अर्थात् परम्परागत हानिकारक अभ्यासहरू छन् ?			<input type="checkbox"/> छ <input type="checkbox"/> छैन
२. तपाईंको जानकारीमा समाजमा बालबालिका विरुद्ध के कस्तो प्रकारका सामाजिक मूल्य मान्यता अर्थात् परम्परागत हानिकारक अभ्यासहरू रहेका छन् ? (बढीमा तीनवटा)	<input type="checkbox"/> बाल विवाह	<input type="checkbox"/> महिनावारी हुँदा गरिने विभेद	<input type="checkbox"/> दलित बालबालिकामाथि गरिने छुवाछुतको व्यवहार
	<input type="checkbox"/> छोराछोरीमा गरिने विभेद	<input type="checkbox"/> बालिकामाथि लैंगिक हिंसा	<input type="checkbox"/> बालश्रम
	<input type="checkbox"/> दहेज/दाइजो	<input type="checkbox"/> अन्य	<input type="checkbox"/> अन्य
३. के त्यस्ता अभ्यासहरू कोभिड १९ लकडाउनको समयमा पनि व्यवहारमा देखियो वा भइरहेका छन् ?			<input type="checkbox"/> थियो वा छ <input type="checkbox"/> थिएन वा छैन
४. तपाईंको जानकारी अनुसार कोभिड १९ लकडाउनको समयमा कस्ता प्रकारका परम्परागत हानिकारक अभ्यासहरू अभ्यासमा देखिए ?	<input type="checkbox"/> बाल विवाह	<input type="checkbox"/> महिनावारी हुँदा गरिने विभेद	<input type="checkbox"/> दलित बालबालिकामाथि गरिने छुवाछुतको व्यवहार
	<input type="checkbox"/> छोराछोरीमा गरिने विभेद	<input type="checkbox"/> बालिकामाथि लैंगिक हिंसा	<input type="checkbox"/> बालश्रम
	<input type="checkbox"/> दहेज	<input type="checkbox"/> अन्य	<input type="checkbox"/> अन्य

५. के तपाईंको जानकारी अनुसार कोभिड १९ को महामारी समय वा लकडाउन समयमा बालबालिकामाथि कुनै प्रकारको हिंसा भएको जानकारीमा छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
६. तपाईंको जानकारी अनुसार कोभिड १९ को वर्तमान अवस्थामा बालबालिकाले कुनै प्रकारको हिंसा भोग्नु वा सो खालको व्यवहारको महशुस गर्नुपरेको थियो भने त्यो कस्तो खालको थियो ? (बढीमा मुख्य तीनवटा)	<input type="checkbox"/> हेला	<input type="checkbox"/> दुर्व्यवहार	<input type="checkbox"/> हिंसा
	<input type="checkbox"/> विभेद	<input type="checkbox"/> कार्यवोभ वा श्रम शोषण	<input type="checkbox"/> यौनजन्य दुर्व्यवहार वा शोषण
	<input type="checkbox"/> मानसिक दबाव वा हेरानी	<input type="checkbox"/> श्रम शोषण	<input type="checkbox"/> यौनजन्य दुर्व्यवहार वा शोषण
	<input type="checkbox"/> बेवास्ता	<input type="checkbox"/> बलात्कार	<input type="checkbox"/> बलात्कारको प्रयास
	<input type="checkbox"/> इन्टरनेटमा आधारित हिंसा गर्ने, हेरानी दिने वा दुःख दिने	<input type="checkbox"/> फोनबाट हिंसात्मक व्यवहार गर्ने, हेरानी दिने वा दुःख दिने	<input type="checkbox"/> अन्य
७. कोभिड १९ को वर्तमान अवस्थामा बालबालिकामाथि हुनसक्ने जोखिमको सम्बोधनका लागि केही विशेष व्यवस्था वा पहल गरिएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
८. यदि गरिएको छन् भने त्यस्ता प्रयासहरू के गरिएका छन् वताइदिनुहोस्	(क) (ख) (ग) (घ) (ङ)		
९. कोभिड १९ को वर्तमान अवस्थामा बालबालिकामाथि हुनसक्ने जोखिमको सम्बोधनका लागि केही विशेष व्यवस्था वा पहल गरिएको छ भने त्यस्ता प्रयासहरूमा कुन निकाय, कार्यालय वा संरचनाको भूमिका महत्वपूर्ण रह्यो वा रहेको छ ?	<input type="checkbox"/> गाँउ वा नगर बालअधिकार समिति	<input type="checkbox"/> वडा बालअधिकार समिति	<input type="checkbox"/> बालक्लब वा बालक्लब सञ्जाल
	<input type="checkbox"/> न्यायिक समिति	<input type="checkbox"/> प्रहरी	<input type="checkbox"/> बालअधिकारसँग सम्बन्धित संघसंस्थाहरू
	<input type="checkbox"/> वडा कार्यालय	<input type="checkbox"/> गाँउ वा नगर कार्यपालिका वा कार्यालय	<input type="checkbox"/> राष्ट्रिय बालअधिकार परिषद्
	<input type="checkbox"/> प्रदेश सरकार	<input type="checkbox"/> संघिय सरकार	<input type="checkbox"/> संवैधानिक आयोग तथा निकायहरू
	<input type="checkbox"/> अन्य.....	<input type="checkbox"/> अन्य	
१०. के स्थानीय तहमा बालअधिकारको सवालमा स्थानीय संरचनाहरूको स्थापना भएको र ती संरचना सकृय छन् ?	<input type="checkbox"/> छन् र सकृय छन्	<input type="checkbox"/> छन् कृयाशिलता कम छ	<input type="checkbox"/> छन् र सकृयता पनि छ
	<input type="checkbox"/> केही मात्रामा मात्र छन्	<input type="checkbox"/> छन् तर नियमितता र प्रभावकारीता छैन	<input type="checkbox"/> छैन
११. स्थानीय तहमा गाँउ वा नगर बालअधिकार समिति र वडा तहमा वडा बालअधिकार समिति गठन भई कृयाशिल छ ?	<input type="checkbox"/> छ र कृयाशिल छ	<input type="checkbox"/> छ तर कृयाशिल छैन	<input type="checkbox"/> गठन भएकै छैन
१२. कोभिड १९ को वर्तमान अवस्थामा बालबालिकामाथि भएका हिंसा, शोषण वा दुर्व्यवहारका कुनै उजुरीको सुनुवाई भएको छ ?	<input type="checkbox"/> छ	<input type="checkbox"/> छैन	<input type="checkbox"/> थाहा छैन
	<input type="checkbox"/> छ तर प्रभावकारी छैन		
१३. कोभिड १९ को वर्तमान अवस्थामा बालबालिकाको अधिकारका लागि आगामी आ.व. को नीति, कार्यक्रम र बजेटमा केही योजना तय गरिएका छन् वताइदिनुहोस् ?	(क) (ख) (ग) (घ) (ङ)		

१४. वर्तमान अवस्थामा बालबालिकाको संरक्षणका लागि कसले के गर्नुपर्दछ होला ? सुभाव दिनुहोस् ।	(क) (ख) (ग) (घ) (ङ)
बाल सहभागीता र गुणस्तरिय जीवन	
१. कोभिड १९ को महामारीसँग जुध्नका लागि गरिएका तयारी, योजना वा प्रयासहरूमा बालबालिका वा बालक्लबहरूको पनि सहभागीता रहेको थियो वा रहेको छ ?	<input type="checkbox"/> छ <input type="checkbox"/> छैन <input type="checkbox"/> थाहा छैन
३. बालबालिकाको शिक्षा र विकासका लागि वर्तमान कोभिड १९ को जोखिमको अवस्थामा पनि बालबालिकाले आवश्यक वातावरण पाएका छन् भन्ने लाग्दछ ?	<input type="checkbox"/> छ <input type="checkbox"/> छैन <input type="checkbox"/> थाहा छैन
४. कोभिड १९ रोकथाम वा यसका प्रभावहरूको सम्बोधनका लागि गरिएका प्रयासहरूमा बालमैत्री वा बालबालिकालाई केन्द्रित गरी कुनै विशेष प्रयास गरिएको छ ?	<input type="checkbox"/> छ <input type="checkbox"/> छैन <input type="checkbox"/> थाहा छैन
५. कोभिड १९ रोकथामका लागि सघाउने उद्देश्यका साथ तयार गरिएका क्वारेन्टाइनहरूलाई बालमैत्री बनाइएको छ ?	<input type="checkbox"/> छ <input type="checkbox"/> छैन <input type="checkbox"/> थाहा छैन
६. कोभिड १९ को रोकथाम र त्यसको सम्बोधनका लागि गरिएका प्रयासहरूमा बालमैत्री वा बालबालिका केन्द्रित गरिएका विशेष प्रयासहरू के कस्ता छन् ?	(क) (ख) (ग) (घ) (ङ)
७. कोभिड १९ को रोकथाम र त्यसको सम्बोधनका लागि गरिएका प्रयासहरूमा बालमैत्री वा बालबालिका केन्द्रित भावी योजनाहरू के कस्ता छन् ?	(क) (ख) (ग) (घ) (ङ)
८. बालबालिकाको गुणस्तरिय जीवन र बालसहभागीताका लागि परिवार, समाज र सरकारले के-के गर्नुपर्दछ सुभावहरू दिनुहोस् ?	(क) (ख) (ग) (घ) (ङ)
लकडाउन समय पुनरावलोकन	
१. तपाईंको विचारमा कोभिड-१९ लकडाउनले बालबालिकाको जीवनमा पारेका नकारात्मक प्रभाव, जोखिम वा असरहरू के कस्ता छन् ?	
२. कोभिड-१९ को वर्तमान अवस्था वा लकडाउनको समयमा बालबालिकाले सिकेका वा उनीहरूले प्राप्त गरेका कुराहरू पनि केही छन् कि ?	

यहाँको समय र सुभावका लागि धन्यवाद ।

ABOUT THE CONSORTIUM

Consortium of Organizations Working for Child Participation (CONSORTIUM-Nepal) is a civil society network working in the area of Child Participation since last two decades. It has been adopting different strategies to meet its ultimate goal in promoting child participation from family to state level in Nepal. Established in 2000 and formally registered to District Administrative Office, Kathmandu in 2013, CONSORTIUM-Nepal advocates for child participation in cultural, educational, economic and political dimensions of family and social life. Consortium-Nepal holds the mandate for i) Capacitating member organizations, ii) Serving as a resource organization on child participation, and iii) Influencing norms, values, policies and practices of the state agencies, stakeholders and social institutions. At present, CONSORTIUM-Nepal has 69 member organizations across the seven provinces.

CONSORTIUM-Nepal upholds the vision of ‘a society where the children are enjoying their rights as dignified citizens’. The mission of this network is the ‘institutionalization of child participation as an enabling right in policies, programs and practices in partnership with children’. Similarly, the network’s main goal is to ‘realize and ensure children’s right to participation at all levels from family to the state’.

In collaboration for the meaningful participation and wellbeing of Nepalese children.

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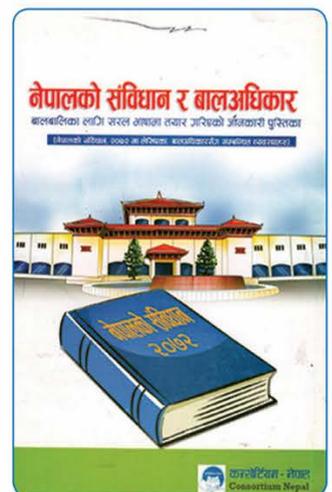
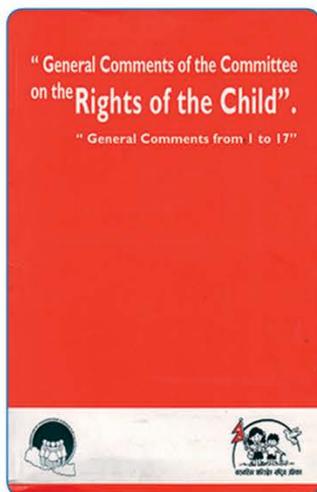
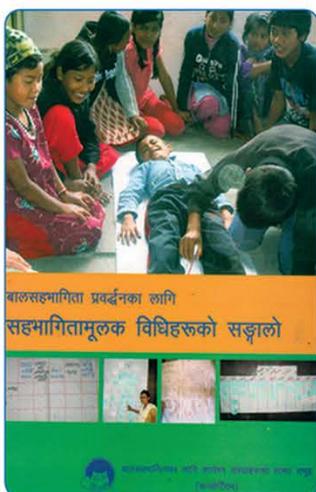
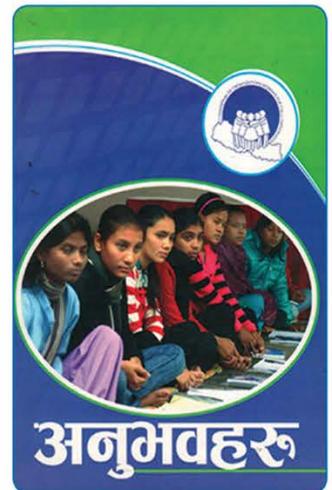
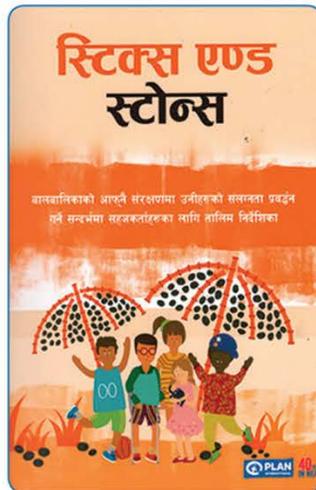
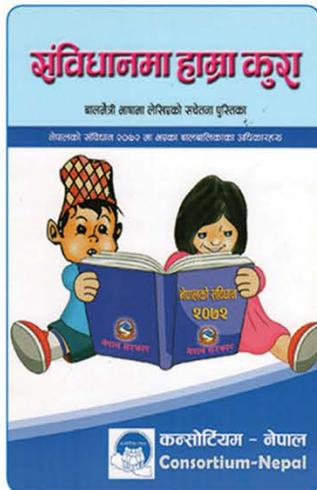
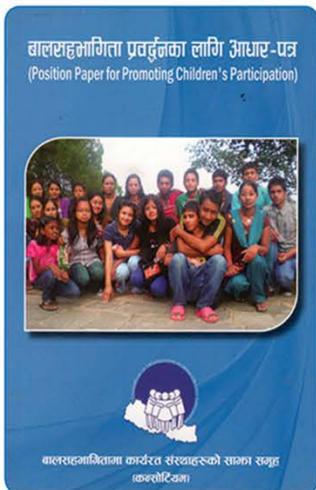
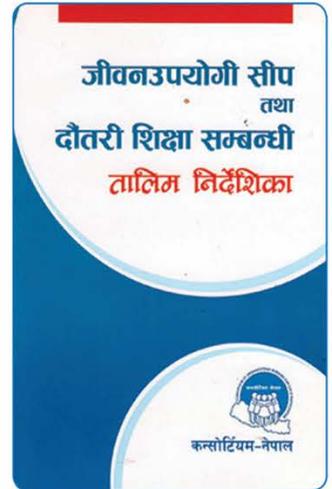
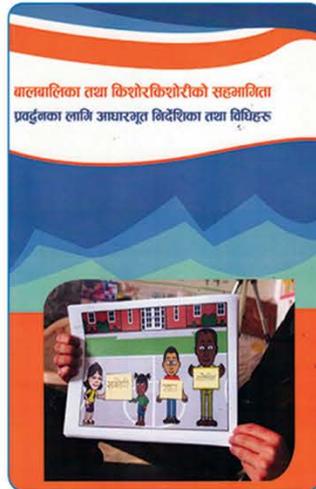
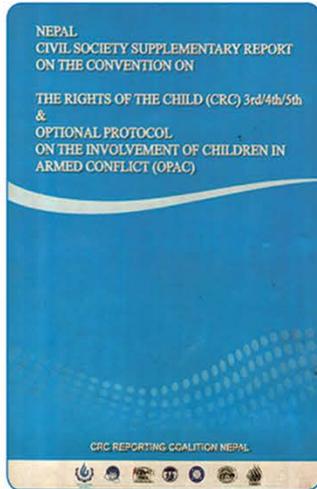
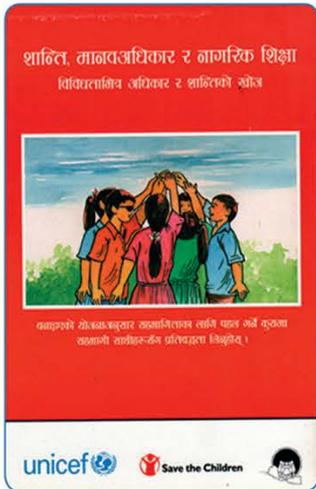
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