



CHILDREN-LED VOLUNTARY NATIONAL REVIEW (VNR) REPORT ON SDG's 2024



Nepal
June 9, 2024

Submitted to:
National Planning Commission
Kathmandu, Nepal

Submitted by:
Groups of Children from All the
Seven Provinces of Nepal

Facilitated by:
Consortium of Organizations Working for Child Participation
(Consortium- Nepal)
Kathmandu, Nepal



कन्सोर्टियम-नेपाल
Consortium Nepal





9 June, 2024

To:

National Planning Commission (NPC)

Singha Durbar, Kathmandu, Nepal

It is such an immense delight for us to submit the first-ever Child-led Voluntary National Review (VNR) Report in NPC from the Consortium of Organizations Working for Child Participation (Consortium Nepal).

With the coordination of Consortium of organizations working for Child participation (CONSORTIUM-Nepal) we children from different parts of our country have come up with the first-ever child-led SDG VNR report. So far, we have included the emerging issues coming from our friends from various parts of the country.

The United Nations adopted 17 global goals, known as the Sustainable Development Goals (SDGs), in 2015. These objectives seek to create a better and more sustainable future for all by 2030. They address social, economic, and environmental issues, including poverty, hunger, discrimination, and climate change. The 2030 Agenda for Sustainable Development's follow-up and review mechanisms rely heavily on Voluntary National Review (VNR). It aids in the rapid implementation of the Sustainable Development Goals (SDGs). VNRs allow for the sharing of experiences, including successes, challenges, and lessons learned, and involve multiple stakeholders.

First, NCAC members conducted a VLR report in the form of stories, poems, and speeches that informed us about the status of SDG implementation in Nepal for children. This report is based solely on seven SDGs. They are Goals 1, 2, 3, 4, 5, 13, and 16. In the workshop on June 1st and 2nd, 2024, all participants worked together to reach conclusions on various topics. Five of the participants were chosen, and three of us began to write the report physically while the others participated virtually. The report covers progress, best practices, challenges, and our desired outcomes of the SDGs' seven goals.

Lastly, we convey our gratefulness to all who encouraged the children's write-up team who proactively engaged in the whole writing process of the Child-led VNR Report. We are equally thankful to all the children who directly or indirectly participated in the consultation process and helped to raise the local child rights issues relating to SDG. Our sincere regards go to the parents who cooperated with us in ensuring the participation of children in all the consultations held in this report preparation process. We cannot forget to appreciate the valuable cooperation of the technical team members who facilitated the write-up of team members to finalize the report. We convey our sincere regards to all the civil society Coalitions, development partners, executive committee members, and secretariat team of Consortium Nepal for their invaluable support and cooperation throughout the process of finalizing Child led VNR Report.

Children Write up team :

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- 2) **Technical Advisor: Bishnu Khatri**
- 3) **Facilitator: Kiran Thapa. Nirijana Bhatta**
- 4) **Child Advisor: Prekshya Adhikari**





Methodology/Process of report writing

1) Orientation to NCAC members:

All of us were oriented in Kathmandu by Kapil Aryal sir about VNR and SDG. The session was very helpful for us (NCAC members) which was later on formulated by us in our place at various local levels of our country Nepal. For this, we had two meetings on how to initiate the VNR and SDG consultations at their community level. In the first meeting, we discussed SDG, VNR, and date to conduct. Likewise, in the second meeting, we finalized the form as a connecting bridge between VNR, SDG, and child issues. We were given a detailed explanation of how to use the form, and we also discussed ways to make this workshop child-led. Additionally, we talked about whom to advocate with and how to gather more ideas, opinions, and concepts from different regions of Nepal concerning child issues related to the Sustainable Development Goals (SDGs).

2) Child-led Community Consultations:

After those two meetings, we took the initiative to conduct the community-level consultations in our place i.e. 7 provinces, 10 districts, and 10 municipalities. Those municipalities were Deumai Municipality, Biratnagar Metropolitan, Mithila Municipality, Sambhunath Municipality, Kasauti Municipality, Beni Municipality, Gulariya Municipality, Birendranagar Municipality, Krishnapur Municipality including Kathmandu Valley level discussion. The consultations were brainstorming as all the children from different parts of Nepal were oriented about SDG and VNR and discussed on problems and issues they faced or observed in their family and community. The form that was made earlier was filled by the children in consultation in the form of a story, poem, drawing, essay, etc. relating to children's issues and SDGs. Collecting all the forms and discursive topics, members of NCAC and other children were then ready to have the National Validation Workshop in Kathmandu.

3) National Validation Workshop:

The workshop commenced with a formal introduction and a presentation on the Sustainable Development Goals (SDGs) and the Voluntary National Review (VNR) by Mr. Santosh Sharma, a Planning Officer from the National Planning Commission. Child rights activist Bishnu Bahadur Khatri facilitated to review of the SDGs goal during the sessions. Following this, the children participated in group activities guided by our facilitators, Mr. Kiran Thapa and Ms. Nirijana Bhatta. The objective of the group work was to identify and propose solutions to children's issues in line with seven selected SDGs, using various tools and methods. We were divided into four teams, with six members each, totaling 24 children. We then began our group projects, creating various stories, speeches, charts, drawings, dialogues, and dramas, which we later presented to individuals from various forums. We completed this group work on the same day. After our presentations, each individual pledged to work towards achieving the SDGs for children and to provide us with a platform to voice our opinions. The next morning, we reconvened, and the formal program began. Each group presented their projects to the distinguished guests, utilizing diverse methods such as drama, speeches, poems, drawings, and charts to effectively communicate their issues and solutions. After our presentations, each individual pledged to work towards achieving the SDGs for children and to provide us with a platform to voice our opinions.

4) Report Write-up and Submission:

The report write-up team of 5 members including a child advisor was created in the National Validation Workshop among which 3 were physically involved from Kathmandu and 2 were virtually involved from out of the valley. Through the group discussion, the write-up team had 4 meetings. In the first meeting, we discussed the format and the work division among the group members. Likewise, from the second



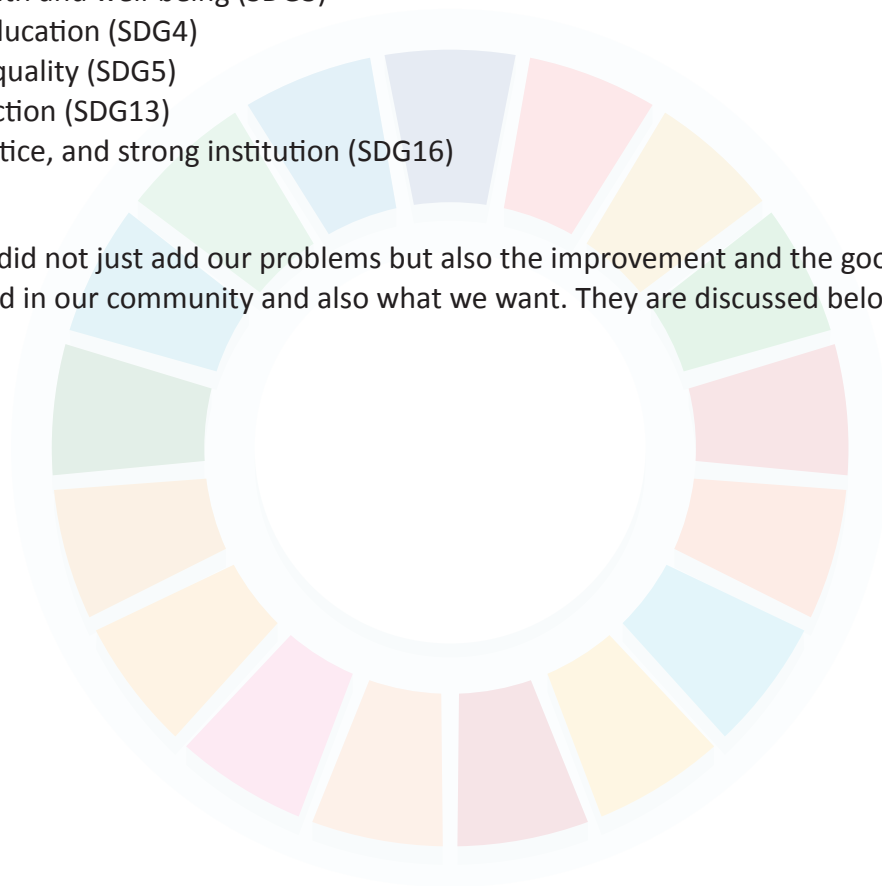


meeting, the report-writing process started. During the report writing, we took reference from the SDG and VNR form, Child-Led Report on UPR 3rd Cycle. The collected documents during the VLR process in different provinces were analyzed thoroughly to collect the information related to child rights issues and SDGs to be mentioned in the VNR report. The first draft of the report was prepared and shared virtually within the team. Then in the 5th meeting, the report was finalized virtually by children who were involved in the VLR and VNR process so far and submitted by the children's write-up team in the National Planning Commission and shared with the SDG Forum.

Out of 17 Sustainable Development Goals the goals are closely related to our rights (Child Rights). They are;

1. No poverty (SDG1)
2. Zero hunger (SDG2)
3. Good health and well-being (SDG3)
4. Quality education (SDG4)
5. Gender equality (SDG5)
6. Climate action (SDG13)
7. Peace, justice, and strong institution (SDG16)

In this report we did not just add our problems but also the improvement and the good practices that are being followed in our community and also what we want. They are discussed below;





Goal: 1

No Poverty

Progress/ Achievement:

Multi-dimensional Poverty Index (MPI) has been reduced from 30% (2014 AD) to 17.4% (2019 AD).¹ The government schools provide free education for children. Initiatives aim to reduce the number of out-of-school children, ensuring access to education for all (Act no. 16 of the 2075)². Policies address child labor and child marriage, safeguarding children's rights. Governments have been made to facilitate remote learning during challenging times such as the COVID-19 pandemic. By 2019, 22% of all children remained in poverty, which represents a positive reduction of 14% points.³ Infant mortality rate has also been reduced. The government has implemented various social protection measures targeting vulnerable populations, including children. These programs aim to ensure access to basic services, economic resources, and social safety nets, which are critical for reducing poverty and promoting resilience among disadvantaged groups.

Good Practices:

The government has been providing a special allowance for children growing up in poor families from 2009 AD i.e. Rs 532 monthly. Different government and non-government organizations have been providing job opportunities and skill training for parents and children. The government has also been providing children with daily lunch allowance i.e. Rs.15. Community-based Early-Childhood Development and Education programs and parenting education are promoted to enhance early learning opportunities.⁴ The government has focused on enhancing educational access and quality, which directly contributes to breaking the cycle of poverty among children. Due to various NGOs and INGOs working for children in poverty, their condition has been improved in various aspects like; education, leadership qualities, and training.

Problems/ Challenges:

Due to poverty, the basic rights of children like health, education, food, and water aren't being provided. It is leading to child labor, child marriage, and child violence. Children need to face social criticism for their economic condition resulting in mental pressure and suicidal acts. Children become directly or indirectly involved in social crimes like robbery, etc. The government is providing a daily lunch allowance which is quite insufficient and those who don't attend school do not have access to even this. Over one in five children still live in poverty and children continue to be the poorest age group in Nepal. Girls are married away at a young age since the family living under the poverty line takes them as an economic burden. Friends who were connected in the issue reporting process wrote a lot of incidents in which child marriage is practiced due to poverty. Many families live in inadequate housing with insufficient sanitation facilities due to poverty. The 'free education system' provided by the government does take charge. The cumulative impact of poverty-related issues restricts children's opportunities to achieve their full potential, affecting their future employment prospects, health, and overall quality of life.

Two girl participants in our VNR conference wrote a poem about their struggle though out their childhood and teenage:





सानै छँदा छोडी आउनु पर्यो
मेरो बाल्यकालको जीवन।
सानै छँदा भेल्लु पर्यो बालश्रमको परिश्रम।

रहर थियो मेरो पनि खेल्ने
रमाउने र घुम्ने मन तर
बाध्यता र गरिबीले पुर्यायो
मलाई बाल श्रम ॥

सधै हेर्छु साथीभाई घुम्न गाको
खेलेको, रहर लाग्छ मलाई पनि
स्वतन्त्रता पूर्ण जीवन बिताएको ।
सायद मेरो पनि जीवन
स्वतन्त्रतापूर्ण हुन्थ्यो यदि
हुन्थ्यो साथमा आमा बुवा
तर ककक गर्नु जिम्मेवारीले साथ नछोड्दा ॥

सिक्दै छु अब आफ्नो जीवन
संघर्ष त हुदो रहेछ तर
अब सिक्दैछु हार नमानी अघि बढ्ने

English Translation:

I had to leave when I was young
My childhood life.

He had to endure child labor when he was young.

I wanted to play too
A mind to rejoice and wander
Forced and driven by poverty
Child labor to me

I always look at my friends
Played, I want too
Living a full life of freedom.

Maybe even my life
It would be free
Mother and father would be with you
But what to do when the responsibility does not leave you?

I am learning now my life
There is a struggle
Now I am learning to move forward without giving up.

हामी आफैँ बालश्रमलाई समाधान मानेका छौं।
चेलीबेटीले बाल विवाह गर्न दवाव पार्छन्।
सामान्य अधिकारबाट वञ्चित रहेका छौं।
हो हामी आफ्ना आवाज लुकाउने बौद्धिक
भस्का छौं।

समाजमा दैत इज्जत रक्क गरिव भइ
जल्ती भस्मपति जहितही धनीमाती नै सहि।
हेला, सठ्ठता, दमन, शोषण सबै सहनुपर्द
जलत भन्ने थाहा पाउदा पनि शाहू
रहनुपर्द ॥

भविष्यका कर्मचार हामी बालबालिकाले
अवसरहरू गुमाउँछौं यही दरिद्रताले।
हाम्रै खेल्ने बालपन बिताउने छ ति
हाम्रो इच्छा
गरिवीको रेखा बाहिर बस्ने पनि हो
आकाङ्क्षा ॥

साना हामी बालबालिका छौं छ ति रहर
आफ्ना इच्छा सिमित राख्दै बिताउँछौं प्रहर।
हाम्रा यस आवाजलाई ध्यान दिनुहोला
सुन्न र बुझ्न सँगै मनन गर्नुहोला ॥

- Audha K.C. Rude

गरिवीको रेखा

साना हामी बालबालिका छौं छ ति रहर
आफ्ना इच्छा सिमित राख्दै बिताउँछौं प्रहर।
हाम्रा यस आवाजलाई ध्यान दिनुहोला
सुन्न र बुझ्न सँगै मनन गर्नुहोला ॥

श्वास थुन्ने अघि पर्दै गरिवीको रेखा
ईच्छा मार्न बाध्य हुन्छौं आवश्यकता देख्दा
दरिद्रता, भोकमरीले काँध थिचोको छ
हक तथा अधिकारको रेखा मिचोको छ ॥

शिक्षा, स्वास्थ्य टाढा जहाँसु दैन रवान
अभैँ कति लेखेको छ कुन्ति दुःख पाउन।
भोकमरी सँग लड्दै गर्दा कयौं पछौं भस्मा
अधिकारबाट वञ्चित हुन पुग्यौं क्रमै क्रममा।





Case-1: VLR has highlighted cases of children working long hours in brick factories, where they are exposed to dangerous conditions and deprived of education and play. These children often suffer from respiratory problems and other health issues due to the harsh working environment.

Case 2: A boy belonging to a Dalit community often faces discrimination in school and doesn't complete his education. This perpetuates the cycle of poverty and limits their opportunities for economic and social advancement.

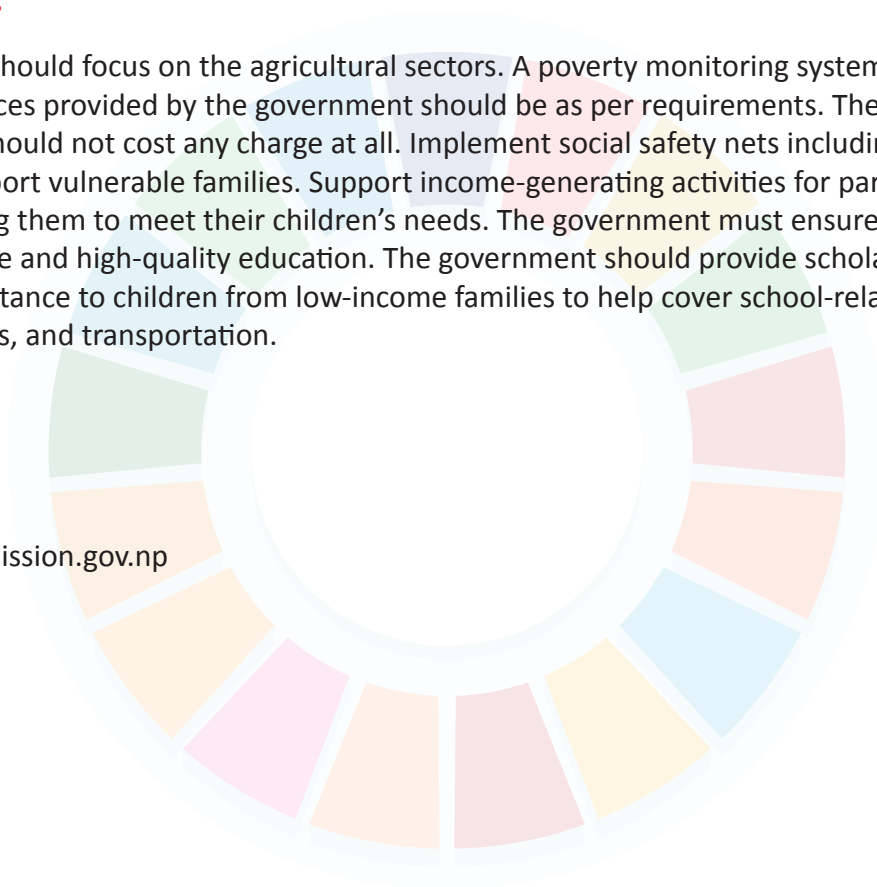
What we want:

The government should focus on the agricultural sectors. A poverty monitoring system should be initiated. Allowances provided by the government should be as per requirements. The free privileges for poor people should not cost any charge at all. Implement social safety nets including cash transfer programs, to support vulnerable families. Support income-generating activities for parents on a large scale, empowering them to meet their children's needs. The government must ensure that all children have access to free and high-quality education. The government should provide scholarships, stipends, and financial assistance to children from low-income families to help cover school-related expenses such as uniforms, books, and transportation.

Sources:

^{1, 3, 4} - [unicef.org](https://www.unicef.org)

² - www.lawcommission.gov.np





Goal: 2

No Hunger

Progress/ Achievements:

Global Hunger Index (GHI) has improved from 19.1 (2022) to 15.0 (2023)¹. The rate of child stunting has declined from 57% in 2001 to 36% in 2016². The western regions of Nepal, including cities like Pokhara and Butwal, have made notable strides in reducing child stunting and improving nutrition. The government has been supplying daily lunch allowances for children attending public schools. Collaborations with organizations like the World Food Programme (WFP) have enhanced the reach and effectiveness of food programs, providing additional resources and expertise. Targeted initiatives, such as the provision of micronutrient powders and fortified foods, address specific nutritional deficiencies among children, particularly in rural and remote areas. Investment in school infrastructure, including kitchens and dining areas, has been initiated by the government which facilitates the preparation and consumption of nutritious meals in a hygienic environment.

Good Practices:

The government has set nutritional standards for school meals to ensure that they are balanced and healthy, addressing both macro and micronutrient requirements. Efforts to procure food locally support local farmers and ensure the freshness and quality of the ingredients used in school meals. Programs aimed at educating parents, teachers, and children about the importance of nutrition and healthy eating habits have been rolled out to create a more health-conscious community. Regular monitoring and evaluation of the nutritional programs have helped to ensure their effectiveness and allow for continuous improvements based on feedback and assessments. In response to natural disasters and economic challenges, the government has provided emergency food assistance to ensure that children continue to receive adequate nutrition. Numerous NGOs and INGOs have organized food donation programs for citizens in remote areas of Nepal. Furthermore, during the COVID-19 pandemic, many organizations worked together to provide children with nutritious food.

Problems/ Challenges:

More than 40% of Nepalese children under the age of five suffer from stunted growth due to chronic malnutrition. Approximately 10% of Nepali children experience wasting, a condition caused by acute malnutrition. A concerning statistic is that nearly 38% of children between six months and two years old in Nepal do not consume any fruits or vegetables. Additionally, two-thirds of children do not eat eggs, dairy, fish, or meat³. The government's food allowance is insufficient, leaving many children in poverty without access to food programs. Hunger forces numerous children to engage in labor to earn money for food, depriving them of education and a normal childhood. In remote areas, malnutrition is rampant, leading to early mortality and organ dysfunction. Even those who do eat often suffer from various diseases due to a lack of nutritious food. Additionally, agriculture has become unstable due to reduced investment, and climate change has exacerbated food scarcity. Food scarcity affects entire communities, reducing agricultural productivity and perpetuating cycles of poverty and hunger.





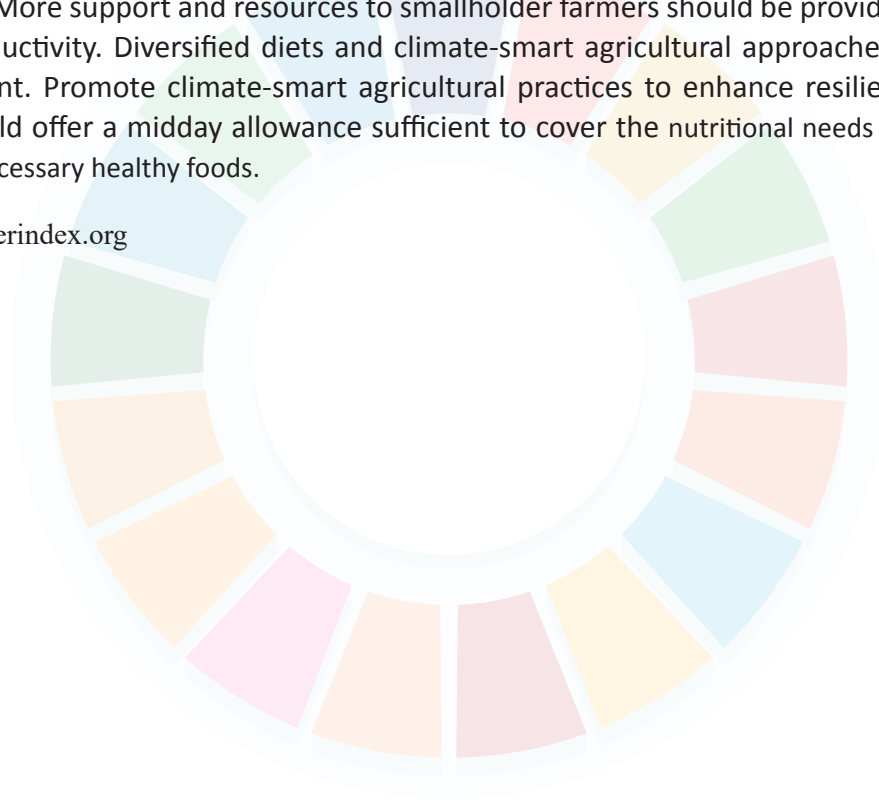
Case-3: The 150-student primary school in a remote village in Nepal's far west saw the introduction of the School Meal Program. Before the program began, many children were malnourished and attendance rates were low. After a year of implementation, the school witnessed a 30% rise in attendance, and the children's nutritional status significantly improved according to health screenings.

What we want:

The government must invest in programs that enhance the diets of young children, ensuring access to diverse and nutritious foods. Women and girls should be empowered to improve household food security. The government should focus on marginalized and excluded communities to ensure equitable access to resources. A comprehensive healthcare system must be established to address child health and nutrition by the government. More support and resources to smallholder farmers should be provided to improve food security and productivity. Diversified diets and climate-smart agricultural approaches must be initiated by the government. Promote climate-smart agricultural practices to enhance resilience and yield. The government should offer a midday allowance sufficient to cover the nutritional needs of children, ensuring they receive the necessary healthy foods.

¹- www.globalhungerindex.org

^{2,3}- www.unicef.org





Goal: 3

Good Health and Well-Being

Progress/ Achievements:

Improvements in maternal health care have significantly reduced the maternal mortality rate from 23.375 deaths per 1000 live births (2023) to 22.2716 deaths per 1000 live births (2024). Nepal has been declared polio-free since 2010, with no new polio cases reported. Between 1996 and 2016, stunting in children under the age of two decreased by 24 percentage points, thanks to improved health and nutrition services, household wealth, parental education, and sanitation. Early initiation of breastfeeding increased from 18% to 56%, and complementary feeding improved from 54% to 77% during the same period. Nepal has achieved high immunization coverage, with over 90% of children receiving vaccinations against major preventable diseases such as measles, polio, and tuberculosis.¹

Good Practices:

Over 50,000 female community health volunteers played a crucial role in promoting iron-folic acid supplementation and antenatal care. Nepal is on track to achieve its targets related to nutrition. Despite challenges, the country has made strides in reducing child stunting and scaling up nutrition services. Legislation, policies, and programs promoting better access to education have raised net enrollment rates. Timely health checkups have helped to ensure a child's health. The Integrated Management of Childhood Illness (IMCI) strategy has been implemented to reduce childhood morbidity and mortality by improving the case management skills of healthcare providers and strengthening health systems.

Problems/ Challenges:

A significant proportion of children in Nepal suffer from stunting (low height for age), wasting (low weight for height), and underweight (low weight for age) due to inadequate nutrition. Many rural and remote areas lack accessible healthcare facilities, forcing families to travel long distances to receive medical care. High costs of healthcare services and medications prevent many families from seeking necessary treatment for their children. Inadequate healthcare infrastructure, lack of medical supplies, and shortage of trained healthcare professionals lead to poor quality of care in many regions. Poor maternal health directly impacts child health. Issues such as inadequate prenatal care, high rates of maternal malnutrition, and insufficient maternal education contribute to adverse child health outcomes.

Case-4: A child residing in Karnali experienced symptoms of coughing, high fever, fatigue, and shortness of breath. Despite informing his parents, they initially didn't give much attention to his condition. As his condition worsened, they eventually took him to the only healthcare facility available in their area. Unfortunately, by then, the child had developed pneumonia, and the delayed medical intervention led to further complications, resulting in additional health issues for the child.

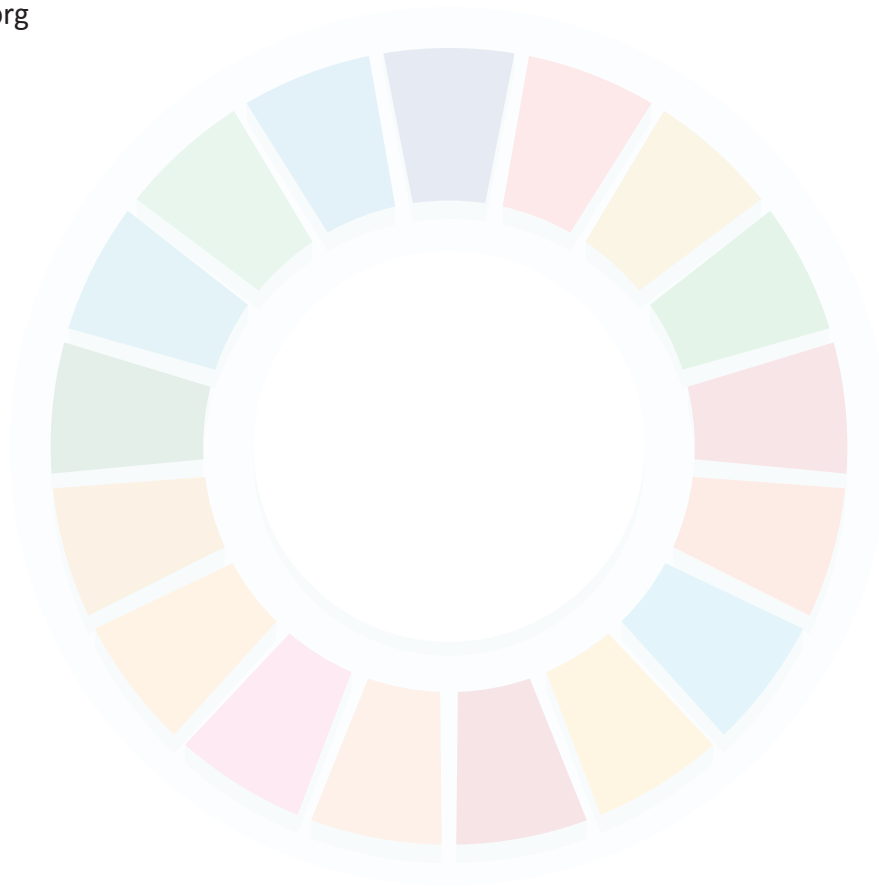




What we want:

Health posts should be established in every ward of remote areas, equipped with skilled doctors and modern technology. Toilets, clean drinking water, and proper sanitation facilities should be implemented at the local level in remote areas. To lower infant mortality rates, the government should develop emergency services programs and launch awareness initiatives. The government should increase the number of healthcare facilities, particularly in remote and rural areas. They must ensure these facilities are well-equipped and staffed with trained healthcare professionals. The government should develop and implement integrated health policies that address the multiple determinants of child health, including nutrition, sanitation, education, and social protection.

1- nepal.un.org





Goal: 4 Quality Education

Progress/ Achievement:

Back in 2076 B/S, The Federal Government of Nepal enforced the “National Education Policy 2076” with a great motto shouting “Educated, civilized, healthy and capable human resource” out loud. The policy is advertised to be guiding all three tiers of the government to monitor and achieve SDG 4. Adding to the subject The Federal Government of Nepal validated the National Framework and National Strategy for the development of the Education System (NSDES) just a year back in 2023 AD. The Legislative body of Nepal is also working on the Education Bill which will be passed soon. Curriculum revisions have been undertaken to make the education system more relevant and responsive to the needs of students. The literacy rate has been increased from 65.9% (2068) to 76.3% (2078). Female literacy rate has increased from 44.5% (2011) to 69.4% (2021).

Good Practices:

Article 31 of the 2015 Constitution of Nepal establishes the right to free and compulsory education till the secondary level for children of school-going age. This constitutional provision ensures that education is accessible to all, promoting a more equitable and inclusive society. Adding to the same thing the National Education Policy 2076 also ensures that children with disability and children from backward communities get free Higher education. The government of Nepal has implemented policy reforms aimed at improving the quality of education which includes the formulation of the National Education Policy, which emphasizes enhancing the quality of teaching and learning, promoting inclusive education. Initiatives such as in-service training, mentoring, and continuous professional development workshops aim to equip teachers with the necessary skills and knowledge to deliver quality education.

Problems/ Challenges:

As the policy implementation gap leaves a big scar in the lives of children like us there is a huge difference in the actual field as it is portrayed by policies. The deemed “Free Education” does cost a bit but doesn’t provide students with the most basic infrastructures and environment whereas the private education sector is way more commercial and despite being way better than government education institutions does lack a lot of requirements. The VLR report shows that teenagers are seeking practical knowledge and ECA rather than theoretical writing and the cases of favoritism to academically good students clarify the fragile condition of educational institutions. Additionally, there still exists bullying and discrimination in the schooling environment.



Pie chart made in National Issue Validation Workshop



Pie chart made in National Issue Validation Workshop

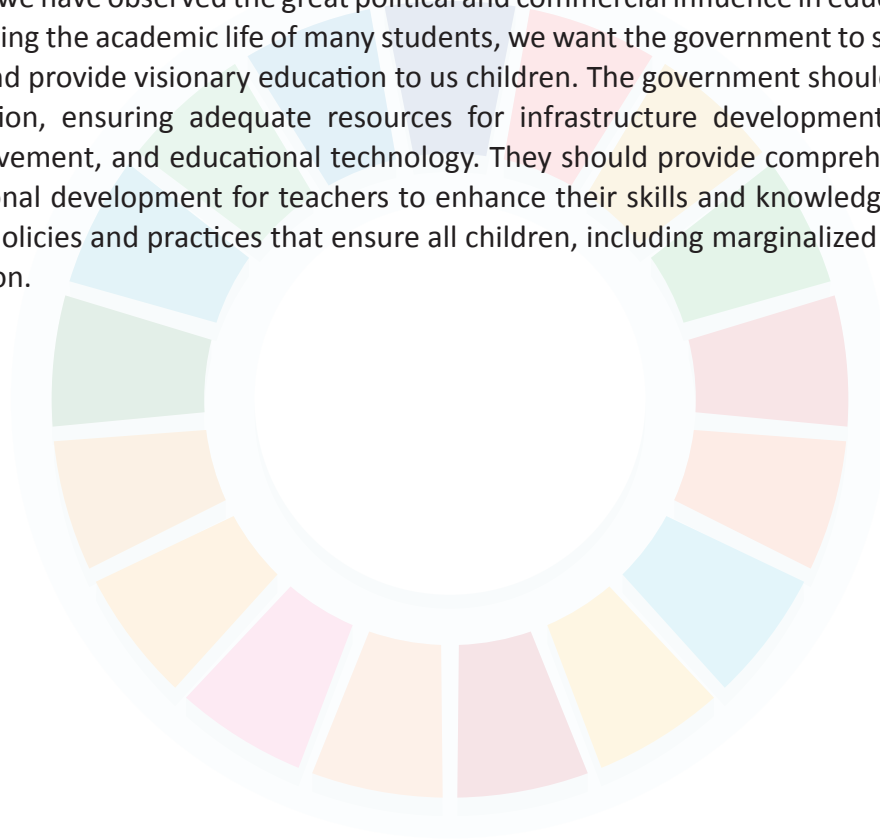




Case-5: A group of four boys from Sudurpaschim completed their Secondary Education Examination (SEE) and aspired to continue their education in Kathmandu. However, due to financial constraints, one of them was unable to join them. The remaining friends sold their land in the village to finance their journey to Kathmandu. Despite their intentions to study, all of them ended up engaged in manual labor upon arrival in Kathmandu. Balancing work and studies, they struggle to attain a quality education, hindering their prospects of securing stable employment. Consequently, they find themselves compelled to work in construction, perpetuating their cycle of limited opportunities.

What we want:

As mentioned before teenagers seek practical and geo-centric education and are done memorizing the texts of books. As we have observed the great political and commercial influence in educational institutions risking and hindering the academic life of many students, we want the government to seriously act against these practices and provide visionary education to us children. The government should allocate sufficient funds for education, ensuring adequate resources for infrastructure development, teacher training, curriculum improvement, and educational technology. They should provide comprehensive training and ongoing professional development for teachers to enhance their skills and knowledge. The government should promote policies and practices that ensure all children, including marginalized groups, have equal access to education.

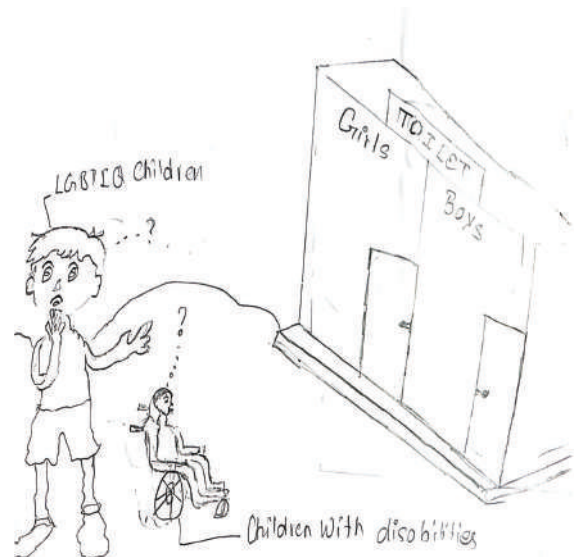




Goal: 5 Gender Equality

Progress/ Achievement:

Girls attending government schools are provided with certain allowances every year. They are also provided with free sanitary pads. Nepal has made progress in ensuring equal access to education for both girls and boys. Efforts have been made to reduce gender disparities in enrollment rates, especially at the primary level. Over the past two decades, legal reforms have transformed the landscape for gender equality in Nepal, ensuring increased legal protection of girls from violence, improved safeguarding of their sexual rights, and amplification of their voices in decision-making. Female literacy rate has increased from 44.5% (2011) to 69.4% (2021). Various organizations have been working for LGBTIQ+ children.



Drawing made by one of our groups in
National Issue Validation Workshop

Good Practices:

Legal reforms and awareness campaigns have helped reduce child marriage rates, but more work is needed. Efforts have been made to eliminate child labor. Awareness programs and legal measures have been aimed at protecting children from violence. Girls' leadership and involvement have been encouraged by various government and non-government organizations. Initiatives promote children's participation in decision-making processes. Awareness about gender stereotypes and biases has been raised by encouraging parents, teachers, and communities to challenge traditional gender roles. The media has consistently attempted to highlight the real issue of gender inequality faced by girls in remote areas.

Problems/ Challenges:

Child marriage remains a concern, particularly for girls. Boys and girls in remote areas are often subjected to child labor, but girls may face additional burdens of household chores and caregiving responsibilities. Girls face barriers in accessing quality healthcare services. LGBTIQ+ children are much more likely to be bullied, harassed, isolated, or subjected to violence. Girls are more vulnerable to physical, emotional, and sexual violence, both at home and in their communities. Deep-rooted patriarchal norms have resulted in girls facing social discrimination, limiting their participation in the community and decision-making processes.





Case-6: One of my classmates in Kathmandu posed a question to our class, including our teacher, about the perception that girls receive preferential treatment, leading to a perception of them being “out of hand.” I was taken aback by his perspective on gender equality, especially considering our education level. It made me reflect on how ingrained these beliefs still are, even among educated boys. It raises the question: is it fair or accurate to simplify a girl’s existence in such a manner? When will we, as girls, receive the justice and equality that we rightfully deserve?

Case-7: In one family there were five members, In that family one couple had three daughters as their financial condition was not good and the couple was uneducated in our society there is a concept in everyone’s mind “No matter how well you raise a girl, at last she will go others home”. Because of this people see girls as burdens and try to marry them off as soon as possible. The couple also married off their daughter at a young age and because of this one of their daughters died while giving birth, another’s husband died just after one year of marriage and she had a child but because she was still underage she didn’t have a marriage certificate and her child couldn’t get a birth certificate and she couldn’t even get social services. And their third daughter got involved in child labor as her husband’s financial condition was not good.

What we want:

The government should provide scholarships and financial incentives for families to send girls to school. They must enforce and strengthen laws against gender-based violence, child marriage, and discrimination. The government also must enact and enforce laws that prohibit discrimination based on sexual orientation and gender identity in schools, healthcare, and other public spaces. LGBTQ-inclusive curricula in schools that educate students about sexual orientation, gender identity, and the importance of diversity and inclusion should be integrated.





GOAL 13: Climate Action

Progress/ Achievement:

Nepal has demonstrated impressive progress in advancing an equitable and gender-responsive assessment system, as well as in fostering a supportive atmosphere, developing institutional frameworks, and building capacity concerning Sustainable Development Goal 13 (SDG 13). The evidence-based planning, monitoring, and evaluation system is being further refined. The goal of SDG 13 is to tackle climate change and its effects as soon as possible. Although particular accomplishments may differ, Nepal's dedication to mitigating climate change is apparent through a range of programs and regulations. You can examine the National Review of Sustainable Development Goals and the National Data Portal-Nepal for additional in-depth details.



*Drawing made by one of our groups in
National Issue Validation Workshop*

Good Practices:

The government has been working actively on making communities, and infrastructure resilient. And by adding adaptive actions toward natural catastrophes and climate-related hazards. This includes disaster risk reduction, early warning systems, and community-based adaptation strategies. The pre-disaster preparation acts are being localized way more because of the lesson we learned in 2072 B/S and realizing the importance Nepal has also aligned this goal with its border development goals. The resource has been mobilized properly and seeks more international resourcing for climate action. Clean energy has been a matter of interest for investment and hydro-powers are multiplying so far. Green tax is charged on fossil fuels to reduce their use. Various schools and institutions have started to initiate making their surroundings greener. The government has also included climate change, its effects, and preventive measures in the curriculum.

Problems/ Challenges:

The country has been facing an alarming rise in temperature this year and broke the 17-year-old record of the highest in the country. Despite aiming for no carbon emission by 2045 A.D. There still seems no control over the subject. VLR reporters write that drought has been a big issue in the Terai regional belt due to Chure destruction of construction resources and we also realize the carelessness of the government and haven't prepared well for the flooding in the coming few weeks. The Manang-Mustang range has been facing a more extreme climate than usual. Electric vehicles are not promoted by the government and increasing the tax on EVs is too much. The implementation is quite left behind in the local development acts. There are not many people speaking for this careless act from the government and lack of advocacy has been a major concern as well as children's voices and impacts they're going through are disregarded.





Words from children: A child participating in the VNR process writes “Some places are getting very dry, and it’s harder to find clean water. Children have to walk long distances to get water for their families, which means less time to play or study. The weather is changing a lot, making it difficult for farmers to grow enough food. Sometimes there’s too much rain, and sometimes there’s too little. This means there might not be enough nutritious food. Climate change causes more big storms and heavy rains, which can lead to floods and landslides. Floods can destroy homes and schools, making it hard for children to go to school and stay safe. Though children are facing many issues, Child rights policies currently fall short of adequately addressing the rights of children in the face of environmental crises, such as climate change. In Nepal, within the existing climate change policies, child rights are only superficially acknowledged, primarily in written form, with limited substantive implementation.”

What we want:

As we children are the most impacted and vulnerable group to climate change, we seek a platform that helps us advocate focused on climate action. There are very minimum practices in the local government for acting against climate change we want to multiply the practices by a huge margin. We seek localization in the principles, especially for infrastructure development. The education curriculum has not been providing in-depth knowledge on Sustainable development.

Ideas from us children:

It was very well said by our friends that :

“If you are happy, plant a tree

If you are sad, plant a tree.

If you fall in love, plant a tree.

If you are separated, plant a tree.

If anything, good or bad happens in your life, plant a tree.

Because you are not planting a tree but a life.”

“ छुसी हुनुहुन्छ रुख रोप्नुस्,
दुःखी हुनुहुन्छ रुख रोप्नुस्,
माया पन्यो रुख रोप्नुस्,
विछोड् भयो रुख रोप्नुस्,
तपाईंको जिवनमा कुनै पनि राम्रो था
नराम्रो घटना घट्यो भने रुख रोप्नुस्,
किनभने तपाईंले रुख होइन जिवन रोप्दै
हुनुहुन्छ ”





GOAL 16: Peace, Justice, and Strong Institutions

Progress/ Achievement:

So far, the government has been trying to strengthen its institutions, and providing justice while maintaining peace and prosperity has been the motto of the government. Nepal's cooperative movement, sustainable energy, and community forestry practices contribute to SDG 16¹. Community policing initiatives have improved safety and security. Legal reforms have strengthened human rights and access to justice. Major issues like child labor have been declining in numbers back 2008 A.D. 1.8 million children were involved in child labor after the progress it has declined to 1.1 million in 2018 A.D.

Good Practices:

Secularism has been maintained in an exemplary way as "Unity in Diversity" is shouted out loud around every corner of the country and acts against secularism are responsibly handled by the government. The legislative has been learning from the recent acts including injustice and enforcing laws in such a way that those acts won't be repeated. Equity and equality have started marking their way in the central and developed places but the scar remains the same in the rural areas. Child violence and other forms of sexual violence have decreased positively. Cooperatives play a crucial role in poverty reduction, livelihood improvement, and sustainable development².

Problems/ Challenges:

Despite the tries of CIAA, there remains nepotism, favoritism, and corruption in the forms of bribery, forgery, and mass corruption in government bodies. It's not only the corruption that's making the nation hollow from the inside for us children there remains an absence of child child-friendly responsive system. Child labor and child marriage are still a big issue for our nation we don't want only INGOs and CSOs working on it we want our government to act upon the issues seriously. Culturally pressured child marriage is still a major issue in the Terai belt. We do see that authorities of the government are not so passionate about their work since government work doesn't pay them well and are found guilty of selling their authority for minimal bribes.

Case-8: A 13-year-old girl from Bhimdutta Municipality in Kanchanpur District, Nepal went missing on July 26, 2018. She went missing while returning home from her friend's house. Her body was found the next day in a sugarcane field near her home. An autopsy confirmed that she had been raped and subsequently murdered. She still hasn't received any justice.





What we want:

Governments should enact and enforce laws and policies that protect our rights (children's Rights), ensure our safety, and promote our well-being. This includes laws against child labor, child trafficking, child marriage, and other forms of exploitation. Governments should ensure that children have access to justice systems that are child-friendly, accessible, and responsive to their needs. This includes providing legal aid, counseling, and support services for child victims of abuse, exploitation, or violence. Governments should collaborate with international organizations, NGOs, and other stakeholders to share best practices, resources, and expertise in promoting SDG 16 for children.





Acknowledgments:

We are really glad and proud to let you know that we have completed this first-ever child-led VNR report. We encountered many challenges during this report-making process like how we should start, and what type of things we should include but we got to learn many things as well. We were able to collect the voices of many children from different local levels of all 7 provinces of Nepal. We learned the challenges in the implementation of Sustainable Development Goals, the issues and problems faced by the children, and even the children's recommendations for the government of Nepal which type of programs should be launched and strategies should be adopted for fast implementation of Sustainable Development Goals.

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