



A Rapid Assessment of Children in the Mining Industry

New ERA



World Education acknowledges the contributions of the Ministry of Labor and Employment for their advisory role. World Education acknowledges Plan Nepal for their close collaboration and for co-sharing the printing costs.

Funding for the rapid assessments was provided by the United States Department of Labor.

Disclaimer: The opinions and recommendations expressed in the report are those of the authors and this publication does not constitute an endorsement of these either by World Education and Plan Nepal or the Ministry of Labor and Employment.

© World Education and Plan Nepal 2012

Front cover photo credits: David duChemin

ISBN - 978-9937-8620-0-4

A Rapid Assessment of Children in the Mining Industry



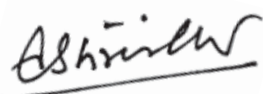
New ERA

Preface

Child labor in Nepal is a serious concern. Around 40% or 3,140,000 of the 7,700,000 children aged between 5 to 17 years are engaged in work. Of this 3,140,000, about half or 1,600,000 child laborers are in exploitive working conditions; and about 621,000 are in hazardous work. Children are found working in carpet and entertainment industries, mining, *beedi* making, portering, brick production, embroidery (*zari*), car/motorcycle repair workshops, domestic work, cross border smuggling and roadside hawking. Each sector has its own array of push/pull factors influencing entry and exit of children and which determine the nature and extent of exploitive work children are exposed to.

To get an update of the status of children working in some of these sectors, World Education's *Naya Bato Naya Paila* project funded by United States Department of Labor commissioned rapid assessments in four sectors - brick kilns, domestic service, mining and portering having high incidence of child labor. Rapid assessments in two additional sectors - urban transport and teashops and restaurants - were conducted in collaboration with, and financial contribution from, Plan Nepal. The Ministry of Labor and Employment/MoL&E (formerly Ministry of Labor and Transport Management/MoLTM) provided advisory inputs. The Ministry of Women Children and Social Welfare, Central Bureau of Statistics, Ministry of Federal Affairs and Local Development, UNICEF and ILO have been part of this research as members of the Working Committee, along with Plan Nepal and MoL&E.

The Rapid Assessments, conducted in 2011/2012, have used the methodology popularized by ILO in the early 2000s, have highlighted the factors contributing to children's entry along with the unique dynamics and emerging trends associated with each sector. Findings from these rapid assessments will be of use to policy makers in designing and implementing future actions to eliminate child labor. The research undertaken will I believe, also add to the literature and enhance the understanding on child labor, while encouraging deeper debate on this issue and will aid in the goal of eliminating child labor in the country.



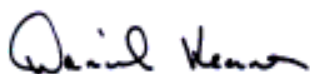
Chij K. Shrestha
Project Director, Naya Bato Naya Paila &
Country Director, World Education

Foreword

Child labour in general and its worst forms in particular are a global and a national problem. According to the quadrennial Global Report on Child Labor released by the International Labour Organisation in 2010, the picture is bleak: despite the fact that the number of child labourers declined slightly (from 222 million to 215 million over a period of five years), the pace of reduction has tapered off and 115 million children are still exposed to hazardous work worldwide. In Nepal the picture is similar: there has been a reduction overall, but it is uneven across sectors and an estimated 1.6 million children aged 5-17 years are still engaged in the worst forms of child labour. Approx. 20% (more than 600,000) are engaged in hazardous work that interferes with their education or is harmful to their health or physical, mental, spiritual, moral or social development.

In 2011 rapid assessments were conducted in six sectors of child labour—urban transport, mining, tea shops and small restaurants, portering, domestic service, and brick kilns—in order to explore the extent and nature of child labour in Nepal. The study looked at a number of things, including the prevalence of child labour in the sample districts; the emerging patterns of demand and supply; the socio-demographic and economic characteristics of child labourers; the push and pull factors of migration affecting children's entry into the sector; the work histories, working conditions and hours of children; the relation between work and school and education; the nature and extent of the hazardous and unhealthy working conditions, children's desire for rehabilitation and awareness about child rights; and possible programme interventions to improve existing conditions. I hope the findings, recommendations and data generated from these rapid assessments will be of use to policymakers and organizations working on child rights in their efforts to design and implement plans, policies and strategies for addressing child labor issues in Nepal.

On behalf of Plan Nepal, I would like to thank the Ministry of Labor and Employment for providing the technical guidance needed to make the assessments happen. Acknowledgement is also due to New ERA, the National Labor Academy and Child Workers In Nepal who undertook the six studies and prepared the associated reports. Our gratitude extends to all those members of the working committee, United Nations Children's Fund, International Labour Organisation, Central Bureau of Statistics, Ministry of Women Children and Social Welfare, and Ministry of Federal Affairs and Local Development for providing their invaluable feedback and thereby helped finalise the report. Special thanks must go to World Education for coordinating the entire process of assessment. Plan Nepal is proud to be part of the team which undertook the assessments.



Donal Keane
Country Director
Plan Nepal

Acknowledgements

New ERA is grateful to World Education and Plan Nepal for entrusting it with the responsibility to undertake a study entitled 'A Rapid Assessment of Children in the Mining Industry'. Many people helped bring this report to fruition by lending their professional expertise and critical acumen and by furnishing the information required despite their busy work schedules. More specifically, the study team acknowledges the continuous professional support provided by Chij Kumar Shrestha, Dyuti Baral, Harihar Regmi, Gopal Tamang, Helen Sherpa, Shanker Bimali and Nanda Lal Majhi from World Education and Subhakar Lal Baidya and Soni Pradhan from Plan Nepal. The study team also appreciates the wholehearted and enthusiastic cooperation of all who agreed to take the survey or be interviewed despite being deeply involved in one of the worst forms of child labor in Nepal. The study would not have been complete without their genuine and generous support. The study team is responsible for any inadvertent overlooking of or errors in facts (if any) and the resultant flaws in interpretation.

New ERA Study Team

New ERA
P.O. Box 722
Rudramati Marg, Kalopul
Kathmandu, Nepal

Study Team Members

Core Team

Dr. Bal Gopal Baidya	Research Associate
Dr. Laya Prasad Uprety	Principal Investigator
Mr. Nirakar Kumar Acharya	Project Coordinator
Mr. Chandra Prasad BhatTerai	Senior Research Officer
Mr. Naveen Kumar Lama	Research Assistant
Ms. Pragati Shah	Research Assistant

Data-Processing Team

Ms. Ramita Shakya	Data-processing Supervisor
Mr. Babu Raja Maharjan	Coding Supervisor
Mr. Gehendra Pradhan	Data-entry Person
Ms. Shristy Maharjan	Data-entry Person
Ms. Reshna Pradhan	Coder
Mr. Purushottam Mishra	Coder

Word-Processing Team

Ms. Geeta Shrestha-Amatya	Senior Word Processor
Mr. Rajendra Kumar Shrestha	Office Assistant

Field Team

Mr. Dadhi Ram Poudel	Field Researcher
Mr. Chandra Nepal	Field Researcher
Mr. Mohan Singh Dhami	Field Researcher
Ms. Anita Thapa	Field Researcher
Ms. Anu Upreti	Field Researcher
Ms. Sheela Thapa	Field Researcher
Mr. Baghbir Mukhiya	Field Researcher
Mr. Bishnu P. Nepal	Field Researcher
Mr. Chandra P. Adhikari	Field Researcher
Mr. Anil BhatTerai	Field Researcher
Ms. Bimala Pandey	Field Enumerator
Ms. Pranita Koirala	Field Enumerator
Mr. Shiva Hari Ghimire	Field Enumerator
Mr. Nabin Khatiwada	Field Enumerator
Mr. Manoj Thapa	Field Enumerator
Mr. Ram Chandra Rimal	Field Enumerator
Mr. Bimal Lav	Field Enumerator
Mr. Begam Kuwar	Field Enumerator
Mr. Nabraj Tiwari	Field Enumerator
Mr. Raj Kumar Bhandari	Field Enumerator

Table of Contents

<i>EXECUTIVE SUMMARY</i>	<i>i</i>
<i>CHAPTER I : INTRODUCTION AND METHODOLOGY</i>	<i>1</i>
1.1 The Research Problem	1
1.2 Objectives	5
1.3 Overarching Framework for Analysis	6
1.4 Methodology	7
1.4.1 Reason for using Rapid Assessment	7
1.4.2 Design, Size and Selection of Sample	7
1.4.3 Data Collection Techniques	9
1.4.3.1 Review of the Existing Information	9
1.4.3.2 Mapping	9
1.4.3.3 Key Informant Interview	9
1.4.3.4 Group Interview	9
1.4.3.5 Survey Questionnaire	9
1.4.3.6 Observation	9
1.4.3.7 Individual Interview	9
1.4.3.8 Focus Group Discussion	10
1.4.3.9 Personal History/Story Narration	10
1.4.4 Training Process, Supervision and Monitoring	10
1.4.5 Time-frame	10
1.4.6 Data Management and Analysis	11
1.4.7 Problems Faced in Assessment	11
1.5 Organization of the Report	11
<i>CHAPTER II: REVIEW OF THE CONTEXT</i>	<i>12</i>
2.1 Manifestations in WFCL in the Mining Sector	12
2.2 Socio-economic Situation in the Research Districts	13
2.3 Larger Economic Context of Nepal	13
2.4 Educational Services Provided to Child Laborers in Mining Sector	17
2.5 Child Protection Systems	18
2.6 Birth Registration Status	21
2.7 Institutional Framework	22
2.7.2 History of Child Labor	24
2.7.3 Past Projects on Child Labor Elimination	26
2.7.4 Organizations Addressing the Needs of Child Laborers	27

CHAPTER III : PREVALENCE, EMERGING PATTERNS AND DEMAND AND SUPPLY	28
3.1 Prevalence of Child Laborers in the Mining Sector	28
3.2 Perceptions on Emerging Patterns of Child Labor Use in Mining Sector	29
3.3 Perceptions on Demand and Supply of Child Labor in Mining Sector	30
CHAPTER IV : SOCIO-ECONOMIC CHARACTERISTICS OF CHILD LABORERS	32
4.1 Caste/Ethnicity	32
4.2 Age	33
4.3 Birth Registration	33
4.4 Places of Work and Origin	33
4.5 Current Residence	34
4.6 Family Composition, Situation and Care	35
4.7 Literacy/Educational Status	37
4.8 School Drop-out and Reasons	39
4.9 Desire to Go Back to School and Needing Support	41
4.10 Family Economic Situation	42
4.11 Social Infrastructures in the Places of Origin	45
4.12 Migration and Push and Pull Factors Affecting Children's Entry into Labor Market	45
4.13 Social Support for the Involvement in the Current Work	48
4.14 Work History and Relations	49
CHAPTER V : ACTUAL WORKING AND LIVING CONDITIONS	50
5.1 Actual Working Conditions	50
5.1.1 Nature of Agreement and Status of Employment	50
5.1.2 Perceptions on the Basis of Employment	52
5.1.3 Types of Activities in current job and working hours	53
5.1.4 Age at Employment, Tenure and Work of Employment	55
5.1.5 Role of Experience in Current Work	55
5.1.6 Remuneration and Mode of Payment	55
5.1.7 Unit of Production and Associated Cost	56
5.1.8 Performance of Other Economic Activities	57
5.1.9 Savings	58
5.1.10 Expenditure Pattern	58
5.1.11 Psychological and Physical Abuse	59
5.1.12 Relationship with the Employers/Contractors/Buyers	61
5.1.13 Control of Income	62
5.1.14 Provision of Social Security	62
5.1.15 Perception on Income Adequacy	62
5.1.16 Perception of Child Laborers on the Characteristics of Current Work	63
5.1.17 Leisure from the Current Work and Entertainment	64
5.1.18 Satisfaction/Dissatisfaction with Present Work	64
5.1.19 Activities of Child Laborers within and Outside the Household	65
5.1.20 Possible Prevalence of Bonded Laborers	65
5.1.21 Main Problems associated with the Current job	65

5.2	Work and School	66
5.2.1	Relationship between School and Child Laborers and Attitude towards	66
5.2.2	Conditions of the Schools in the Area	72
5.2.3	Awareness of Educational Provisions and Educational Support	72
5.3	Hazardous and Unhealthy Working Conditions in Children's Work	73
5.3.1	Nature and Extent of Hazardous and Unhealthy Working Conditions	73
5.3.2	Illness, Experience of Accidents and Medical Attention to Injuries	73
5.3.3	Chances of Improvement in Hazardous and Unhealthy Working Conditions	76
5.4	Living Conditions	76
5.4.1	Place to Sleep and Number of Sleeping Hours	76
5.4.2	Food and Nutrition	76
5.4.3	Clothing	77
5.4.4	Personal Hygiene	78
5.4.5	Personal Habits	78
 CHAPTER VI : AWARENESS ON CHILD RIGHTS, REHABILITATION AND ASPIRATIONS		79
6.1	Awareness of Child Laborers on their Rights	79
6.2	Rehabilitation	81
6.2.1	Desire	81
6.2.2	Needs of Child Laborers	81
6.2.3	Willingness to Participate in the Vocational Skills	82
6.2.4	Desire to Change the Present Occupation	83
6.3	Aspirations	83
 CHAPTER VII: CONCLUSIONS AND RECOMMENDATIONS		84
7.1	CONCLUSIONS	84
7.2	RECOMMENDATIONS	85
7.2.1	Preventive Actions	85
7.2.2	Mitigative Actions	87
 REFERENCES		89
 ANNEXES		91
	Tables	92
 RESEARCH INSTRUMENTS		110

List of Tables

Table 1.4.1:	Design, Size and Selection of Sample for Survey
Table 1.4.2:	Design, Size and Selection of Sample for the Qualitative Interviews/ Discussions
Table 2.6.1:	Child Birth Registration in Sample Districts for Mining Sector
Table 3.1.1:	Initial Estimate of Child Laborers
Table 4.1.1:	Distribution of Sample Respondents by Caste/Ethnicity and Sex
Table 4.2.1:	Sex-wise Distribution of Respondents by Age
Table 4.3.1:	Age and Sex wise Distribution of Respondents by their Birth Registrations
Table 4.4.1:	Distribution of Respondents Reporting Places of Work and Origin
Table 4.5.1:	Age and Sex wise Distribution of Respondents by their Current Places of Living
Table 4.5.2:	Age and Sex- wise Distribution of Respondents by Types of People with Whom they are Living
Table 4.6.1:	Age and Sex wise Distribution of Number of Members in Respondents' Households
Table 4.6.2:	Distribution of Respondents Reporting the Survival Status of Parents 40
Table 4.6.3:	Age and Sex -wise Distribution of Respondents Reporting the Status of Parents' Living
Table 4.6.4:	Distribution of Respondents Reporting the Persons Taking Care of Them until the Age of Five
Table 4.7.1:	Age and Sex-Wise Distribution of Respondents by Literacy Status
Table 4.7.2:	Age and Sex-wise Distribution of Respondents Reporting Reasons of Illiteracy
Table 4.7.3:	Age and Sex-wise Distribution of Child Respondents Currently Attending School
Table 4.8.1:	Distribution of Respondents Reporting Reasons for School Dropout
Table 4.9.1:	Age and Sex-wise Distribution of Child Respondents Interested to Go to Schools with Facilities/Supports
Table 4.9.2:	Age and Sex-wise Distribution of Facilities/Supports Needed for Child Respondents to Go Back to Schools
Table 4.10.1:	Age and Sex wise Distribution of Respondents Reporting their Family Houses
Table 4.10.2:	Distribution of Respondents Reporting the Possession of Family- Operated Agricultural Land
Table 4.10.3:	Distribution of Respondents Reporting Food Sufficiency of their Households
Table 4.10.4:	Age and Sex wise Distribution of Respondents Reporting the One Main Source of Income of their Households
Table 4.12.1:	Age and Sex-wise Distribution of Respondents Reporting Reasons for Leaving Villages of Origin
Table 4.12.2:	Distribution of Respondents Reporting the Reasons of Migration to the Places of Destination
Table 4.13.1:	Distribution of Respondents Reporting the Types of Persons Helping the Children to Enter into This Work
Table 4.14.1:	Age and Sex wise Distribution of Respondents Reporting the Number of Months Spent at the Work Places
Table 5.1.1.1:	Age and Sex wise Distribution of Respondents Reporting the Perceived Status of Their Jobs

Table 5.1.1.2:	Age and Sex-wise Distribution of Respondents Reporting the Perceptions on the Basis of Employment
Table 5.1.3.1:	Age and Sex-wise Distribution of Respondents Reporting the Types of Activities Under 14 Years Current Employment
Table 5.1.3.2:	Age and Sex-wise Distribution of Respondents Reporting the Range of Working Hours per Day
Table 5.1.4.1	Distribution of Respondents Reporting the Age during the Onset of Current Employment
Table 5.1.6.1:	Distribution of Respondents Reporting Average Income Earning Per Day
Table 5.1.10.1:	Distribution of Respondents Reporting Areas of Spending Income
Table 5.1.11.1:	Distribution of Respondents Reporting Frequency of Beating/Unduly Scolding by Employers/Contractors/Buyers/Guardians
Table 5.1.15.1:	Distribution of Respondents Reporting Perceptions on Income Adequacy
Table 5.1.16.1:	Age and Sex-wise Distribution of Respondents Reporting Perceptions on the Characteristics of Current Work
Table 5.2.3.1:	Awareness of Educational Provisions and Educational Support
Table 5.2.3.2:	Distribution of Respondents Reporting the Awareness on the Educational Facilities/Support for Children
Table 5.3.2.1:	Distribution of Respondents Reporting the Experience of Sickness/Accidents While Working
Table 5.3.2.2:	Distribution of Respondents Reporting the Types of Sickness Suffered
Table 5.3.2.3:	Distribution of Respondents Reporting the Visit to Doctor for the Treatment of Illness
Table 5.3.2.4	Distribution of Respondents Reporting the Bearing of Medical Expenses
Table 5.3.2.5:	Age and Sex-wise Distribution of Respondents Reporting Types of Health Service Provided
Table 5.3.2.6:	Age and Sex- wise Distribution of Respondents Reporting Reasons for not Seeing Doctors or Visiting Health Centres
Table: 5.4.2.1:	Distribution of Respondents Reporting the Provisioning of Food at Work
Table 5.4.2.2:	Age and Sex- wise Distribution of Respondents Reporting the Types of Food Items Generally Consumed
Table.5.4.2.3:	Distribution of Respondents Reporting Frequency of Eating Meat
Table 5.4.5.1:	Distribution of Respondents Reporting the Smoking Habits
Table 6.1.1:	Distribution of Children Reporting the Awareness of Child Laborers on their Rights
Table 6.1.2:	Distribution of Children Reporting the Types of Child Rights Under 14 Years stood by Them
Table 6.2.3.1:	Willingness to Participate in the Vocational Skills Development Training
Table 6.2.3.2:	Types of Vocational Skill Development Trainings Wanted

Acronyms

ADB	=	Asian Development Bank
CBS	=	Central Bureau of Statistics
CCWC	=	Central Child Welfare Committee
CDO	=	Chief District Officer
CRC	=	Child Rights Convention
CWIN	=	Child Workers in Nepal
CSEC	=	Commercial Sexual Exploitation of Children
CUBAC	=	Children Used by Adults in the Commission of Crime
DCWC	=	District Child Welfare Committee
FGD	=	Focus Group Discussion
FWDR	=	Far Western Development Region
FY	=	Fiscal Year
GDP	=	Gross Domestic Product
GNI	=	Gross National Income
ILO	=	International Labor Organization
IPEC	=	International Program on the Elimination of Child Labor
INGO	=	Non governmental Organization
MOAC	=	Ministry of Agriculture and Co-operatives
MWDR	=	Mid-Western Development Region
NGO	=	Non-governmental organization
NLFS	=	Nepal Labor Force Survey
NLSS	=	National Living Standards Survey
NPA	=	Nepal Plan of Action
NPC	=	Nepal Planning Commission
NPR	=	Nepalese Rupees
NSAC	=	Nepal South Asia Center
RA	=	Rapid Assessment
TBP	=	Time Bound Program
TYIP	=	Three Years Interim Plan
WE	=	World Education
WFCL	=	Worst Form of Child Labor
WFP	=	World Food Program
UNICEF	=	United Nations Children's Fund
UNDP	=	United Nations Development Program
USD	=	US Dollars
USDOL	=	United States Department of Labor
VDC	=	Village Development Committee

Glossary

<i>bari</i>	=	Non-irrigated upland fields
<i>bidi</i>	=	Hand-rolled cigarette
<i>bora</i>	=	Sack, like the one cement comes in
<i>choker</i>	=	The coarse part, like of flour after sieving or sand
<i>daal-bhaat</i>	=	A typical Nepali meal of lentils and rice, usually served with vegetable curry and chutney
<i>dhindo</i>	=	Millet, Corn or Buckwheat porridge; eaten in place of rice
<i>dhung</i>	=	Tin box
<i>doko</i>	=	Bamboo basket with a capacity of 10 cu ft.
<i>ghampal</i>	=	Crow bar/iron tool used to break hard rock/earth and overturn stones
<i>Janajatis</i>	=	Indigenous ethnic groups
<i>kacchi</i>	=	Temporary
<i>kamaiya</i>	=	A system of bonded labourer banned in 2000 or one such labourer
<i>maasu-bhaat</i>	=	A typical meal of meat and rice, usually served with vegetable curry and chutney
<i>pakki</i>	=	Permanent, Concrete
<i>tarkaari</i>	=	Vegetables

EXECUTIVE SUMMARY

Objectives and Methodology

The key objective of this study is to provide updated information on the current situation of children in Nepal engaged in the mining sector using the rapid assessment methodology developed by ILO/UNICEF in 2000. In this Rapid Assessment, surveys have been conducted in 16 districts, using a sample size of 400, half are from the age group up to 14 years and half from the age group of more than 14 but under 18 years.

A total of 138 qualitative interviews (including short and long) were also conducted to complement the findings of survey. The study has used the data collection techniques as specified in the RA guidelines set by ILO/UNICEF in 2000.

An array of data collection techniques have been used for the triangulation of data. These include: review, survey questionnaire, mapping, key informant interview, group interview, observation, individual interview, focus group discussion and personal history/story narration. The actual time allocated for the completion of the study was 4.5 months beginning from mid- January 2011. Data have been analyzed statistically and thematically.

Given the fact that this is the rapid assessment (RA) of the children working in the mining sector, the overall analysis of quantitative and qualitative data is primarily guided by the two major ILO Conventions, namely, UN Convention on the Rights of the Child (CRC), and Convention on Worst Form of Child Labor (WFCL).

Findings of the Study

Gender, Age, Ethnicity

Of the total 400 respondents, a total of 42.25 percent respondents were females.

There is higher proportion of female respondents (67.5 %) and children up to 14 years working with their parents (62.5 %) than male respondents (45.9%) and respondents aged more than 14 years (47.5%). There are three female respondents aged more than 14 years working with their husbands.

About 40 percent of the total children belong to hill *Janajatis* (indigenous ethnic groups) followed by 20 percent hill Dalits, 17 percent Terai *Janajatis* (mostly *Tharus*), 14 percent hill Chettris, 3.8 percent hill Brahmins, and 2.8 percent Terai Dalits.

The survey has shown that nearly three quarters (72.8%) of the working children are from the same districts of work followed by nearly 27 percent are from other districts of origin and 0.5 percent are from another country, that is, India. On the whole, the district-wise comparison shows that proportion of migrant child laborers is higher in Kathmandu (94%), Rupandehi (51.9%), Dhading (49%), (Kaski (46.7%) Myagdi (31.8%), Dhankuta (23.8%), Jhapa (19.2%), Dang (19%), Banke (12%), and Dhanusha (11.8%). Less than half of the respondents (47.5%) are aware of their rights. The proportion of respondents reporting knowledge on their rights is higher from among the respondents belonging to age group of 15 to < 18 years (60.5%) and this is quite natural due to their higher age, exposure to work for longer period of time, and consequent experience. Equal proportions of male and female respondents are aware of the child rights. When asked to specify the types of child rights known by them, an overwhelming majority of respondents (92.1%) have reported the right to study.

Birth Registration

A significant majority of respondents (69.5%) have reportedly registered their births.

Land, Livelihood and Loans

A majority of respondents (64.5%) have reported the possession of family-operated agricultural land. Indeed, the proportion of completely landless households is more than one third (35.5%). On the whole, nearly 82 percent of the respondents reported that their households are food-sufficient for less than nine months, a major indicator of poverty in the predominantly rural Nepal.

A large majority of respondents (nearly 70%) have their own houses to live in followed by a slightly more than one fifth (21%) living in rented rooms and 4 percent living in huts near the river. An overwhelming majority of the respondents (86.5%) have reported that they are living with their parents.

The average household size of the child respondents is 7. There is no difference in the average size of households between the respondents belonging to lower and higher age groups. An overwhelming majority of respondents (91%) reported that their both parents are alive. A total of 84 percent respondents have reported that both parents are living together. Similarly, an overwhelming majority of respondents (86%) have reported that they were taken care of by their both parents until the age of five.

On the whole, the survey has ascertained that half of the respondents have reported labor work on stone and sand quarry as their main source of income followed by one fifth of the respondents (20.5%) reporting agricultural works in their own family-operated land. Another important source of main income includes construction labor (11.3%).

Literacy Status

An overwhelming majority of the child respondents (92.3%) have been found to be literate. Similarly, an overwhelming majority of respondents (94.8%) had gone to school.

The 379 respondents who had ever gone to school were further asked to specify their educational status. On the whole, it has been found that more than half of the respondents (57.5%) have primary level educational status followed by less than one third of the respondents (25.3%) with lower secondary level status. Only a small proportion of respondents (12.1%) have secondary level educational status. These child respondents were also asked if they were attending the schools during the period of survey. It has been ascertained that a large majority of the working children (63.6%) were attending the schools (and 36.4 percent children were not attending school).

A total of 42 percent respondents reported that they had ever dropped the schools. On the whole, a total of 50 percent of child respondents have reported the lack of interest to study as the reason for being a school drop-out. A sizable proportion of respondents (42.8 %) reported lack of money as another significant reason for dropping out of school.

More than a quarter of respondents (27.7%) have reported the need to help parents for getting a living as the reason for being a school drop-out. Other reasons shared include need to care younger siblings/family members (8.8%), physical punishment by school teachers (3.8%), companionship (5%), over-age (3.1 %), distance of school (2.5%), marriage (3.8%), conflict at home (1.9%), etc. Nearly half of the school drop-out child respondents (47.8 %) reported the desire to go back to schools with supports such as full scholarship, food and tuition, partial scholarship such as tuition only, economic grant support to the households, etc.

A large proportion of respondents (75.5%) have expressed the willingness to participate in vocational training. Respondents aged 15 to < 18 years willing to participate in the training are higher (86.5%) as compared to the respondents aged up to 14 years (64.5%). Specifying the types of trainings they want, more than one third of the respondents (34.8 %) have reported that they wanted the tailoring training followed by a less than one third of respondents (31.5%) reporting the driving training and another 7.6 percent are interested on house wiring.

A small proportion of female respondents (4.3%) are interested in beauty parlor training. The proportion of other respondents showing interest in different trainings are vehicle mechanics (5%), radio/mobile repair training (3.6%), computer-related training (3.0%), plumbing (2.3%), cook (2%), etc. A sizable proportion of respondents (38.5%) aged 15 to < 18 years and a large majority of female respondents (79.2%) are interested in tailoring training. Case studies have also helped to identify the aspirations of child laborers. Child laborers aspire to be teachers, doctors, vehicle mechanics, service holders, tailor masters, football players, rich men, headmasters, businessmen, and drapers.

Tasks

Case studies have revealed that child laborers perform a wide variety of activities in the mining sector.

These comprise taking stones out, overturning bigger stones, breaking stones using chisels and hammers, digging sand, separating pebbles from sand, collecting stones/sand by extracting from river and piling them on the river bank, transportation of stones/pebbles/sand from the river to the bank, sieving pebbles/sand, loading the stones/pebbles/sand/soil in vehicles, etc.

Irrespective of age, they perform almost all the activities identified above but overturning the bigger stones is largely reported by the informants aged 14 years and above because of the need of physical strength. On the whole, the average daily working hours have been calculated to be 6.

They have been 5 hours for female respondents and 6 for male respondents and shorter duration is the function of the school attendance by many children working in the mining sector.

Work and Pay

Case studies have revealed that there is no system of having a formal mode of working agreement.

Children aged up to 14 years have shared that they basically work as contributors to their family enterprises where the negotiations for the sale of collected/prepared materials are done by the senior members of the families (and they are not aware of it at all). Where there is no family negotiation involved and if the children are working in collaboration with other friends/persons, under such circumstances, they may have a verbal agreement/understanding with the buyers/contractors for the preparation of particular quantity of pebbles/sands to be picked in each trip of vehicles. This also holds true among children of more than 14 years.

Case studies have also revealed the irrelevance of the duration of agreement under the conditions of the works to be done in the family enterprises. Children have shared that they can work until they want or have the physical capacity to work and until the local materials (such as stones/pebbles/sands) are available in the river. However, in some cases, stone and sand mining is done for the specified period due to the regulation of the local government and therefore, under such conditions, the verbal nature of agreement exists (which children occasionally refer to as the verbal contract for the quantity of materials to be prepared on trip¹ basis within specific months).

The average months spent at the work places is 50. It has been 45 and 54 months for respondents aged up to 14 years and aged 14 and above, respectively. A majority of respondents (55%) are found to be working with their parents followed by 40.8 percent with their friends.

¹ A 'trip' is a commonly used measurement of mining products. It is equivalent in volume to the amount of material that can be loaded onto a tractor in a single trip from source to destination.

Child respondents of survey and case study informants were asked about their perceptions on the basis of their employment. Mainly, three bases were asked, namely, permanent, contract, and piece-rate. Case studies have further revealed that their perception on the type of involvement in the mining sector is different. Those who work in the family enterprises perceive themselves as the contributors to promote them. But there are others who think that they are laborers because they earn by doing the labor work (or they are just like the paid laborers who work for the maintenance of personal and family livelihood).

Similarly, there is also a group of child laborers who perceive themselves as salaried employees (their wages are paid regardless of who employs them). In isolated cases, they also perceive the work as their own business which is done in collaboration with the friends (such as the materials to be prepared by 3-4 persons or more for a trip which may require more time if done alone).

Child laborers involved in the family enterprise perceive it as the 'permanent' employment because they are regularly involved in it (which is the perennial source of income). There are others who perceive the employment as 'piece-work' and 'contract work'. The employment is perceived as 'piece-work' because a child laborer prepares a particular quantity of pebbles or sand as demanded by the buyers/contractors in the market. Some perceive it as a 'contract work' because it is done in the quarrying site in a specific period of time of the year for specific quantities of materials as verbally agreed.

Child laborers have been paid both wages (predominantly) and allowances (in isolated cases) for their services rendered and an attempt has been made to understand the frequency of payment of wages and allowances. On the whole, nearly a quarter of respondents (23.3%) have reported that they are paid wages on daily basis followed by nearly one third (30.0 %) have never been paid (because of their involvement in their family enterprises).

Slightly more than one fifth of the respondents (21.5%) have reported that they are paid their wages on weekly basis and the proportion of respondents reporting it is higher among respondents aged 15 to < 18 years (26 %) than the respondents aged up to 14 years (17%). Likewise, nearly one third of male respondents (32%) are paid on daily basis and such female respondents constitute 11.2 percent only. Similarly, female respondents who never get wages is higher (42.6%) as compared to male respondents (20.8%). Almost all respondents (99%) have reported that they have never been paid the allowances. On the whole, the average daily income is Rs. 138 which is higher among male respondents aged 15 to < 18 years (who earn Rs. 162) than the respondents aged up to 14 years (who earn Rs.142) and female respondents (who earn NRs 106). On the whole, the average quantity of quarried/produced materials in a day is 887 kgs. The average quantity of production among respondents aged up to 14 years is 801 kgs which is 971kgs for the respondents aged 15 to <18 years. The average cost of production of quarried materials is Rs 0.4 per kg (i.e. NRs. 4 per 10 kgs).

More than two-thirds of respondents (67.5 %) reported that they do not have the monthly savings from the employment of mining sector and the proportion of respondents reporting 'lack of savings' is higher among the respondents aged up to 14 years (i.e. 43%) and female respondents (76.3%). The average monthly savings from the main source (mining sector) has been calculated to be Rs. 386. An overwhelmingly large proportion of respondents (78.8%) have used the income to maintain their own livelihood followed by 68.8 percent of the respondents reporting the use of income to support their family livelihood. Interestingly, a higher proportion of child respondents aged up to 14 years (70.5%) and male respondents (70.1%) have reported the use of income to support their families. Similarly, 40.3 percent of respondents reported the use of income for their educational expenses and proportion of respondents aged up to 14 years doing so is higher (46%) than the respondents aged 15 to < 18 years (34.5%). Less than one fifth (18.5%) of the respondents have shared the use of money of their personal entertainment.

The rapid assessment has also attempted to understand the psychological and physical abuse of child laborers working in the mining sector. They were asked how often they were beaten or unduly scolded by the employers/contractors/buyers/guardians during the working hours. Interestingly, a large majority of the respondents (80.3%) have reported that they are never beaten or unduly scolded. Similarly, 14.3 percent of respondents have reported that they have been beaten or unduly scolded sometimes which is reported by a slightly higher proportion of respondents aged up to 14 years (16.5%) than the respondents aged 15 to < 18 years (12.0%). Only an insignificant proportion of respondents (0.3%) have been often beaten or unduly scolded.

With a view to assessing the relationship with the employers/contractors/buyers/guardians, child respondents were asked about the action the employers//contractors/buyers/guardians would take against them in the event of the commission of a mistake in the process of work or wrong performance of the work. A majority of respondents (91.5%) have reported the experience of "no action". An insignificant proportion of the respondents (6.0%) reported that they are scolded followed by the reduction of wage (2%) and compulsion to quit job (0.3%).

Case studies have also revealed that child laborers working in the mining sector as their family enterprise and working under the guardians (regardless of age) have no control on their income. But those who are working independently or in collaboration with other friends have controlled their income themselves. They have also revealed that the social security (such as treatment during injuries/accidents and cash support during the critical hours) has to be managed by the individual laborers themselves (if they are working independently) and their families (if the mining activities are family enterprises). In isolated cases, contractors (who buy the pebbles/sand) may give the money as advance during the critical juncture which will be deducted from the final payment of the materials prepared.

Child respondents were asked about their perceptions on the characteristics of current work. On the whole, more than half of the respondents (54.5%) have reported that they need to be exposed to wind, sun and rain. The proportion of female respondents describing this characteristic is higher

(62.1%) than the male respondents (49%). More than one third of respondents (35.3%) reported the requirement to work longer hours every day and the proportion of male respondents reporting it is significantly higher (41.1%) than female respondents (27.2%). A sizable proportion of respondents (48.3%) have reported the compulsion to carry heavy loads followed by a slightly more than one fifth of respondents (22.5%) reporting the possibility of physical injuries/accidents and there has not been much variation between the two age groups and sexes.

Regardless of age, almost all case study informants of both age groups (except one from aged up to 14 years) have expressed the dissatisfaction with the present work in the mining sector. Reasons of dissatisfaction include: compulsion to work in sun/dust/smoke/rain; little income from the hard work; difficulties involved in the works; problems of selling the prepared materials on time; theft of the prepared materials; physical disability and difficulty to perform mining activities; a lot of dangers (possibility of being injured by the stones and being buried in the sand); compulsion to share the income with other friends (even though they have not contributed while preparing the materials); more pain and less gain; lack of work during the rainy season, etc.

Child respondents were asked about the main problems of the current work. On the whole, a majority of respondents (54.5%) reported “having less leisure time” is the main problem which is reported by a slightly higher proportion of the respondents aged up to 14 years (55%). A total of 43.5 percent of the respondents have reported ‘insufficient income for living’ as the problem. Another 12.5 percent reported negative “impact on studies”, and 10.8 percent reported “body pain”. There is not much variation in the proportion between the two ages and sexes.

Child respondents were asked whether they were also aware of the free education for children (from 1-8 classes) under the government’s “Education for All Program”. Surprisingly, only less than half of the respondents (43%) have reported their awareness on it. There is a slightly higher proportion of respondents aged 15 to < 18 years (53.5%) reporting the awareness on it—a function of their more exposure to societal interaction. There has not been much difference on awareness between male and female respondents.

During the course of rapid assessment, child respondents were asked whether they were given any advice by their employers/contractors/buyers/parents/guardians for being safe from accidents while working. On the whole, more than half of the respondents (56.8%) reported that they were advised to be safe from any kind of accident. They were also asked whether they were provided any tools for keeping them safe from occupational hazards and only an insignificant proportion of respondents (9.3%) responded affirmatively. Case studies of both age groups have helped to identify the following physical risks: noise pollution; need to work in dust/ hot sun (without the protective devices such as masks/sunglasses); dust inhalation; need to lift heavy stones and load the materials in the vehicles; need to overturn bigger stones; need to use *Ghampal* (crowbar-iron implement used to break hard rock/earth and overturn the stones); transport heavy loads from one site to the other; possibility of sickness (including eye/body itching, back pain, ocular sensation,); difficult to work in the cold season (during the morning and the evening), etc.

It has been found that a total of 195 (48.8% out of 400) had experienced sickness/accidents. These respondents were further asked to specify the types of sickness (which might also be due to accidents). A majority (59.0 %) have reported “pains” followed by 54.9 percent reporting “cuts”. One fourth reported the experience of “fever” followed by another 27.2 percent reporting “wounds”. On the whole, a slightly more than half of respondents (51.8%) reported that they went to see a doctor “some time” followed by nearly 15.4% reporting “every time”. One third of the respondents reported that they did not go to see a doctor at all. A majority of respondents (71%) reported that their medical expenses were borne by their parents followed by less than one third of respondents (29.8%) reporting the use of their own money. On the whole, an overwhelmingly large proportion of respondents (94.7%) reported that they were provided general medicines followed by less than one fifth of respondents (18.3%) reporting regular health check-up. Another 10.7 percent reported vaccination.

The average sleeping hours of both age groups have been calculated to be 8.8 hours. If the age-wise comparison is made, child laborers aged up to 14 years sleep, on an average, for 9 hours which is only 8.8 hours for the child laborers aged 15 to <18 hours.

An overwhelming majority of child respondents (86.5%) have reported that they are provided food by their homes/family members followed by 15 percent reporting the management by themselves. Child respondents were also asked about the types of food items generally consumed. A large majority of respondents (93%) have reported that they eat *Bhat/Dal* (rice and pulse) followed by 4.8 percent reported the consumption of *Bhat/Masu* (rice/meat) which is higher among males (5.2%) and respondents aged 15 to < 18 (7.5%).

Generally child laborers aged up to 14 years are given clothes by their parents particularly during the festivals. However, in some isolated cases, they also use their income to buy clothes. Most of the child laborers (7 out of 8) aged 15 to < 18 years have shared that they themselves buy the clothes from the income they have earned. They have also revealed that they basically bathe in the public water taps, wells, irrigation canals and rivers/streams.

Substance Abuse

Only 12.3 percent child respondents (out of 400) are smokers. On the whole, only 35 respondents (8.75%) have reported the alcohol consumption which is significantly higher among respondents aged 15 to < 18 years (68.6%) and male respondents (94 %). Only 4 male respondents (1%) reported the use of drugs.

Push and Pull Factors

Child respondents were asked about the “pull” and “push” factors of migration. On the issue of “push factors”, a larger proportion of the respondents (40.2%) have reported unemployment as the reason followed by a slightly more than a third of respondents (36.0%) reporting food insufficiency in the village. A total of 14.5% respondents mentioned a dislike of rural life. On the issue of “push

factor”, an overwhelmingly large proportion of respondents (72%) have reported that they have been to their places of destination (i.e work places) primarily to look for work/employment. One fifth of the respondents reported the expectation of leading an easier life.

A majority of child respondents (55.5%) have reported that they have been involved in their current works through their parents. It shows that quarrying of sand and stones is being operated as family enterprises. Nearly a quarter of respondents (23.8%) reported that they have been involved in their works by themselves. However, the rest have been involved with the support of other persons. These include friends (9.8%), relatives (6.3%), brothers/sisters (2.0%), villagers (2%), and agents (0.8%).

A total of 58 percent respondents reported the right to have good food and social environment. Similarly, nearly half have reported their right to play followed by nearly one fifth reporting the right to wear good clothes. Both types of children (those who are attending the schools by managing the works in the mining sector and children who have been school drop-outs and are involved in the mining work only) have expressed their desire to go to the rehabilitation centers run by the NGOs provided they are supported for their education and vocational training with accommodations.

Child laborers aged up to 14 years have the following needs that prompt or push them to find ways of fulfilling these. Need for economic support for buying agricultural land (albeit infeasible), cash for buying foodstuffs or food support, school uniforms/shoes, tuition, *Khaaja* (tiffin), payment of school fees, stationeries, textbooks, small huts as the shelters, etc. Child laborers of ages 15 to <18 years have needs of medical treatment, toilet construction in the working sites (particularly for females), protective instruments (such as gloves, shoes, etc), economic grant support to the families, support for income generating activities (such as sewing/mobile shop), economic grant support for the siblings’ education, etc.

Recommendations

Preventive Actions

Legally, it can be analyzed that one of the serious deficiencies responsible for the continuation of WFCL in the mining sector has been the most ineffective implementation of the national legal instruments (namely, Child Labor Act, Regulation Concerning Children, and Child Labor Prohibition and Regulation Act). Therefore, the law enforcement agencies, with the support of other community-based local groups (including School Management Committees, Parent-Teachers Association, and any other local groups) have to monitor regularly to ascertain whether or not there are under-aged children working in the mining sector. Meanwhile, they should also be empowered to take actions against the violators of the legal provisions prohibiting the use of child labor. For facilitating the enforcement of the legal provisions, all the child laborers of legal working age (14+) in the mining sector must be required to hold an “Identity Card” with age mentioned as per the birth registration

certificate. If there is suspicion on the age mentioned in the ID, then the child laborers must produce their birth certificates. However, all this would be possible only with the co-operation of employers, contractors and guardians. This approach, if implemented seriously, would contribute to eliminate the under-aged child labor in the mining sector.

Unlike in the past, regular rapid assessments have to be scrupulously made in the interval of five years to generate knowledge on the WFCL in the mining sector for the timely “informed decision-making” for its elimination.

Concerted institutional efforts are to be made for raising the awareness on causes and consequences on WFCL in mining sector among the multitude of stakeholders (such as members of families, local communities, policy makers, law enforcement agencies, employers, development partners, NGOs/CBOs, media sector, academic world, the private sector, and civil societies) with a view to taking their support to thwart the under-aged children from joining the WFCL in the mining sector.

One significant way to reduce and gradually eliminate incidence of WFCL in the mining sector is to provide compulsory free education to children up to secondary level (for which sincere effort has to be made by the state and it is moving towards this direction slowly). But given the fact that the education of children hinges on the opportunities for sustainable livelihood of the relatively poor and marginalized families, their families must also be supported with some direct interventions (such as skill development and micro-credit/finance) to begin with the sustainable income generating activities which, on the one hand, relieves of the children from the responsibility to work as laborers in the hazardous mining sector to support themselves and their families economically and on the other, their families would also have income to maintain the livelihood of their members including the children attending the schools. Micro-finance, as experienced in the past under Brighter Futures Program, is an important tool, for helping the mining families cope during the monsoon season without getting into debt and to enable them to save and invest in alternative livelihoods. This has to be a priority focus of the program because 72 percent respondents have shared that their arrival to mining sites is primarily to look for employment and hence, this is a MUST because it would eventually create an economic environment wherein families dependent on hazardous child labor would shift to decent adult labor. But equally important is the existence of institutional mechanism for monitoring to know whether the households supported with such programs are sending children to schools or not.

Given the fact that 35.5 percent of the respondents are landless, and 82 percent (out of 258) of land possessing respondents are food sufficient for less than nine months, there has to be the concerted institutional support for the social safety nets with a view to assist families in crisis to reduce their vulnerability which end up in mining (where there is death or illness causing debt, loss of land or disability, widowhood or abandonment of women and children) so that even if they do engage in mining, they are not forced to engage children as well (This has also been the recommendation in the past program under Brighter Futures).

The local governments (DDCs/VDCs), in collaboration with district administration offices, must help the poor *Nepalis* including the internal migrant laborers (who are often the most marginalized families) to obtain the legal identity (such as citizenship certificates) so that they can be included in the development programs once they are accorded the status of local legal residents. As a corollary of it, they can open bank accounts, migrate abroad for work and open a business for the livelihood. This would also prevent the poorer families to send the children in the mining sector (This has also been the recommendation in the past program under Brighter Futures).

Given the fact that mining as an occupation serves as a safety net for the poorest families and nearly half of the school drop-out child respondents (47.8%) reported their desire to go back to schools with supports, the poorer children in schools from the local mining communities are to be provided more support than other general population. The concerned government agency (i.e District Education Office) and NGOs/INGOs working for children in the mining sector must provide more poverty-based scholarships and material support (particularly classrooms and furniture) as well as support to increase the teaching staff in schools located close to the mining sites.

Given the fact that mining is regulated by DDCs and Department of Mining and DDCs are the local authorities providing licenses to the higher bidders to operate quarries on the riverbeds on annual basis, they can have the control on the mining sites and need to monitor to prevent under-aged child laborers from being used in the quarrying activities.

Curative Actions

Rehabilitation

Plan Nepal and other INGO/NGO working in the child labor sector support the rehabilitation of child laborers in collaboration with the Child Labor Elimination unit of Ministry of Labor and Transport Management, police and local governments. Child laborers aged less than 14 years caught in WFCL in mining sector are to be rehabilitated collaboratively and when needed are to be provided accommodation, treatment, and counseling. This is possible through community-based/supported rehabilitation program in child labor areas. During the stay of children at centers, efforts are to be made to reunite them to their families or nearest kin/care-takers. The rehabilitation centers have to provide flexible classes to the children on bridging courses and life skill education (by underscoring the protection of child rights and reproductive health). Besides these child laborers, other local child laborers working in the areas can also visit them and avail of the opportunities/resources for their education and life skill advancement.

Given the fact that an overwhelmingly large proportion of child respondents (75.5%) have expressed the willingness to participate in vocational skills training, the concerned units of government, in collaboration with donor agencies/INGOs and local NGOs, have to make efforts immediately to impart such trainings mainly in the areas of tailoring (demanded by 35%), driving (demanded by 31.5%), house wiring (demanded by 7.6%), and beauty parlor (4.3% female respondents).

There has also been demand for trainings on plumbing, vehicle mechanics, radio/mobile repair, computer-related training, cook, etc. Tailoring is demanded by the higher proportion of respondents aged 15 to < 18 years (38.5%) and a large majority of female respondents (79.2%). On the whole, in providing such sustainable alternatives, emphasis has to be laid on competency and market demand-driven employment. However, trainings are to be imparted only after their training needs assessment. In so doing, the past successful approaches have to be taken into account such as the socialization training, and hostel accommodation. Socialization training provides help to the children to develop life skills and social skills and thereby helps them to be independent, patient and be able to concentrate on their vocational training. Accommodation becomes a major issue for those wanting to attend full-time vocational training (WE, 2011). The total cost of such trainings are to be completely borne by the concerned organizations. Institutional initiatives have also to be made to arrange the apprenticeship for developing vocational skills for the interested ones.

Improvement of Working Conditions:

The current hazardous and unhealthy working conditions in the mining sites for children of legal working age have to be improved by arranging sunglasses, masks, raincoats, thick shoes, leather gloves, helmets and medical treatment at the working sites. If the children of legal working age are themselves involved in the quarrying activities, they have to manage this protective clothing and safety equipments themselves from the income they earn. If children of legal working age are assisting to their family enterprises, guardians have to manage this safety equipment for their children from the income they earn. In both these cases, support organizations can also lend the helping hands (if possible, materially and if not, by raising the awareness). If they are asked to prepare the quarried materials by contractors/employers/buyers, the latter should arrange their necessary safety equipments for the safety of the working children.

Raising Awareness among Child Laborers and their Users:

Given the fact that less than half of the child respondents (47.5%) have reported that they are aware of child rights (such as rights to study, rights to good food and environment, right to play and right to wear good clothes), concerted efforts are to be made institutionally to raise awareness on child rights among the child laborers belonging to both age groups (i.e up to 14 and 15 to < 18 years) in their work places with the co-operation of the employers/contractors/ guardians. And this can be achieved with the co-operation of local non-governmental organizations (NGOs) and community-based organizations (CBOs). Enhanced awareness on child rights also helps them to fight against their exploitation, be it in the families or work places. Employers/contractors/guardians are also to be made aware of child rights so that there would be less violation of rights of children working in the mining sector. Given the fact that more than 43 percent of the respondents have shared that they contribute to the family enterprises without getting any individual payments, generating awareness on child rights among the guardians/family members is equally important so that they send their children below 14 years of age to schools.

CHAPTER I

INTRODUCTION AND METHODOLOGY

1.1 The Research Problem

Child labor is usually directly linked to the poverty of the family. The simple necessity of having food and shelter, and factors such as unemployment or underemployment among the adult family members, or death of the bread winner, compel children to work from an early age. While poverty is considered as the significant factor causing child labor, there are also other important causes which have led to child labor. These comprise: (i) running away from home because of the treatment meted out to them by their families; (ii) existence of semi-feudal relationships which create a master-servant relationship forcing children to leave their homes in search of better life; (iii) enticement by middlemen to migrate to cities; (iv) expectation of the search of better economic opportunities, and (v) lack of government policy to make education free and compulsory for children (UNICEF, 1992). Additionally, lack of access to education, dysfunctional families² and domestic violence, armed conflict, social exclusion, ineffective implementation of governmental rules and laws regarding child rights/protection, lack of income-generating activities in the villages of origin, lack of awareness regarding the worst form of child labor (WFCL) among parents and lack of alternative job opportunities also trigger child labor (CWIN/Plan Nepal, 2006).

According to ILO's quadrennial Global Report on Child Labor (2010), the number of child laborers has declined from 222 million to 215 million, or 3 percent, over the period 2004 to 2008. The good news is that the overall pattern of child labor reduction has been maintained: the more harmful the work and the more vulnerable the children involved, the faster has been the decline. More specifically, progress was the greatest among children aged 5-14, where the number of child laborers fell by 10 percent. The number of children in hazardous work in this age range fell by 31 percent. Child labor among girls decreased considerably (15 percent). However, the findings of ILO report are in contrast to the previous quadrennial evaluation of 2006. Child labor increased among boys (by 8 million or 7 percent) and more young people aged 15 to 17 are caught in child labor, an increase by 20 percent from 52 million to 62 million. A staggering 115 million are still exposed to hazardous work, a proxy often used for measuring WFCL. The updated picture is not only one of "uneven" progress

² A dysfunctional family is one in which conflict, misbehavior, and often abuse on the part of individual members occur continually and also regularly, leading other members to accommodate such actions. Children sometimes grow up in such families with the understanding that such an arrangement is normal. Dysfunctional families are primarily a result of co-dependent adults, and may also be affected by addictions, such as substance abuse (alcohol, drugs, etc.). Other origins include untreated mental illness, and parents emulating or over-correcting from their own dysfunctional parents. In some cases, a "child-like" parent will allow the dominant parent to abuse their children.

toward the goal of eliminating the WFCL by 2016, but also that of slowing down of the global pace of reducing child labor. The ILO warns therefore that if current trends continue, the 2016 target of eliminating WFCL will not be reached (Quoted from ILO 2010 in the draft of National Master Plan on the Elimination of WFCL in Nepal, 2011-2020:5).

Child labor is a global phenomenon of massive proportions as indicated above, and children carry out a very wide range of working activities and occupations in underdeveloped countries for their survival and household economic support. Many of these activities limit or completely impede school attendance. Much of their activities are exploitative or hazardous or both, in varying degrees and are performed under conditions which violate the provisions of the 1989 Convention on the Rights of the Child, in particular the right to be protected "from economic exploitation and from performing any work that is likely to be hazardous to the child's health or physical, mental, spiritual, moral or social development". In June 1999, the delegates of International Labor Conference adopted ILO Convention 182, and accompanying recommendation 190 on the prohibition and elimination of the WFCL for all persons under the age of 18. This provides for the immediate prohibition of all forms of child labor which is hazardous to child health or safety. There are also other provisions- the ILO Minimum Age Convention (138) and the Minimum Age Recommendation (196), both adopted in 1973 prohibiting the admission into employment of school-age children under 15 years of age (ILO/UNICEF, 2000:1).

The government of Nepal has expressed its commitment to eliminate the WFCL as specified at the "Best Practices Conference" and at the International Labor Conference in 2000. Nepal has ratified the ILO WFCL (No. 182), initiated globally on November 19, 2000. In view and support of these positive developments, the ILO selected Nepal in 2000 as one of three sample countries in which the International Program on the Elimination of Child Labor (IPEC) was to implement a time-bound program on the elimination of the WFCL (KC et.al, 2000). The other two countries included Tanzania and El Salvador.

Under the IPEC component of time-bound program, seven sectors were selected in 22 districts of Nepal for implementation. These included domestic labor, portering, bonded labor, trafficking, rag-picking (recycling), carpet sector and mining. Despite all these efforts, WFCL continues in Nepal in massive proportions as noted below.

Discussing economic activity by children based on Nepal Labor Force Survey (2008), CBS and ILO publications note that out of the total child population of 7.77 million aged 5-17 years, about 3.14 million are economically active, of which 36,000 are unemployed. They find that more girls than boys are economically active and employed. Further analysis of data of Nepal Labor Force Survey (2008) on child labor and hazardous work by children has helped to estimate that in Nepal 1.60 million children in the age group 5-17 years are in the category of "child labor", which is about 51 percent of all working children and 20.6 percent of the total child population. Of these, 0.91 million are girls and 0.69 million are boys.

The overwhelming share of child labor 1.5 million is found in rural areas. A total of 621,000 are involved in hazardous child labor which is 19.7 percent of the working children (CBS and ILO, 2010).

Indeed, there are national legislations and policies against child labor. Child Labor Act (1992) states that a child who has not attained the age of 14 years shall not be employed in any work. Despite

these, the law prohibiting all labor for children under 14 years of age is still widely disregarded. Legislation does permit the employment of children aged 14-16 but with specified terms of labor. That the children only be put to work between the hours of 6 a.m-6.p.m for 6 hours in total with fixed 30 minutes breaks every 3 hours period, and no more than 36 hours per week with one day holiday. This too, is blatantly ignored.

Legal provisions too exist on child right issues but these provisions neglect to offer substantial child protection in practice (Sainju, 2002).

There is also the 10 year National Plan of Action for Children which aims to protect children and prevent child labor. The Ministry of Labor and Employment³ has also recently prepared a new Master Plan of Action for the Elimination of Child Labor which outlines strategies and programs that are aimed at the elimination of child labor. The governmental decision on the prohibition of the *Kamaiya* system (bonded labor system) has had far-reaching consequence on the emancipation of debt-ridden farmers and their children. With the support of IPEC, the Ministry of Women, Children and Social Welfare revised the National Plan of Action for Children to include combating trafficking in women and children for sexual exploitation. Additionally, the Government of Nepal has formed a bodies such as the Child and Women Development Section in the National Planning Commission (NPC). Central and District Child Welfare Boards have been set up for coordinating policy, planning and developing action programs for the welfare, development, and rehabilitation of children working in difficult situations. Over the last decade, there have been impressive improvements in social indicators in Nepal.

A further analysis of the Nepal Labor Force (2008) data has shown that the labor force participation rate of working children aged 5 to 17 years has declined from 48 percent in 1998 to 41 percent in 2008 (CBS and ILO,2010). Nonetheless, a lot remains to be done to reduce the incidence of child labor in Nepal which is continuing despite Nepal's commitment to eliminate the WFCL and the existence of legal framework to ban child labor.

The worst forms of child labor are those situations in which children work for more than nine hours a day; earn less than a minimum wage or no wages at all; work in conditions hazardous to their health and safety; have no access to education; and work outside their family's home. Child labor in mining, particularly in stone quarries, is one of the worst forms of child labor sectors in Nepal: children are used and often exploited by owners, employers, middlemen, adult workers, local children, and, at times, even their own parents (World Education, 2010).

In 'Joining Forces against Child Labor', the inter-agency report of the Global Child Labor Conference of 2010, the ILO, the World Bank, and UNICEF called for child labor to be placed at the forefront of the national development agenda as there is a range of evidence that indicates that child labor constitutes an key impediment to national development (as cited in the draft of National Master Plan on the Elimination of the Worst Forms of Child Labor in Nepal, 2011-2020, p. 7). As is clearly stipulated in the National Master Plan on the Elimination of the Worst Forms of Child Labor in Nepal, the government of Nepal also recognises that child labor not only negatively affects children, their families and communities in which they work and reside but also impedes the achievement of national development goals.

³ Formerly Ministry of Labor and Transport Management

During the 1990s, the population in Nepal's cities grew rapidly and, as building construction techniques changed, ever-greater quantities of gravel and stones were required. The expansion of the road network in many districts also increased the demand for gravel. Since the country has very few large crusher machines, most gravel is produced by breaking large rocks by hand. As demand increased, so too did the number of job-seekers willing to work in the mining sector. Families displaced by conflict or poverty moved to river beds and mining sites to mine rock for gravel and sand (World Education, 2009, p. 1). Concerns about child laborers involved in coal mining were first raised in the mid-1990s. In 1999, UNICEF and ILO conducted a survey which showed that 115 children were working in five coal mines in Dang and Rolpa districts carrying coal from mines to road heads and digging for coal.

Stone quarrying in Nepal takes place in almost every district but the largest operations take place along the rocky riverbeds of Dang, Kaski, Rupandehi, Kathmandu, Lalitpur, Dhading, Kavre, Makwanpur, and Jhapa districts. There are, however, no accurate national-level statistics on the number of quarries and workers employed. Sand is mined from riverbanks and riverbeds during the monsoon. Some of the most dangerous mining in the country is the mining of hillsides in the Kathmandu valley for sand. The excavated hills often collapse, burying workers (World Education, 2009, p. 3).

Quarrying is certainly one of the most hazardous and worst forms of child labor and exploitation in Nepal. The jobs children perform, including excavating stone, loading trucks for transport, and breaking large stones into gravel, are all hazardous. In terms of health and hygiene, these jobs are extremely dangerous as dust particles cause respiratory illnesses and coat children's sensitive skin, leaving them vulnerable to skin disease, especially when they do not have the facilities to wash daily. In addition, they suffer many work-related injuries, largely due to the lack of even the most minimal of protective gear. Working in a stone quarry threatens a child's health, education and development. Despite the legal provision of the Labor Act of 1991, the Children's Act of 1992, the Children's Regulations of 1994, and the Child Labor Prohibition and Regulation Act of 2000, the majority of children working in the mining sector continue to be exploited (Sainju, 2002).

A report on a national survey of child labor in stone quarries published by CONCERN-Nepal in 2002 estimated that 32,000 children work in 1,600 stone quarries across the country, 30 percent of which are registered with the government, but it does not specify the basis of that estimate. Registered quarries generally make use of crushing machines but because their capacity is limited, it is rarely possible for a quarry to meet the demand without also employing manual labor. Small-scale, unregistered quarrying, which usually involves an entire family, is even more widespread, with improvised quarries located anywhere construction is taking place. With the explosion in construction, it is possible that this early estimate of child labor in stone quarries is on the low side and that the number of child miners has increased over the last nine years.

The 2002 CONCERN-Nepal study demonstrates that parents ask their children to work to provide financial support to the family instead of sending them to school because abject poverty makes school unaffordable and because schools are too far away. It found that some children worked 11-12 hours a day crushing as many as 10 *dokos* (bamboo baskets with a capacity of approximately 10 cu ft.) of stone, earning as little as USD 0.39 (in 2002 exchange values) for a full day of work, an amount insufficient to sustain an individual child, let alone a family. Most parents controlled their children's income, spending it on the survival needs of the family. Among the problems child miners faced were sexual harassment and beatings by their parents if they refused to work.

Other problems were overwork, ill health, and economic problems. Half reported that they had fallen ill shortly after they began working and that they regularly experienced a range of symptoms such as coughs, backache, fever, visual impairment, and joint and muscle pain. Personal hygiene was poor and child miners were prone to accidents. They were unaware of the rights of children. The study concludes that poverty is the principal reason parents/guardians offer for pushing their children to work in the mining sector. Parental ignorance of the importance of education, the lack of alternative income sources, discrimination in schools and in society, and lack of access to school are some of the other reasons that, according to the study, children work in stone quarries (Sainju, 2002. p.4).

The same study argues that child labor in mining is one of the worst forms of child labor for two reasons: the dangers in the work environment and the risk of accident or injury. For adolescent girls, most mining sites, which are located close to highways to facilitate the transport of the rock that is mined, pose the additional risks of sexual exploitation and trafficking. Poor families from remote VDCs in the same and neighboring districts migrate to more centrally located quarries seeking employment. The study shows that most children working in the quarries are from Janajati and Dalit communities but that poor families from all castes and regions resort to mining. The study claims that past political conflict, unemployment, and poverty/landlessness are the major factors behind child labor in the quarries, a sector where no special skill is needed to work.

World Education and its NGO partners are trying to reach children in the worst forms of child labor and those that are at risk of becoming child laborers. To reduce child labor, World Education and its NGO partners equip children aged 8-14 years old with the literacy skills they need to avoid ending up working or support children to continue schooling or for vocational education. To make program interventions more effective, there is a need to assess the current situation in the mining sector with a view toward developing a better understanding of the prevalence of child laborers, their socio-economic characteristics, their working conditions, and their needs. That was the objective of this present study.

More specifically, the study looked at (i) the prevalence of child miners in the sample survey districts; (ii) the emerging pattern of child labor in the mining sector (including the demand for and supply of child miners); (iii) the socio-demographic and economic characteristics of child miners; (iv) the push and pull factors of migration affecting children's entry into the sector; (v) the work histories of child miners; (vi) their working conditions and hours; (vii) the relationship between school and child miners; (viii) the nature and extent of the hazardous and unhealthy working conditions; (ix) the desire of child miners for rehabilitation; (x) the awareness of child miners about child rights, and (xi) possible programme interventions to improve existing conditions.

1.2 Objectives

Key assessment objective

The key objective of this study was to gather up-to-date information on the current situation of Nepali children engaged in the mining sector using the rapid assessment methodology developed by ILO/UNICEF in 2000.

Specific assessment objectives

- (i) make an initial estimate of the number of children working in the mining sector, focusing in particular on their distribution by sample district, and, within each district, their distribution by VDC/municipality or area;
- (ii) develop a preliminary understanding of the emerging patterns of child labor in the mining sector, including patterns of demand and supply;
- (iii) ascertain the socio-demographic and economic characteristics of child miners and their families and communities, the push and pull factors affecting children's migration and entry into the sector, and work histories;
- (iv) identify and describe the working conditions of the child miners in the survey districts, including work processes and their physical effects, working hours, duration of work, quantity of work, daily wages paid, savings, expenditures, living conditions, emotional and physical abuse, relationships with employers, control of income, and perceptions of the sufficiency of income;
- (v) ascertain the relationship between school and child mining workers, attitudes towards education among children and their parents, and conditions of schools in the vicinity of the quarries;
- (vi) assess the nature and extent of the hazardous and unhealthy working conditions in which children work, pathways that led to that occupation, the nature of illnesses and their treatment, accidents and medical attention to injuries, personal hygiene, dietary habits, the chances of improving or removing children from those conditions, and the desire for rehabilitation;
- (vii) assess the awareness of child miners when it comes to their rights;
- (viii) determine the prevalence of bonded child labor among children working in stone mines; and
- (ix) make recommendations by determining the possible bases for initiating programmes or interventions, including an appraisal of those existing resources that could help address child labor in the mining sector

1.3 Overarching Framework for Analysis

The analysis of quantitative and qualitative data was guided by two major conventions, the United Nations Convention on the Rights of the Child of 1989 and ILO Convention No. 182. Nepal is a state party to the former convention, which underscores the rights of the child to be protected "from economic exploitation and from performing any work that is likely to be hazardous to the child's health or physical, mental, spiritual, moral or social development," and it ratified the latter on 13 September, 2001 (CWIN, 2002:2).

By ratifying the latter document, the government of Nepal committed itself to combating the worst forms of child labor, or all those forms of child labor which are predefined in Article 3 as being the worst forms. They are (i) all forms of slavery or practices similar to slavery (such as the sale or trafficking of a child, the recruitment of a child to work far away from home, and denial of the care of the family in circumstances within which they are exploited, debt or any other form of bonded labor, serfdom, and forced or compulsory labor, including the forced or compulsory recruitment of children for use in armed conflict; (ii) the commercial sexual exploitation of children, including the use, procurement, or offering of a child for prostitution, the production of pornography, or pornographic performance; (iii) the use, procurement or offering of a child for use by adults in the commission of crime, including the trafficking or production of drugs as defined by international treaties, and (iv) work which, by its very nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Recommendation No. 190 is also important in defining the worst forms of child labor. It specifies that children can be considered to be in the worst forms of child labor if they (i) are exposed to physical, psychological or sexual abuse; (ii) work underground, underwater, at dangerous heights, or in confined spaces; (iii) work with dangerous machinery, equipment, or tools; (iv) are engaged in the manual handling or transport of heavy loads; (v) work in an unhealthy environment exposing them to hazardous substances, agents, or processes, or to temperatures, noise, levels or vibration damaging to health; (vi) work under difficult circumstances, including long hours or during the night, and (v) are subjected to unreasonable confinement on the employer's premises. Recommendation No. 190 provides for the immediate prohibition of all forms of child labor which are hazardous to children's health or safety. Other relevant international policy includes the ILO Minimum Age Convention (No. 138) and the Minimum Age Recommendation (No. 196), both of which were adopted in 1973 to prohibit the employment of school-age children (children under 15 years of age).

1.4 Methodology

1.4.1 Reason for using rapid assessment

Rapid assessment used a combination of qualitative and quantitative methods which enabled the study team to develop an understanding of the specific ground reality of child labor in the mining sector in just four-and-a-half months. Its findings can be used by stakeholders to design effective intervention programmes. Rapid assessment can also indirectly prod policy-makers into taking action. It strikes a reasonable balance between statistical precision and impressionistic data-gathering and its eclectic methodology, which draws what it needs from the body of traditional research techniques, helped the research team access otherwise difficult-to-uncover information about working children (ILO/UNICEF, 2000).

1.4.2 Design, size and selection of sample

Sample size determination: The following formula was used to determine the total sample size for surveying child miners in sand and stone quarries.

$$n = \frac{t^2 \times p(1-p)}{m^2}$$

Description:

n = required sample size

t = confidence level at 95 percent

p = estimated predicted or anticipated rate in the project area

m = margin of error at 5 percent.

With an estimated predicted rate of 50 percent and a 5 percent margin of error, the sample size for the 95 percent confidence level needs to be 384, but to allow for a cushion, 400 children, 200 under the age of 14 (the age at which it is legal to work in Nepal) and 200 aged 14-17 (i.e. legal, but not yet adult, child workers).

Selection of study districts and allocation of sample size: The first stage of the sampling was the selection of districts using both priority and peripheral criteria, as specified by World Education. The priority districts are those in which the use of child miners is high because major construction work is taking place. Peripheral districts are those in which there are few child miners as the demand

for sand and stone is low. The study attempted to cover all five of Nepal's development regions in order to give a picture of the country's ethnically diverse population. Thus, it worked in four clusters: the Eastern, Central, Western, and Mid/Far-Western. The clusters, the names of the districts selected and the number of respondents in each are given in Table 1.4.1 below.

Table 1.4.1: Clusters, districts and sample sizes for the survey

Cluster	Districts	Sample size
Eastern	Jhapa Dhankuta Udayapur	75
Central	Kathmandu Lalitpur Dhading Kavre Makwanpur Dhanusha	150
Western	Kaski Rupendehi Myagdi	75
Mid- and Far-Western	Banke Bardiya Dang Kailali	100
Total		400

Interview sites were selected by visiting and observing the 16 VDCs. In some instances, there was more than one site in a selected district. In all sites, half of the respondents were under the age of 14 years and half aged 14-17 years old. The accidental and snowballing sampling techniques of a non-probability sampling framework were used. Under the accidental sampling technique, any child miner encountered who met the age criterion was surveyed, but since this technique did not always yield sufficient subjects, subjects encountered by chance were asked to identify other subjects with whom they had relationships. As much as possible, the team included subjects who performed different activities, including sand/soil collection, stone collection, stone breaking, and loading, and who belonged to different social groups. Purposive sampling was used to select informants from the four clusters for qualitative interviews (Table 1.4.2).

Table 1.4.2: Design, number and type of informants for each qualitative instrument used

Instrument	Respondents	Number Per District	Total
Key informant interview	People from NGOs (e.g. World Education partners) who are knowledgeable about child labor in stone quarries	1	10
Group interview	Children under the age of 14 in eight districts	1	8
	Children aged 14-17 in eight districts	1	8
Individual interview	Employers in 16 districts	1	16
	Parents in 16 districts	2	32
	School teachers in 16 districts	2	32
Focus group discussion	Children under the age of 14 in eight districts	1	8
	Children aged 14-17 in eight districts	1	8
Case study	Children under the age of 14 in eight districts	1	8
	Children aged 14-17 in eight districts	1	8

1.4.3 Data Collection Techniques

The study used an array of the data collection techniques, mainly qualitative, which are specified in the rapid assessment guidelines set by ILO/UNICEF in 2000 in order to triangulate data, as described below.

1.4.3.1 Literature Review

Published and unpublished literature on children working in stone quarries, international conventions on the elimination of worst forms of child labor, national laws and regulations, and action plans were thoroughly reviewed.

1.4.3.2 Mapping

The districts under study were mapped to assess the relative concentrations of stone quarries and the number of children working in each quarry.

1.4.3.3 Key Informant Interviews

Key informant interviews/KIIs were conducted with people knowledgeable about child labor in stone quarries, including key officials in NGOs and research organisations, World Education and its partner organisations, District Administration Offices, District Development Committee, and Women's Development Offices. The focus was on the general trends, emerging patterns, and demand for and supply of child stone quarry workers in the changing socio-economic context.

1.4.3.4 Group Interviews

Group interviews were conducted with children working in stone quarries with a view toward generating general information about their use in this sector, their socio-economic characteristics, and their working conditions.

1.4.3.5 Survey Questionnaire

A survey was administered to all sampled children to generate data on their socio-demographic and economic backgrounds, the pull and push factors of the migration which accounts for their entry into work, working conditions, the relationship between work and school, the nature and extent of the hazardous and unhealthy conditions they are exposed to, awareness of child rights, and other issues.

1.4.3.6 Observation

Observation techniques were used to develop an understanding of the types of work children do in stone quarries, health hazards, treatment by employers/parents, living conditions, personal hygiene, and other issues.

1.4.3.7 Individual Interviews

Individual interviews were conducted with employers, parents, and school teachers with a focus on children's work, working conditions, wages, schedules, work experience, the relationship between work and school, the activities of child miners within and outside the home, and other matters.

1.4.3.8 Focus Group Discussions

Focus Group Discussions/FGDs were conducted among working children on specific issues such as their relationship with their employers, abuse, their desire for rehabilitation, and their awareness of child rights.

1.4.3.9 Case Studies

A few personal histories of child miners were recorded with a view toward deepening the study team's understanding of the qualitative dimensions of issues like the push and pull factors influencing children's entry into the mining sector; the pattern of usage of child labor in stone quarries; working conditions, including the nature and extent of hazards; income control and use; the relationship between school and work; and other matters. The case studies were intended to generate information to supplement the survey findings, not to serve as stand-alone pieces.

1.4.4 Training, supervision and monitoring

Since the quality of data hinges on fieldworkers' having a clear understanding of the issues and questions used in the instruments and the methods of probing, prior to the fieldwork, an intensive training was provided to the field enumerators and researchers, along with interactive discussions. New ERA employed enumerators and field supervisors who were trained with past experience of working on similar research projects.

During the seven-day training session organised by the Principal Investigator with support from the Project Coordinator the following sessions were covered. The training began with a brief introduction to the study to make sure the fieldwork team understood the political, social and economic context of child labor in the mining sector and was followed by a general orientation to child labor issues by World Education and a detailed orientation to the Nepali translations of the survey questionnaire and qualitative checklists. Pairs of participants then engaged in role play to enhance performance and clarity; this exercise was followed with a discussion of questions and problems. The team members were then taken to an actual field setting in Kathmandu Valley to pre-test the survey with child workers in the mining sector. The enumerators then had a chance to discuss the problems they had encountered in real field settings. Finally, they were oriented to the sampling process. Because the training was thorough, the quality of data is good.

The enumerators were divided into teams, each of which was lead by a supervisor whose role it was to check the filled-in questionnaires every night throughout the entire period of fieldwork to ensure that there were no inconsistencies, errors or gaps in the data. The supervisors also conducted qualitative interviews to supplement the quantitative results. The teams were monitored by the principal investigator with support from the research project coordinator.

1.4.5 Time-frame

The study, including field work took four-and-a-half months beginning in mid-January 2011.

1.4.6 Data Management and Analysis

Once the completed questionnaires were brought back to New ERA, the organization's junior professional data programmer, under the direction of the senior professional data programmer, edited all the filled-in questionnaires and assigned coding categories before two data programmers computerized the data using appropriate software—Statistical Package for the Social Sciences. Data was cleaned by looking meticulously at inconsistencies in the responses. Simple descriptive statistical tools such as frequency distributions, means, percentages, were used to organise and summarize the data and limited co-relational analyses were done as needed.

Qualitative data was analysed by experienced senior members of the study core team using the thematic classification system commonly used in ethnographic research. They searched for patterns in data and ideas that helped explain the existence of those patterns (see Bernard, 1988). Stepwise, the original texts of the field descriptive/substantive notes were perused and all the conceptual categories/themes/patterns in the data identified and listed. Then, second-order categories of data/themes/patterns of data were prepared in an analogous fashion and relationships among them worked out by coalescing or separating them as appropriate. Finally, third-order categories were made by developing generalizations.

1.4.7 Problems Faced During the Rapid Assessment

The field survey team had a hard time finding the desired quota of respondents of one or both of the age groups (i.e. child miners under the age of 14 and those aged 14-17) in some of the sample districts of the four working clusters. When this was the case, the senior researchers instructed the team to fulfill the quota in another district or districts in the same working cluster. The study team did not face any language problems except in Dhanusa District, where the interviews were conducted mostly in the local Maithali dialect by a native speaker who was a member of the survey team.

1.5 Organization of the Report

The report is organized into seven chapters. Chapter I presents an introduction to the study and its methodology. Chapter II reviews the context of child laborers working in the mining sector. Chapter III presents the study's findings on the prevalence, emerging patterns, and demand for and supply of child labor, while Chapters IV, V and VI present its findings on the socio-economic backgrounds of the workers; their living and working conditions; and their awareness of child rights, attitudes toward rehabilitation, and aspirations respectively. Chapter VII summarizes the major findings and presents conclusions and recommendations.

CHAPTER II

REVIEW OF THE CONTEXT

This chapter presents a brief review of the context of child laborers working in the mining sector. More specifically, the review centers on evidence that mining is among the worst forms of child labor, the socio-economic situation in the survey districts, the larger economic context of Nepal, educational services provided to child miners, the child protection and birth registration systems in the study districts, the institutional framework vis-à-vis child labor, child labor legislation, the history of child labor, past projects designed to eliminate child labor elimination, and organizations addressing the needs of child laborers.

2.1 Evidence That Mining Work Is a Worst Form of Child Labor

Apart from the results of this survey as presented in the following chapters, the existing literature demonstrates that child labor in the mining sector is among the worst forms of child labor. World Education (2009) classifies child labor in mining as one of the worst forms for two reasons: (i) the danger extant in the work environment, and (ii) the risk of accident or injury while doing mining-related tasks. Child miners are constantly exposed to risks to their health and safety. The underground tunnels of coal mines are not well constructed and are, therefore, unsafe. Children who mine rock or sand along riverbeds are exposed to excessive dust, which is a daily hazard, and can be swept away by flash floods, which is a seasonal hazard. Children who dig sand from rivers often become exhausted in the freezing water and in such a condition of fatigue are prone to being swept away, whenever the water currents are strong. The mining of sand from hill faces and "*rato mato*" (red earth) from surface mines regularly claims workers' lives as little attention is paid to safety. The working conditions at most mining sites are poor: there are no sanitation facilities and no shelter from the sun or rain. Child miners, particularly who break rock by hand with a hammer, are also at risk of injury as shards of splintered rock can scratch or penetrate their eyes or skin and children can accidentally hammer their hands or feet. For adolescent girls, most mining sites pose the additional risks of sexual exploitation and trafficking as many are located close to highways so that the rock that is mined can be transported easily and girls become easy prey to unscrupulous middlemen (World Education, 2009:2).

CONCERN Nepal's 2002 study identified other hazards and risks that make it clear that the mining sector must be classified as one of the worst forms of child labor. Child miners suffer from many different kinds of problems such as overwork and sexual harassment. Since they are young and vulnerable, children are easily exploited. In addition, since Nepali culture does not permit speaking out openly about abuse, particularly of a sexual nature, it can be assumed that many more children

than are officially reported must be harassed and exploited by employers and adult workers in the industry but, fearing retribution or shame, are reluctant to admit it. Children are also abused emotionally and physically. Work in a stone quarry work is definitely hazardous: heaps of boulders are likely to collapse and there is no protection from the blazing sun or dust. At both riversides and stone quarries, the risk of both minor and major accidents that cause serious, sometimes permanent, injuries is high. The most serious accidents are caused when hammering or lifting large stones and boulders or when children fall as they attempt to carry large stones or the weight of the load they have crushed (Sainju, 2002, p. 43-46).

2.2 Socio-Economic Situation in the Research Districts

It is essential to have a general understanding of the socio-economic situation in the research districts in order to make sense of the place of child transport workers in that context. The team collected data on total population, annual population growth rate, major caste/ethnic groups, households with domestic workers, total domestic workers, child dependency ratio, primary school net enrolment ratio, ratio of girls to boys in primary education, literacy rate, ratio of literate females to literate males, farm size, employment to population of working age ratio, proportion of children aged 10-14 who are working, percentage of irrigated area, per capita food production, and percentage of marginal households (Annex Table 2.1). Since analysis of each variable is not needed, only a few of the more critical -workers, primary school net enrolment ratio, farm size, and proportion of marginal households (which are the major sources of the supply of child laborers)-are presented in sections below.

Child labor is ubiquitous in all 16 survey districts: there is no district that does not have at least some households which employ children in domestic labor. Kathmandu Districts has both the most households with child labor (11,866) and the most number of domestic servants compared to any other district (18,247). Dhading has the fewest domestic servants (213) and Myagdi has the most domestic servants (326). The net enrolment ratio in primary schools is the highest in Chitwan (95.5) and Kathmandu (93.9) and lowest in Dhanusha (58.6). The average size of landholding is relatively small. Of the 17 districts surveyed, only three have average farm sizes per household of more than one hectare: Kailali (1.33 ha/hh), Jhapa (1.09 ha/hh) and Bardiya (1.04 ha/hh). The proportion of marginal farm households is also significant: in 10 districts, marginal households comprise more than one-fifth of the total households. The highest percentage of marginal farm households is found in Mygadi (56.45 percent), followed by Dhading (43.35 percent), Kavre (32.97 percent) and Udayapur (32.97 percent). This brief economic overview shows that poverty is pervasive in the study districts and suggests that poverty is one key reason for the large numbers of children working in the mining sector (Annex Table 2.1 for details on District & VDC Profile of Nepal 2010).

2.3 Larger Economic Context of Nepal

Current macro economy: Nepal, with its 26,620,809-strong population in 2011, is one of the least developed countries in the world; in fact, in 2010 it was classified as the 82nd poorest. Its estimated per capita gross domestic product (GDP) and per capita gross national income are USD 642 and USD 645 respectively (Rana, 2011). On 22 March, 2011, the CBS downsized its estimate of the projected gross domestic product growth rate for the fiscal year (FY) 2010/11 from 4.5 percent to 3.47 percent because the sluggish growth in the non-agricultural sector offset the significant

growth in agricultural sector. Agriculture is expected to grow by 4.11 percent as compared to 1.27 percent last fiscal year because of better climatic conditions but with performances in trade and service slow and that in manufacturing dismal, the non-agricultural sector will grow just 3.09 percent, a considerable decline from its 5.39 percent growth the previous year. Despite the low economic growth, consumption is increasing annually, thus causing a contraction in domestic savings. Consumption expenditure is expected to reach 93.34 percent of the gross domestic product in FY2010/11 (Rai, 2011).

In the external sector, the Central Bank reported that the balance of payments deficit was NPR 4.43 billion in the first six months of the current fiscal year and that remittances by Nepali migrant workers had increased by 11.5 percent to NPR 118.45 billion, less than the 12.6 percent growth in the same period the previous year. Growth in imports was six times that in exports. In the fiscal sector, the Central Bank reported that government revenue had increased by 41.6 percent and spending by 36.5 percent in the first four months of the year. Curbs on government spending have hit capital formation hard, reducing employment opportunities and fueling a liquidity crunch. Inflation increased to 11.3 percent in mid-January, up from 10.7 percent in the same period the previous year (Rana, 2011).

Changing poverty scenario: The 2010/11 Nepal Living Standards Survey conducted by the CBS suggests that the incidence of poverty declined substantially between 2003/04 and 2010/11, from 31 percent to 25 percent due to increased remittances, improved access to basic facilities and the government's huge investment in the social sector (Thapa, 2010). However, the incidence of poverty varies by region and social group. Rates in the mid- and far-western development regions in 2010/11, for example, were much higher than the national average-32 percent and 46 percent respectively-and rural areas record an average rate of 27 percent, almost twice the urban rate of 15 percent (Thapa, 2010). In 2003/04, poverty in the Terai plains was just 28 percent compared to 33 percent in the hills and 35 percent in the mountains. At the same time, inequality increased between 1995/96 and 2003/04, with the Gini coefficient rising from 34.2 percent to 41.4 percent. Households headed by agricultural wage laborers are the poorest in Nepal (with rates of poverty at 54 percent), followed by households headed by those self-employed in agriculture (33 percent). Poverty is highest among hill and Terai Dalits (46 percent) and hill Janajatis (44 percent) (Central Bureau of Statistics, 2005).

The Three-Year Interim Plan (FY2008-2011), which was implemented during the post-conflict situation, is an extension of the Tenth Five-Year Plan (FY2003-2007), which laid out Nepal's national poverty reduction strategy. The overall objective of the Three-Year Interim Plan is to support the establishment of peace and reduce unemployment, poverty and inequality through five key strategies: (i) employment-oriented, pro-poor and broad-based economic growth; (ii) good governance and effective service delivery; (iii) relief, reconstruction and reintegration; (iv) investment in physical infrastructure; (v) emphasis on social development; and (vi) an inclusive development process and targeted programs.

The Three-Year Interim Plan gives continuity to Nepal's long-term objective of reducing poverty and addressing the root causes of conflict, deep-seated social exclusion and inequality. Though the contribution of agriculture to the GDP has been progressively declining (it is currently about one-third of the total GDP), two-thirds of the populations are employed in agriculture and earnings from agriculture comprise 48 percent of the average household's total income (National Living Standards Survey, 2003/4). The Agricultural Development Framework prepared by the Ministry of Agriculture

and Co-operatives and the World Bank in 2009 indicates that agriculture supports the livelihoods of 79 percent of farm households. Constrained by low productivity (a function of inadequate agricultural production inputs, inadequate access to improved technologies, limited access to agricultural credits, land fragmentation, low irrigation coverage, heavy dependence on erratic weather conditions), agriculture is based on low-value crops (i.e. cereals) and subsistence production, with just 13 percent of agricultural outputs traded in the market (Asian Development Bank, 2009).

Decline in productive agricultural land and its implications for poverty: Agricultural land is Nepal's principal productive resource, but decennial census data demonstrates that it is on the decline. The total number of landholdings has increased faster than the total area, decreasing the average size from 1.13 ha in 1982/82 to 0.96 ha in 1991/92 (a 15 percent decline) and further down to 0.80 ha in 2001.2 (a 17.6 percent decline) (Central Bureau of Statistics, 2003). The decline is attributable to the increase in population and the resultant fragmentation of land (due to the cultural practice of dividing land among coparceners), an outcome which gradually deepens poverty among peasant families if there are no viable livelihood alternatives other than agriculture.

Uneven distribution of productive assets and income: Disparities in the distribution of productive assets (particularly land), income-earning opportunities and access to decision-making have resulted in a skewed income distribution with the bottom 20 percent of households receiving only 3.7 percent of the national income and the top 10 percent claiming a share of nearly 50 percent. There is also a marked variation in the spatial distribution of income across Nepal's five development regions. Gender disparity in income distribution is acute due to the command over family income exercised by male household members, limited property rights for women, and the fact that the vast majority of women are engaged in unpaid domestic work (Nepal South Asia Centre, 1998. p.14; Central Bureau of Statistics, 1997).

Employment, migration and remittance: The backbone of Nepal's industrial development was broken by the decade-long armed insurgency, and the continuing political instability and general lack of security have been responsible for its sluggish growth since the armistice (Shrestha, 2003). The 2008 Nepal Labor Force Survey demonstrates that Nepal suffers from time-related under-employment and labor under-utilization. The time-related under-employment rate for the population over 15 years olds in 2008 was 6.7 percent, up from 4.1 percent in 1998/99, and it increased for all age groups in those 10 years. The time-related under-employment rate was highest for individuals aged 20-25 and 25-29 (around 8 percent each) and the lowest for those aged 60 years and above (5 percent). About 30.0 percent of the total economically active population was classified as under-utilised, 49.9 percent in urban areas and 26.9 percent in rural areas and 32.2 percent of males and 22.8 percent of females. The rate of labor force utilization was highest for those aged 20-24 years (46 percent). The survey estimated that 252,800 thousand persons aged 15 years and above were unemployed in 2008, an increase of 42 percent over the decade, and the unemployment rate increased slightly from 1.8 percent percent in 1998/99 to 2.1 percent in the same period. The increase was mainly for females aged 15 years and above: their rate rose from 1.7 percent to 2 percent.

Recent data estimates that Nepali migrants number 982,200, or 3.3 percent of the total population (Sapkota, 2010). Migration offers the possibility of more income and more sustainable livelihoods. For the rural poor, a job abroad can make the difference between a life of poverty and a life of modest improvement. For the privileged sections of rural society, in contrast, employment away

from home is a symbol of affluence already achieved and a means of reinforcing that advantage. Comparatively wealthy and high-status families and households are also able to obtain access to better-paying and more secure employment (whether in Nepal or abroad) and, as a result, to remit substantial sums. Middle-ranking households are also secure in their jobs abroad due to their caste/ethnic affiliations and previous migration experiences of relatives and neighbours. It is the most economically and socially disadvantaged who have the greatest difficulty in obtaining anything other than low-paid and insecure employment, if they are even able to risk attempting migration abroad at all. For the most part, however, the most disadvantaged do not migrate overseas for employment because they lack the resources to take the risk or are locked into labor-tied debts. However, to those for whom remittances are a necessary complement to farming and provide the basis for a survival strategy—in other words, the majority of the rural poor—remittances help to pay off debts and maintain a subsistence level of livelihood (Seddon et al., 2001).

According to the 2003/4 Nepal Living Standard Survey (analysis of the data of the most recent, the third, conducted in 2010/2011, is in progress), the proportion of households receiving remittances increased from 23 percent in 1995/96 to 32 percent in 2003/4. The average income transfer per recipient household in 2003/4 in the form of remittance was NPR 34,698 (in the prices current then). There has been a significant change in the share of remittances by source: in 1995/96 more than 75 percent came from within Nepal, while in 2003/4, remittances from other countries, including the Gulf, accounted for more than half of the total and only about 35 percent came from remittances earned within Nepal. For those households which receive remittances, their share of the total income increased from 27 percent in 1995/96 to 35.4 percent in 2003/4. The total amount of remittance received increased from about NPR 13 billion to more than NPR 46 billion in the same period (Central Bureau of Statistics, 2004).

The World Bank's new report 'Migration and Remittance Fact-Book 2011' ranks Nepal as fifth among the world's top five remittance-earning countries, with remittances comprising 23 percent of the GDP.⁴ Tajikistan, Tonga, Lesotho and Moldova are ranked ahead of Nepal. Among least developed countries, Nepal is ranked second behind Bangladesh. Every 11th Nepali adult male is working abroad (South Asia Alliance for Poverty Eradication, 2010). Fresh data released by the Department of Foreign employment show that a total of 102,417 Nepali job seekers flew to overseas job destinations during the first four months of 2010/11, up 34 percent from the 76,196 recorded during the same period a year earlier (Lama, 2010). To wean the Nepali economy of its heavy reliance on remittances from abroad, there is a need to promote job creation within the country itself, a step which, in turn, requires high, lasting economic growth based on inclusive and high employment intensity. For this to happen, private and public investment must increase (United Nations Development Program, 2009).

In short, the larger economic context of Nepal, which is characterised by a low economic growth rate (kept low by the decade-long armed conflict and incessant labor unrest in the industrial sector), an ever-increasing decline in the size of agricultural land holdings (a function of population growth and the cultural practice of land fragmentation), uneven distribution of productive assets and income, an increase in both time-related under employment and labor under-utilisation, an increase in the unemployment rate, and a remittance-based economy (which could collapse any time), is a major factor triggering the incidence and pervasiveness of child labor in Nepal.

⁴ Reporting, however, is not uniform, even in secondary sources.

2.4 Educational Services Provided to Child Laborers in the Mining Sector

World Education and its partner NGOs supported non-formal education, school scholarships and Parent Teacher Associations in order to improve access to and the quality of schools in mining areas and to provide a range of educational options for older children (World Education, 2009). With a view towards keeping their children out of child labor, a small proportion of needy families were supported in their efforts to diversify family livelihoods and, in doing so, increase household incomes. Child miners were enrolled in classes using the "*Jeevan Shiksha*" (Life Skills Education) curriculum either in regular classes or through centrally located open learning centers. Girl miners were facilitated in attending girls' access-to-education classes, using World Education's Lalima curriculum⁵ where appropriate, or, in the early stages, the "*Naulo Bihani*" ("New Morning") curriculum (World Education, 2009, p. 7).

Children whose families were in the mining sector enjoyed and their parents appreciated these non-formal classes. Children got a chance to build upon their literacy and numeracy skills because their level was tested before classes began, their confidence increased, and, through the socialising efforts of facilitators, their behaviour improved. A number of major challenges impeded the implementation of non-formal education classes: (i) a high drop-out rate as there was an influx of new families and an exodus of old families; (ii) such a wide range of ages, abilities, and interests that it was difficult for facilitators to cater to individual needs; (iii) irregular attendance as some students were forced to take up mining to survive; and (iv) difficulty in transitioning into formal school as families were highly mobile. Among the lessons learned were the need for (i) regular monitoring by concerned organizations to track and support migrant children in non-formal education classes and ensure their successful transition to formal school; (ii) long-term educational support by both the government and NGOs; (iii) development of alternative livelihood program for the landless and others with no sustainable livelihood, and (iv) linking children in non-formal education classes to health and family livelihood development in a holistic way (World Education, 2009, p. 7).

The Brighter Futures in-kind scholarship school support program for children enrolled in school (who pay for school through mining or who have not been out of school for long) was also effective despite facing two key challenges: (i) the lack of birth certificates to enrol in the schools, a requirement later relaxed due to collaborative efforts to increase enrolment, and (ii) family poverty, which presented children with a dilemma: whether to continue their education or support their family (World Education, 2009, p. 7).

The formation of Parent Teacher Associations at resource-poor schools in mining areas to support the learning needs of poor and needy children also helped. These associations successfully (i) mobilized parents to enrol many out-of-school children; (ii) involved parents from disadvantaged groups in making decisions about awarding scholarships, thereby ensuring the truly needy were identified; (iii) monitored children to encourage regular attendance, and (iv) supported income generation through alternative livelihoods. The lessons learned from the schooling approach included a realization that outreach and flexible schooling was needed, that Parent Teacher Associations could play a vital role in boosting enrolment and monitoring regular attendance, that children would complete high school only with long-term support from the government and NGOs, and that mining families needed to be linked

⁵ Developed in 1999, it is a nine-month-long course for members of adolescent girls' groups combining literacy with reproductive health education and practical topics like the importance of building toilets, planting trees, and using smokeless stoves ("Adolescent," (n.d.), p. vii).

to other relevant organizations, such as health services, skill training, micro-finance and poverty alleviation programs, in order to be able to send their children to school (World Education, 2009, p. 7).

Children of legal working age who were unlikely to successfully transition into school and most of the older child miners were provided with vocational training which emphasized (i) how to identify a business opportunity, and (ii) how to exploit that opportunity by developing a business plan, keeping accounts, making technical linkages, and developing a market. Participants were also taught money management skills, which they later used to start small self-help groups or to join existing micro-finance groups. The lessons learned from this effort were the need to (i) put more effort into career counseling with the help of NGOs; (ii) secure more help from local businessmen, local government, and NGOs in making trainees' enterprises viable; (iii) create more apprenticeship options in public works or construction projects, and (iv) get support from local governments and business leaders to overcome the challenges youth entrepreneurs face due to weak local markets (World Education, 2009, p. 7).

2.5 Child Protection Systems

Generally speaking, child protection systems in Nepal are ensured by various legal instruments and the National Plan of Action for Children.

The Children's Act of 1992 focuses on the protection and guardianship of children. The protection of a child who has no one to take care of him or her is ensured once a Child Welfare Officer or Chief District Officer is informed. These officers arrange for the child in question to be brought up by his or her nearest kin or, in the absence of any kin, by another person or institution willing to assume the role of guardian. If no one steps forward, the child is handed over to the nearest child welfare home. If he or she has any property, the Child Welfare Officer or Chief District Officer has to prepare two copies of a report detailing its nature, get them signed by at least two local witnesses, and file one copy at the concerned office and give the other to the person or institution willing to protect the child. Until the property is handed over to the willing person or institution, it is the responsibility of the Child Welfare Officer or Chief District Officer. The nearest kin, willing individual, or institution that assumes responsibility for a child should use the income from the child's property for his or her upbringing, education and medical treatment. If a child has no parents or no guardian of the age of majority or if a guardian is physically or mentally incapacitated, the responsibility for the protection of a child can be handed over to a Child Welfare Officer or Chief District Officer by making an application. In this case, however, responsibility for the child's protection has to be given to the nearest relative. If a child does not have sufficient income for his upbringing, the Chief District Officer has to provide the necessary government support.

The Act also forbids discrimination between boys and girls and cruel or brutal corporal punishment at the hands of a guardian or other individual. Child welfare is provided through one central and 75 District-Level Child Welfare Committees, one in every district in the country. These committees protect and ensure the welfare of children, making sure their rights to an upbringing, education and medical treatment are met and that parents fulfill these needs as best they can, given their economic status.

The Act also lays out provisions regarding child welfare and child reform homes for helpless children. Abandoned children are cared for in a child welfare home until they are 16 years of age or, at most, until they are 18 if they cannot earn a livelihood. Children who live at child welfare homes can be

involved in vocational training and/or related work. Child reform homes cater to orphans and to the physically and mentally disabled and can be opened by the government as needed.

Regulations Concerning Children was enacted by the government of Nepal in 1994 to ensure that children can exercise the rights given them by the Children's Act. It specifies the functions, duties, and rights of the Central Child Welfare Committee as well as of District Child Welfare Committees vis-à-vis the protection of the rights of the children and their physical and mental development by formulating long-term policy and periodic plans and directing concerned agencies and organizations to implement them. District Child Welfare committees are required to collect, maintain and update data on child laborers in their district and send a copy of this information to the Central Child Welfare Committee. The regulations also specify the functions, duties, and rights of Child Welfare Officers and the heads of district-level child welfare homes.

In March 2004, the Ministry of Women, Children and Social Welfare developed and released the National Plan of Action for Children (2004/5-2014/15) following a review and assessment of the plan of action for children and their development prepared for the 1990s. Nepal's efforts in promoting the rights and development of children, especially in the last decade, are commendable. The government, line agencies, UN agencies, international and local non-governmental organizations (NGOs), and local bodies implemented many programs in various sectors such as health, nutrition, education, training, awareness-raising, child labor, sexual abuse, exploitation, trafficking, community development, and community-based rehabilitation of children with disabilities. The government's efforts contributed significantly to improving access to and the quality of health and education services and promoting awareness of child rights and children's participation and are an indication of its seriousness in promoting the rights of children. NGOs, for their part, have been active in raising awareness against all forms of discrimination and exploitation, in lobbying and advocating for change, in providing income-generating opportunities to poor families, and in facilitating community development (Ministry of Women, Children and Social Welfare, 2004).

Nepal's National Plan of Action for Children outlines the following policies for the protection of children against abuse, exploitation and violence:

- (i) **General Protection:** Develop relevant laws and policies and implement them effectively to promote an environment that protects children from all forms of abuse, neglect, exploitation, violence and discrimination whether at home or in school or an institution, the workplace, or the community; increase the sensitization and accountability of stakeholders; promote and strengthen a child-friendly justice system, especially for children in difficult circumstances; strengthen the vital registration policy and develop a client-friendly registration process for the identification and protection of children from exploitation and for linking children to social benefits; develop an appropriate policy to stop corporal punishment, including all forms of torture, and sensitize teachers against using physical punishment; establish orphanages and children's homes; develop social protection measures for children at risk; provide social security to children from disadvantaged ethnic groups.
- (ii) **Protection From Armed Conflict:** Promote protocols for the family, community and institutional rehabilitation of those affected by armed conflict; develop sensitization mechanisms for all civilian and security personnel involved in areas affected by armed conflict, and monitor them regularly; develop and standardize psycho-social care and support systems, especially in health and education.

- (iii) **Combatting Child Labor:** Eliminate the worst forms of child labor as a matter of urgency and reduce and control other forms of child labor; mainstream issues of child labor into the current plans for national poverty eradication and development efforts; focus on preventive and protective measures for combating exploitation and violence in the workplace through the realization of basic rights to health, education, and other services.
- (iv) **Elimination of Trafficking, Sexual Exploitation and Abuse:** protect children from all forms of sexual exploitation, harassment and abuse, including paedophilia, trafficking and abduction, by reforming and/or enforcing existing laws and sensitizing all concerned; eradicate harmful traditional or customary practices, such as early and forced marriage and female genital mutilation, that violate the rights of children and women; ensure the security of survivors of trafficking and sexual exploitation and provide appropriate services to facilitate their recovery and social reintegration; provide emergency services such as helpline and hotline systems to provide immediate assistance for the protection for children in need (Ministry of Women, Children and Social Welfare, 2004).

This policy is now shifting from a welfare-based to a rights-based approach that underscores protecting child rights and ensures that there are legal provisions for protecting children from various forms of exploitation as well as protecting their fundamental rights. Despite the policy, thousands of children still suffer violence, exploitation, neglect and other forms of abuse and discrimination and are deprived of their basic rights. The policy reinforces the prohibition of the employment of children under the age of 14 and the protective and safety measures for children aged 14 and above which are spelled out in the Child Labor Act. It acknowledges that the exploitation of children to perform labor has been a major impediment to the promotion of the rights of children and attributes the prevalence of child labor to the weak implementation of laws, poverty, landlessness, illiteracy, tradition, ignorance about child rights, the lack of monitoring mechanisms, and the absence of a social security scheme.

The National Plan of Action for Children has a specific plan of action for protecting child rights. Its overall objectives are (i) to protect children from all forms of discrimination, exploitation and abuse and (ii) to ensure the rights of children, especially those in difficult circumstances, such as child laborers. To accomplish the former, programs such as promoting awareness about all forms of exploitation, abuse and violence and providing income-generating programs to poor, Dalits, and marginalised parents are prescribed. To promote rights, the following programs are recommended: (i) programs for child laborers in education and life skills, including community-managed non-formal education centres in VDCs; (ii) increasing awareness about child labor at all levels, from the family to the national; (iii) monitoring the status of child laborers and eliminating the reliance on child labor by contractors in civil and project works; (iv) rehabilitating children at risk due to hazardous work, and (v) launching parental and household economic empowerment programs for vulnerable families.

In the course of exploring the status of child protection in Nepal, particularly with respect to operations, the study team met officials on Nepal's Central and District Child Welfare Boards to ask them how Nepal's legal instruments and the National Plan of Action for Children are enforced and implemented for the reduction and elimination of the worst forms of child labor. These Boards do not implement programmes themselves; instead, they coordinate with local and international NGOs for the protection of child rights. Though children have the right to live with their parents and to get an education,

children from poor rural families often migrate to cities to make a living in contravention of the law and the National Plan of Action for Children. The Central Child Welfare Board reported that child protection homes had been established with the cooperation of the Government of Nepal and local and international NGOs with a view toward protecting the rights of child laborers. These homes are operational. The Central Child Welfare Board oversees and monitors their management and the condition of the children they house and takes action against those homes that do not provide the minimum facilities required.

Unfortunately, the problems associated with child protection have not been substantially reduced due to weak law enforcement as well as to the lack of seriousness in the thinking about and the practice of the complex issue of child protection by the larger society and the government. In fact, child protection continues to be treated as a peripheral issue. Child labor can be attributed more specifically to employers' proclivity for using child labor because it is cheap, the inability of child laborers to challenge physical and emotional abuse in an organized fashion as adult laborers do, the burgeoning demand for child laborers in the urban sector, and the occasional alleged involvement of established child homes in the trafficking of children to foreign countries.

Notwithstanding this bleak reality, some international NGOs, with the permission of the Government of Nepal, are devoted to improving the status of child protection. For instance, Plan Nepal's child protection program focuses on four areas: protecting the rights of working children, reducing the trafficking of girls and other forms of gender-based violence, registering all births, and promoting meaningful child participation. At the community level, its priority is prevention, which it accomplishes by spreading awareness, establishing and strengthening protection surveillance groups, and providing livelihood support to households and individuals at risk. It has also supported the government by engaging in policy advocacy and capacity-building, particularly to advocate for the institutionalization of permanent child protection systems. It has also helped reintegrate child laborers with their families, provide them formal education whenever possible, and improve their working conditions and chances of better employment. Like other organizations, Plan Nepal encourages working children to join child clubs to avail themselves of opportunities to exercise their rights (Plan Nepal, 2010, p. 20).

Despite the lofty objectives of legal instruments and the programs of the Government of Nepal, international and local NGOs, and Child Welfare Boards, much remains to be done for the reduction and elimination of the worst forms of child labor, including in the mining sector.

2.6 Birth Registration Status

It was only in 1977 that birth registration programs were initiated in the country, first in 10 districts and later expanding to all 75 districts by 1990. Under the Birth, Death and Other Personal Incidents (Registration) Act promulgated in 1976, a baby must be registered within 35 days of being born, after which registration carries a penalty of NPR 850 (Nepal Planning Commission, 2000). While the United Nations Convention on the Rights of the Child and the Children's Act require that every child be registered, most parents are not aware of the importance of birth registration. To boost awareness, Plan Nepal and the Ministry of Federal Affairs and Local Development have jointly organized awareness programs. Currently, however, many young people, especially those living and working in difficult circumstances, are facing a lot of problems in attaining citizenship because their births were never registered (CWIN, 2002).

The study team reviewed the data on birth registration for the FY2009/10 made available by the Population and Registration Management Section of Ministry of Local Development. Only 59 districts of 75 districts even had records of personal events registration for that year. Those which do not are (1) Mahottari; (2) Kavre; (3) Manang; (4) Lamjung; (5) Myagdi; (6) Parbat; (7) Rukum; (8) Salyan; (9) Pyuthan; (10) Dolpa; (11) Mugu; (12) Jumla; (13) Accham; (14) Bajhang; (15) Baitadi, and (16) Dadeldhura. Though they might have registered personal events, they did not prepare a report or send it the Population and Registration Management Section for compilation and aggregate analysis. During the FY2009/10, a total of 525,715 births were registered, 279,346 male and 246,369 female (Population and Registration Management Section, 2011).

For all 16 sample districts except Makwanpur, the number of female births registered is less than the number of male births, a pattern which suggests discrimination. The number of births registered in Jhapa, Kathmandu, Rupandehi, Makwanpur, Dang, and Kailali districts is higher than it is in other districts, but their population is also greater. The number of births registered in Kathmandu Valley is not impressive: it has the greatest population in Nepal but fewer births were registered there than in Jhapa, which has less than half the population⁶. The number of births registered in Dhankuta is very low (Table 2.6.1).

Table 2.6.1: Birth registration in sample districts

S.N	District	Female	Male	Total
1	Jhapa	11756	13250	25006
2	Dhankuta	2692	2968	5660
3	Udayapur	4607	5080	9687
4	Kathmandu	9097	10264	19361
5	Lalitpur	3579	4045	7624
6	Dhading	3840	4601	8441
7	Kavre	NA	NA	NA
8	Dhanusha	4847	6280	11127
9	Makwanpur	7680	6558	14238
10	Kaski	4385	5524	9909
11	Myagdi	NA	NA	NA
12	Rupandehi	7849	9156	17005
13	Dang	6785	7307	14092
14	Kailali	5512	7771	13283
15	Banke	6369	7178	13547
16	Bardiya	5629	6711	12340

Source: Registration (Personal Events) Program Annual Report, 2010.

2.7 Institutional Framework

2.7.1 Legislation

The Interim Constitution of Nepal (2007) ensures that all Nepali citizens have the rights to freedom, equality, a life of dignity, and equal legal protection. It also forbids discrimination on the basis of religion, caste, ethnicity, sex, origin, language, or ideological belief. It also ensures the right to free education up to the secondary level as provided by law. The rights of children, specifically to an identity and a name and upbringing, basic health, and social security are also ensured. All children

⁶ According to the 2011 Census, Kathmandu's population is 1,740,977 while Jhapa's is 810,636.

have a right to protection against all types of physical, mental and any other type of exploitation. No child can be used as a laborer in a factory, mine, or any other hazardous work, in the army or police, or in conflict. No child can be used against his or her will.

Besides the constitution, the supreme law of the land, Nepal drafted a number of legal instruments to regulate child labor after the return of multiparty democracy in 1990: (i) the Children's Act of 1992; (ii) the Child Labor (Prohibition and Regulation) Act of 2000, and (iii) the Children (Development and Rehabilitation) Fund Regulation of 1996.

The Children's Act defines a child as an individual who has not yet attained the age of 16. It states that no child under the age of 14 shall be employed in any work as a laborer and that no child aged 14-17 shall be employed as a laborer from 6 p.m. to 6 a.m. or be employed against his or her will. It also prohibits the use of children in hazardous work or occupations that have detrimental effects on his or her health or can put his or her life at risk. It does not, however, specify the nature of the hazardous work and occupations. Any person or institution employing child as a laborer must submit his or her particulars and photograph to the concerned district Child Welfare Board, which will then confirm their authenticity. No child can be employed for more than six hours a day or 36 hours a week and all children must be allowed to for rest for half an hour after every three hours he or she does work. All children must get one day of leave a week. If a child aged 14-15 is to be employed by an organised institution or industrial firm or to be involved in a recreational or cultural programme for a commercial purpose, the child's mother, father or guardian or the Child Welfare Officer responsible for him or her must grant permission.

The Child Labor (Prohibition and Regulation) Act states in its preamble that it has been deemed desirable to prohibit the use of children as laborers in factories, mines, and other hazardous work and to provide for their health and security and ensure they have services and facilities while they are at work. Like the Children's Act, it defines a child as an individual not yet 16 years of age. It forbids the use of any child under the age of 14 as a laborer and the use of all children in following hazardous occupations or work: (i) tourism, motels, hotels, casinos, restaurants, bars, pubs, paragliding, white water rafting, cable car complexes, pony trekking, trekking, mountaineering, hot air ballooning, golf, polo, and horse-riding; (ii) workshops, laboratories, slaughterhouses, and cold storage facilities; (iii) construction; (iv) for the preparation of cigarettes or *bidis*; carpet weaving, dyeing, and cleaning, cloth weaving, washing, dyeing and embroidering; leather processing and packing, match-making, for the production and distribution of explosives and other inflammables; the production or distribution of beer, spirits, and other alcoholic drinks; and the production of soap, bitumen, paper pulp and paper, slate, pencils, insecticides, and lubricating oil; the collection of garbage; electroplating; the processing of photographs; and work related to rubber, synthetics, plastic, and lead; (v) work related to the production of energy from water, air, solar power, coal, natural oil, gas, or other sources; (vi) work related to the exploration of mines or to the processing or distribution of minerals, natural oil or gas; (vii) the operation of a rickshaw or push-cart; (viii) work with cutting machines; (ix) work underground, underwater or at great heights; (x) work requiring the use of chemicals, and (xi) other hazardous work as specified by the prevailing law.

This act also states that no child should be employed by luring him or her using deceptive or fraudulent means, raising unrealistic expectations, causing fear, putting pressure on him or her, or using any other means against his or her will. It also includes directives for the use of children in work. For

example, any company or firm that employs a child must get permission from the Labor Office or other designated office or officer and from the child worker's father, mother, or guardian. It must specify the nature of work to be done by the child and his or her age in this application. In granting permission, the Labor Office can impose conditions on the applicant regarding provisions for the education or the development of the skills and qualifications of the child worker. In addition, the child has to present a certificate documenting his or her capacity to work issued by a registered doctor after a medical examination. Within 15 days of employing an approved and certified child, the company or firm must supply the Labor Office with the following details: (i) the name and address of the company or firm; (ii) the name and address of the manager; (iii) the occupation or type of work conducted by the company or firm; (iv) the name, address and age of child; (v) the name and address of the child's father, mother or guardian; (vi) the date the child was first employed; (vii) the nature of the work to be done by the child; (viii) the remuneration and other facilities to be received by the child; (ix) a doctor's certificate of qualification, and (x) other particulars as specified.

Besides specifying when and how many hours a child can work and the breaks and days off he or s/he is entitled to, the act includes directives about a child labor prevention committee and a child labor prevention fund. Under it, the government can establish a child labor prevention committee to manage the health, security, education and vocational training of children working in a company or firm, manage suitable employment for children, discourage the use of children in work, and solicit suggestions for preventing child labor. Such a committee would comprise representatives from governmental and non-governmental institutions working in the child labor sector as well as specialists. The government can establish a child labor prevention fund for the same reasons. The fund would get financial resources from government grants, donations and grants from local and international NGOs, and other sources.

The Children (Development and Rehabilitation) Fund Regulations deal with under-age child workers found to be directly or indirectly involved in any export-oriented or industrial firm or company. The fund is to be used for their educational, intellectual and health development, their rehabilitation, and their protection. The Ministry of Labor and Employment is the primary implementer of activities under the fund, which gets its financial resources from the Government of Nepal, foreign governments, local and international NGOs, and individual citizens of Nepal and other countries. Specifically, the Federation of Nepalese Chambers of Commerce, the Central Carpet Industry Association, the Carpet and Wool Development Committee, and other national organizations contribute money to it.

2.7.2 History of Child Labor

It is very difficult to specify a particular historical period in which child labor in Nepal commenced. Documents of social and economic history demonstrate that the Nepali society of the past was, as it is still is today, a socially and economically stratified society in which social and economic categories overlapped. There is evidence that those who were and are in the higher castes of the traditional Hindu hierarchy were and still are also economically better-off, a function of the inequitable and discriminatory state policies of the past regarding the distribution of key resources, namely land. This fact does not mean, however, that there was no economic differentiation between and among the members of individual indigenous ethnic groups; there was.

The economic structure of the past was largely feudal and subsistence-oriented, features still discernible today though the economy is now more semi-feudal. Disparities in the distribution of resources,

particularly land, in feudal society set up a social milieu in which the poor, whether members of the so-called lower caste or a *Janajati*, sent their children to work for local landlords. Children, including those under the age of 14, from poor and economically vulnerable households were employed as domestic servants, herders, porters, child-minders, and even agricultural laborers.

The practice of employing bonded child laborers was widespread but its prevalence was higher in the Terai districts of the mid-western and far-western development regions due to the practice of the now abolished *kamaiya* system. As is the case at present, child bonded laborers were forced to work for partial payment of their families' debts to landlords and money-lenders. These children were rarely paid, generally received little or no education or health care, and had no right to terminate their employment. The *kamaiya* system was a formalised system of serfdom among the indigenous Tharu community. Poor families were indebted to money-lenders and landlords of both the Tharu ethnic community and hill migrant caste groups, who exploited their children's labor as part of their debt payment. In rural areas, children were forced to work as servants or agriculture workers for their families' creditors. Many child domestic workers in cities such as Kathmandu and Biratnagar worked for large rural landholders to whom their family owed money. An unknown but considerable number of children employed in carpet factories or construction sites were children who were "sold" to contractors by families in an attempt to pay off a debt (National Planning Commission & UNICEF, 1996). Many of these practices still prevail although the *kamaiya* system was abolished in the year 2000.

Child labor has always been used in Nepal. In fact, the labor of boys and girls is critical to the household economy all over the developing world. Children contribute economically by assuming domestic responsibilities and "releasing" adults for productive, remunerative work. They do so by directly participating in the family occupation, be it agriculture or trade, or by working outside the household for a wage which supplements the family income. Children's involvement in the work of the family gives them the opportunity to learn traditional skills and the ways of their households and communities; to that extent, work constitutes an important part of their socialization. Sadly, however, in poor countries such as Nepal, the labor of young children is exploited knowingly or unknowingly, both in the home and in the wider labor market (National Planning Commission & UNICEF, 1992, p. 51).

Researchers argue that child labor was a silent issue in Nepal until 1990, when democracy was restored and successive governments defined child labor as a significant and serious social problem. When a new, democratic constitution was drafted, the need for framing legal provisions for the protection of children and their rights was realised and underscored. Of late, the eradication of child labor has become a strong social and political agenda among political parties and social organisations. Nepal has also ratified several international and regional instruments regarding the protection of the rights of the child including the United Nations Convention on the Rights of the Child and ILO conventions Nos. 138 and 182 for minimum age requirements and abolishing the worst forms of child labor respectively. In accord with the pledges it made at home and abroad, the Government of Nepal amended the Labor Act of 1991 and enacted the Children's Act of 1992, the Children's Regulations of 1994, and the Child Labor (Prohibition and Regulation) Act of 2000 to provide children with legal protection from exploitation and discrimination. However, since these legal instruments are not strictly implemented, many poor and underprivileged children continue to suffer; living in abject poverty, they are forced to work just to survive (Sainju, 2002, pp. 8-9).

In this consideration of the social history of child labor it is important to consider what makes child labor exploitative. In the context of pervasive poverty in contemporary Nepal, it may be unrealistic

to forbid children to work without first distinguishing work that is exploitative from that which is not. Work that amounts to the exploitation of children includes work that (i) is inappropriate to the child's age and strength; (ii) is hazardous and injurious to the child's physical, mental and/or social well-being; (iii) denies the child opportunities for schooling and play and thereby inhibits all-round development; (iv) separates the child from home and family; (v) employs children rather than adults because youngsters can be paid less and threatened into submission, and because they do not have the power to organise and bargain collectively; and (vi) uses the labor of some children rather than others on account of their membership in a group (such as their gender group) and thereby denies that group opportunities that other children normally get (e.g. girls tend to be involved in domestic work because it is considered appropriate to their gender and so that their brothers can go school and their parents work outside the home). In short, exploitative work is work that is injurious to health or shuts off a child's developmental options (Sainju, 2002, pp. 8-9).

It is clear that the government, rights activists, and local and international non-government organizations, be they political, social, or economic in their objectives, are committed to eliminating exploitative child labor in Nepal.

2.7.3 Past projects seeking to eliminate child labor

General: Given the pervasiveness of child labor in Nepal, efforts are primarily being directed at eliminating the worst forms of child labor, those that are most abusive or injurious to health, including prostitution, bonded labor, and some construction and factory work, as well as forms that are most accessible to effective intervention, including labor in carpet factories, hotels, restaurants, and private homes in urban areas. The first effort to directly address child labor was made in the carpet industry, where children formed the majority of the labor force in the manufacture of hand-knotted woolen carpets, a major export of Nepal. In 1994/95, opposition to the use of child labor in the carpet industry was publicly expressed by both the Nepali public and the people of major importing countries, especially Germany. As this protest coincided with a fall in the market due to overproduction and a decline in quality, carpet manufacturers dismissed many of their child laborers and shifted others from primary to satellite factories to avoid repercussions. In 1995, the government, local and international NGOs, and members of the carpet industry began promoting the Rugmark initiative, which labels carpets child labor-free to reassure consumers. Constraints on the initiative included the carpet manufacturers' resistance to an additional tax on exports, bureaucratic slowdowns, doubts as to the ability of government to monitor Rugmark activities, and the lack of strategies for the placement and rehabilitation of the now unemployed children from the carpet factories (National Planning Commission & UNICEF, 1996, p. 104-6).

In 2002, the Government of Nepal approved a time-bound programme under the International Programme on the Elimination of Child Labor which targeted seven sectors of child labor-domestic labor, portering, bonded labor, trafficking, rag-picking, the carpet industry, and mining-in 22 districts. It was estimated that 127,000 children were working in these seven worst forms of child labor. The development objective of the International Programme on the Elimination of Child Labor had two components: one directed at reducing the incidence of selected worst forms of child labor by providing direct services to a defined group of beneficiaries and the other aimed at creating an enabling environment for the elimination of the worst forms of child labor by supporting the government in developing and improving social and labor policies, including legislation (ILO, 2009). The ILO signed a memorandum of understanding with the Government of Nepal on child labor issues and the operation of the International Programme on the Elimination of Child Labor in the country; this agreement ended on 19 August, 2009.

Specific: The Brighter Futures Program was implemented by the United States Department of Labor with matching support from UNICEF, the World Food Program, and private donors to eliminate child labor through education. Over eight years, the project provided educational and other support to 43,291 children working in the worst forms of child labor in Nepal and to 72,140 children at risk. However, there has been no specific governmental program for the sporadic or regular crackdown on the use of child labor in the mining sector though the collaborative efforts of local and international NGOs, in cooperation with the government, for the education of child miners has gradually helped eradicate child labor in the mining sector. As is analysed in Section 2.4, non-formal education, school support, Parent Teacher Association support, vocational training, and family livelihood development helped eliminate child labor in the mining sector. Under the Ministry of Labor and Transport Management, the Child Labor Elimination Unit plays a lead role in the implementation of the National Master Plan on the Elimination of the Worst Forms of Child labor in Nepal, including in the mining sector. It plays a significant catalytic role in ensuring that all child labor interventions are planned and executed in an integrated and coordinated manner.

2.7.4 Organizations addressing the needs of child miners

A number of organizations, all of which are World Education's Brighter Futures Program partner NGOs, address the needs of child laborers working in the mining sector. They include (a) Prayas Nepal (Prayatnasil Community Development Society); (b) Integrated Community Development Society; (c) Community Women Development Centre; (d) Pokhara Chamber of Commerce and Industry; (e) Backward Society and Education; (f) Samudayik Digo Bikash Karyakram; (g) Gramin Mahila Bikash Sanstha; (h) Child Contact Centre; (i) Chartare Youth Club; (j) Ama Milan Kendra; (k) Saathi; (l) Concern-Nepal; (m) Rapti Green Society; (n) Community Family Welfare Society; (o) Child Protection Organizations; (p) Rural Reconstruction Nepal; (q) Child Welfare Society, and (r) Nepal Education and Social Development Organization.

To reiterate, the contribution of World Education is substantial. Between 2002 and 2008, it implemented projects supporting child miners in collaboration with NGOs in Kaski, Dhading, Kathmandu, and Lalitpur districts. After a baseline survey was conducted to identify the target population, nine-month-long non-formal multi-level modular classes were conducted and children who graduated were given support to attend formal classes in schools. From 2002 to 2008, children received in-kind scholarships covering their fees, uniforms, and stationery. Those children who completed the modular course but wanted to go into business instead of returning to school were offered business skill trainings in goat-keeping, poultry farming, grocery shop-running and the like with the support of the Council for Technical Education and Vocational Training. They were also provided seed capital to begin their businesses and encouraged to form self-help savings groups which offered members loans at a 12 percent interest rate. The businesses they started were successful—World Education officials suggest half survived and flourished—due to the effective functioning of these self-help groups. One serious challenge to the business program, however, is how short-lived it was and the fact that program activities ceased before they could produce sustained effects.

There is a need for organizations (international, national and local) to work in a coordinated way to rehabilitate child miners and to use media to create awareness about the need to eliminate the use of child labor in general and that in the mining sector in particular.

CHAPTER III

PREVALENCE, EMERGING PATTERNS AND DEMAND & SUPPLY

This chapter presents the findings on the prevalence, emerging patterns of child labor use, and the demand for and supply of child laborers in the mining sector.

3.1 Prevalence of Child Laborers in the Mining Sector

The study team estimates that at the time of the assessment there were 5965 child miners in the 16 sample districts. Dhading District has more than one-third (34.9 percent) of the total, followed by Dang (14.1 percent), Rupandehi (11 percent), Kaski (9.8 percent) and Jhapa (4.6 percent). The percentage of the total child laborers in the other 11 sample districts is small (Table 3.1.1).

Table 3.1.1: Initial estimate of child laborers in the mining sector in sample districts

District	Number	Percent
Jhapa	277	4.6
Dhankuta	135	2.3
Udayapur	208	3.5
Kavre	88	1.5
Kathmandu (and Lalitpur)	74	1.2
Dhading	2,084	34.9
Dhanusha	35	0.6
Makwanpur	209	3.5
Chitwan*	63	1.1
Kaski	586	9.8
Myagdi	167	2.8
Dang	840	14.1
Rupandehi	655	11.0
Banke	224	3.8
Bardiya	250	4.2
Kailali	70	1.2
Total	5,965	100

*Chitwan was not a sample district, but its population of child miners is included because of the widespread use of child labor in quarries along the Chitwan-Makwanpur border. Source: Field Survey, March, 2011.

3.2 Perceptions of Emerging Patterns of the Use of Child Labor in the Mining Sector

The perceptions of key informants with respect to two major themes, namely the present use of child labor in the mining sector and changes in the use of child labor over the past five years are presented below.

Present use of Child Labor: Key informants differ in their views: some believe that more children are used; some, less. Children are involved in several activities, including sand extraction, sand sieving, stone breaking, stone collection, and the transportation of sand/stones/soil from riverbeds.

Those who believe there are more child laborers attribute the increase to poverty, the increase in the volume of construction work in the domestic market (due to urbanization), the export of mining products to India, the shift of parents from the forestry to the quarrying sector in search of employment, and the effect on local economies of the overseas employment opportunity for Nepali youths. To be more specific, urbanization has seen a rise in the use of concrete blocks and poured concrete roofs in the construction of houses and the export of quarry products to India was on the rise till recently. Adult workers in several districts, particularly Makwanpur, Chitwan, Bara, and Parsa, were forced by the proliferation of community forest groups, which often ban tree cutting, to turn to quarrying work, in which their children can assist.

Youth migration has increased the use of child labor in two ways: (i) with remittances from overseas, more families are building concrete houses in urban, semi-urban and even accessible rural areas; and (ii) children have been recruited as substitutes for the youth workers who have gone abroad. Earnings are good. In some districts, a child earns NPR 500-1000 for a full day's work (done in collaboration with friends to prepare enough materials for a trip).

Other key informants think the use of child laborers has declined in districts which export mining products (such as Makwanpur, Sarlahi, Bara, Parsa, and Rupandehi) because of the government's temporary ban on the export of mining products to India. In their view, increased awareness among parents and the provisioning of alternative income-generating opportunities to them has also seen a decline in the use of child miners. In Banke, the Banke Mahila Swablamban Sanstha supports groups of child laborers not interested in returning to school in starting up commercial vegetable or goat farming with a fund of NPR 6,000 to each group. They have also supported groups of parents of child laborers a NPR 7,000 seed fund for group savings to start income-generating activities and trade.

Changes in the use of Child Labor over the past five years: Children who work in the mining sector support their family's economic enterprise of manually preparing quarry products for sale in local markets. Put another way, the involvement of child laborers in family mining livelihoods has depended heavily on the demand for quarry products. Five years ago, child labor was not used much as the demand for sand, boulders and gravel was low. However, of late, many new houses are being built to keep up with the growth of the population. The large workforce employed in Gulf countries as well as in several Asian countries, including South Korea and Malaysia, spend a large part of their earnings on building residential houses in an urban or semi-urban areas. The resultant increase in the demand for quarry products has created a demand for child laborers, as has the use of concrete blocks in other work, including the construction of bridges, which is also on the rise.

Earlier on, children were involved only in carrying small loads of sand and stones; now they are used in quarrying also.

Child laborers used to be hired by employers, but export-driven crusher industries have stopped employing children. Instead, children quarry at riverbeds, working with their parents in a family enterprise and fulfilling local needs for quarry products. With the ban on export to India, parents who used to work in the crusher industries have established their own enterprises in riverbeds and use their children to increase input. The decline in demand from India is, however, a temporary phenomenon.

Key informants believe that children's wages have increased. Five years ago, children were paid minimal wages (less than NPR 100 a day). Now they are paid 40% more wages (nearly NPR 140 per day). With the additional income they earn from children's labor, families have found been able to afford to buy more food and to meet children's educational needs. In Dhankuta, for example, children's earnings were spent on books, stationery, uniforms and shoes, among other things.

One negative aspect of the increase in the income of child laborers is that it has influenced them and their families to spend more on unnecessary items. Hill and Terai Janajatis and Dalits, so-called "backward" communities, involved in the sector spend their earnings on food, meat and alcohol and entertainment without a care for the future. Their propensity to save is minimal. In Makwanpur and Kaski districts, some child miners have developed drug addictions.

Five years ago, child laborers used to work full-time in quarries but after government and non-government organisations rased awareness among them, in recent times children have begun to work and study together. The majority work only in their free time and on holidays. Workers under the age of 14 are rarely engaged full-time in the mining sector.

3.3 Perceptions of the Demand for and Supply of Child Labor in the Mining Sector

The crusher industry is a relatively new enterprise in Nepal's economy. As indicated above, the demand for mining products in the Indian and local markets has supported its development. In this mechanized industry, it is adult workers who are employed to operate the machines and handle other related works; in fact, because of its mechanization, child workers are not employed at all in the crusher industry. However, children were employed to fill the labor vaccum created in riverbed quarrying as adults joined the crushing industry and youths emigrated abroad. In fact, the rise of the use of children in family enterprises is correlated with the reluctance of the owners of crusher industries to use child labor for fear of an administrative crackdown enforcing the prohibition on the use of child labor. Extreme poverty, illiteracy, unemployment, and of the absence of an education-friendly environment in both the family and society have collectively contributed to the increase in the supply of child miners. The fact that child miners struggle in school (in part because of irregular attendance) is also a disincentive: faced with failing grades, they turn to mining, where they can at least make money. In addition, poor parents who see future job opportunities for their educated children as being very uncertain (i.e. a poor return on their investment) look at the family's immediate needs for income rather than at their children's long-term earning power. Key informant Sitaram Adhikari, the representative of INSEC Nepal in Dhading District, explains, "Unemployment is a problem in rural areas. If the children go to school, they will have to spend money. If they go to work, they will earn

money." In Dhading, Adhikari notes, it is mostly *Janajati* and Dalit migrants from Dolakha and Udayapur districts that work in mining. He adds that in the central development region, child laborers are engaged to collect beautiful stones to be used for decorating houses.

Radha Ghimire, the chairperson of the Child Protection Organization of Sarlahi District, agrees that poverty is one factor in the increase in the supply of child miners but also identifies other factors as well: "Poverty, families displaced by the decade-long armed conflict, migration, and natural calamities have forced people to work in quarries. Children help their families." In Myagdi, according to key informant Bharat KC, the demand for child laborers is high: "To meet the demand, child laborers from neighboring districts such as Baglung and Parbat also come to Myagdi." In Darbang, Galeswor and Bhutatopani areas, the rise in urbanization has increased the demand for quarry products and the construction of the powerhouse and other buildings of the Raghunatha Ganga Electricity Development Project has also increased demand. Since there are no alternative ways of earning income and as adult men have migrated overseas, children and women work in riverbed quarries. They are not employed by third parties. Informants in Far-Western districts reported that there has been a decline in both the supply of and demand for child miners due to the creation of income generating opportunities for poor families.

CHAPTER IV

SOCIO-ECONOMIC CHARACTERISTICS OF CHILD MINERS

This chapter presents the socio-economic profile of the child miners surveyed with respect to caste/ethnicity, age, gender, birth registration, place of origin, current residence, family composition, literacy/educational status, reasons for dropping out of school, desire to go back to school and the support needed to do so, family economic situation, social infrastructures in the place of origin, migration and push and pull factors affecting entry into the labor market, the role of social networking in getting involved in mining, and work histories.

4.1 Caste/Ethnicity

Of the 5,065 child miners surveyed, 40 percent belong to hill Janajatis, 20 percent are Dalits, 17 percent Terai Janajatis, mostly Tharus, 14 percent hill Chhetris, 3.8 percent hill Brahmins, and 2.8 percent Terai Dalits. There are more males (57.7 percent) than females (42.3 percent). By age group there is little ethnic difference. But by gender, there is. Among boys, hill *Janajatis* constitute 47 percent, hill Dalits 17 percent, and Terai *Janajati* 13 percent, while among girls the corresponding percentages are 30 percent, 24 percent and 22 percent respectively (see Table 4.1.1).

Table 4.1.1: Caste/ethnicity and sex of respondents

Caste/ethnicity	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Hill Brahmin	7	3.5	8	4.0	10	4.3	5	3.0	15	3.8
Hill Chhetri	27	13.5	29	14.5	28	12.1	28	16.6	56	14.0
Other Terai*	5	2.5	2	1.0	5	2.2	2	1.2	7	1.8
Hill Dalit	42	21.0	38	19.0	39	16.9	41	24.3	80	20.0
Terai Dalit	7	3.5	4	2.0	7	3.0	4	2.4	11	2.8
Newar	1	0.5	3	1.5	3	1.3	1	0.6	4	1.0
Hill <i>Janajati</i>	80	40.0	80	40.0	109	47.2	51	30.2	160	40.0
Terai <i>Janajati</i>	31	15.5	36	18.0	30	13.0	37	21.9	67	16.8
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

* Other Terai groups includes Lohar, Das, Pangiyar, and Thakur

4.2 Age

By design, half of the respondents were aged 14-17 years; in the half that were under the age of 14, 31.8 percent were 12-14 years old, 14.3 percent 9-11 years old, and 4 percent 5-8 years old. Most boys were aged 14-17 years (46 percent), while 36.8 percent were aged 12-13 years and 14.3 percent 9-11 years. Among girls, 55.6 percent were aged 14-17 years, 24.9 percent aged 12-13 years, 14.2 percent aged 9-11 years group, and 5.3 percent 5-8 years (Table 4.2.1). Of the 116 FGD participants, 59 percent were under the age of 14 and 53 percent were male.

Table 4.2.1: Age cohorts of respondents by sex

Age cohort	Sex				Total	
	Male		Female		N	Percent
	N	Percent	N	Percent		
5-8 years	7	3.0	9	5.3	16	4.0
9-11 years	33	14.3	24	14.2	57	14.3
12-13 years	85	36.8	42	24.9	127	31.8
14-17 years	106	45.9	94	55.6	200	50.0
Total	231	100.0	169	100.0	400	100.0

4.3 Birth Registration

The majority of respondents (69.5 percent) and more aged 14-17 years (74 percent) have registered their births. A total of 14 percent of all respondents and 18 percent of those under the age of 14 reported that they do not know whether or not their births have been registered. There is no difference between the rates of boys and those of girls, suggesting that in birth registration, at least, there is no discrimination. However, slightly more boys (14.7 percent) than girls (13 percent) do not know their birth registration status and slightly more girls (17.8 percent) than boys (15.6 percent) have not had their births registered (Table 4.3.1). The majority of FGD participants (64 percent out of 116) also reported that their births have been registered. Of the participants in the group interviews, 86.8 percent of 38 have registered their births.

Table 4.3.1: Status of birth registration

Birth registration	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	130	65.0	148	74.0	161	69.7	117	69.2	278	69.5
No	34	17.0	32	16.0	36	15.6	30	17.8	66	16.5
Don't know	36	18.0	20	10.0	34	14.7	22	13.0	56	14.0
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

4.4 Places of Work and Origin

Nearly three-quarters (72.8 percent) of child miners work in the same district that they were born in, 27 percent are migrants from other districts and 0.5 percent are from a foreign land (India). A district-wise comparison shows that the proportion of migrant child miners is highest in Kathmandu (94 percent), followed by Rupandehi (62 percent), Dhading (49 percent), (Kaski (46.7 percent),

Myagdi (31.8 percent), Dhankuta (23.8 percent), Jhapa (19.2 percent), Dang (19 percent), Banke (12 percent), and Dhanusha (11.8 percent) (Table 4.4.1). The relatively high concentration of child miners in these districts is a function of the demand for cheap laborers. While most work in the same district, the majority (58 percent) are not from the same ward or VDC/municipality in which they work (Annex Table 4.4.1).

Table 4.4.1: Places of work and places of origin

District	Born in same district			Born in different district			Born in foreign land			Total		
	N	Col percent	Row percent	N	Col percent	Row percent	N	Col percent	Row percent	N	Col percent	Row percent
Jhapa	21	7.2	80.8	5	4.7	19.2	0	0.0	0.0	26	6.5	100.0
Dhankuta	16	5.5	76.2	5	4.7	23.8	0	0.0	0.0	21	5.3	100.0
Udayapur	27	9.3	93.1	2	1.9	6.9	0	0.0	0.0	29	7.3	100.0
Dhanusha	15	5.2	88.2	2	1.9	11.8	0	0.0	0.0	17	4.3	100.0
Kavre	26	8.9	81.3	6	5.6	18.8	0	0.0	0.0	32	8.0	100.0
Kathmandu	1	0.3	5.6	17	15.9	94.4	0	0.0	0.0	18	4.5	100.0
Dhading	25	8.6	51.0	24	22.4	49.0	0	0.0	0.0	49	12.3	100.0
Makwanpur	29	10.0	87.9	4	3.7	12.1	0	0.0	0.0	33	8.3	100.0
Kaski	16	5.5	53.3	14	13.1	46.7	0	0.0	0.0	30	7.5	100.0
Myagdi	15	5.2	68.2	7	6.5	31.8	0	0.0	0.0	22	5.5	100.0
Rupandehi	12	4.1	44.4	14	13.1	51.9	1	50.0	3.7	27	6.8	100.0
Dang	17	5.8	81.0	4	3.7	19.0	0	0.0	0.0	21	5.3	100.0
Banke	21	7.2	84.0	3	2.8	12.0	1	50.0	4.0	25	6.3	100.0
Bardia	25	8.6	100.0	0	0.0	0.0	0	0.0	0.0	25	6.3	100.0
Kailali	25	8.6	100.0	0	0.0	0.0	0	0.0	0.0	25	6.3	100.0
Total	291	100.0	72.8	107	100.0	26.8	2	100.0	0.5	400	100.0	100.0

The districts of origin of the FGD participants include Jhapa, Dhankuta, Kavre, Rupandehi, Salyan, Kailali, Udaypur, Makwanpur, Kathmandu, Sarlahi, Udayapur, Dang, Nawalparasi, Sindhupalchowk, Sindhuli, Kailali, Ramechhap, Khotang, Sunsari and Bardiya. Participants in the group interviews came from Dhankuta, Udayapur, Khotang, Okhaldhunga, Sinduli, Makwanpur, Ramechhap, Chitwan, Kavre, Tanahau, Kaski, Parbat, Myagdi, Surkhet, Salyan, Dang, and Rolpa.

4.5 Current Residence

The majority of respondents (nearly 70 percent) live in their own houses, 21 percent in rented rooms and 4 percent in huts near the river where they work. By age, more respondents aged 14-17 years (72 percent) than those under the age of 14 (67.5 percent) spend nights at home and slightly more under the age of 14 (4 percent) than those aged 14-17 (3 percent) sleep in huts. By sex, more girls (74.6 percent) than boys (66.2 percent) sleep at home (see Table 4.5.1). Virtually no girl spends the night at employers' homes whereas 0.9 percent of percent boys do. Nearly equal proportions of boys and girls (3.5 percent each) sleep in huts near the river (Table 4.5.1).

Table 4.5.1: Current places of residence

Residence	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Rented room	45	22.5	39	19.5	53	22.9	31	18.3	84	21.0
Own house	135	67.5	144	72.0	153	66.2	126	74.6	279	69.8
Hut near river	8	4.0	6	3.0	8	3.5	6	3.6	14	3.5
Employer's home	0	0.0	2	1.0	2	0.9	0	0.0	2	0.5
Employer's land	4	2.0	3	1.5	5	2.2	2	1.2	7	1.8
Relative's home	5	2.5	5	2.5	6	2.6	4	2.4	10	2.5
Other*	3	1.5	1	0.5	4	1.7	0	0.0	4	1.0
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

When asked whom they lived with, the majority of respondents (86.5 percent) reported that they live with their parents followed by 71.5 percent with siblings (40 percent with brothers and 31.5 percent with sisters), 4.5 percent with their spouses, and 2.3 percent with their friends. When data is compared by age and sex, it becomes clear that more under the age of 14 (91.5 percent) than those aged 14-17 years (81.5 percent) and more girls (88.2 percent) than boys (85.3 percent) live with their parents. Nine percent of respondents aged 14-17 years live with their spouses while not one respondent under the age of 14 lives with his or her spouse (Table 4.5.2).

Table 4.5.2: Types of people with whom respondents live

Person(s) lived with	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Alone	0	0.0	1	0.5	1	0.4			1	0.3
Parents	183	91.5	163	81.5	197	85.3	149	88.2	346	86.5
Other relatives	16	8.0	19	9.5	21	9.1	14	8.3	35	8.8
Younger brothers/sisters	85	42.5	75	37.5	81	35.1	79	46.7	160	40.0
Elder brothers/sisters	70	35.0	56	28.0	74	32.0	52	30.8	126	31.5
Spouse	0	0.0	18	9.0	4	1.7	14	8.3	18	4.5
Friends	1	0.5	8	4.0	9	3.9	0	0.0	9	2.3
Employers	0	0.0	1	0.5	1	0.4	0	0.0	1	0.3
With own children	0	0.0	5	2.5	1	0.4	4	2.4	5	1.3
Total	200	100.0*	200	100.0	231	100.0	169	100.0	400	100.0

* Percentages exceed 100 due to multiple answers.

4.6 Family Composition, Situation and Care

The average household size of the child respondents is seven and ranges a minimum of one to a maximum of 19 (Table 4.6.1). The main types of household members respondents reported include fathers, mothers, stepmothers, spouses, unmarried sisters, brothers, uncles, aunts, and grandparents. The majority reported that fathers (88.5 percent), mothers (89 percent), unmarried sisters (80

percent), and brothers (91.7 percent) and fewer reported grandparents (19 percent) and spouses (4.25 percent) comprised their households (Annex Table 4.6.1).

Table 4.6.1: Number of members in respondents' households

Number of family members	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Alone	0	0.0	2	1.0	0	0.0	2	1.2	2	0.5
2-5 persons	85	42.5	96	48.0	109	47.2	72	42.6	181	45.3
6-10 persons	113	56.5	98	49.0	119	51.5	92	54.4	211	52.8
11-19 persons (maximum)	2	1.0	4	2.0	3	1.3	3	1.8	6	1.5
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0
Average	7		7		7		7		7	

Child respondents were asked two questions regarding their family situation: (i) whether both of their parents were alive, and (ii) what their living arrangements were. Almost all (91 percent) reported that both parents were alive (Table 4.6.2).

Table 4.6.2: Survival status of respondents' parents

Survival status of parents	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Father alive	4	2.0	13	6.5	12	5.2	5	3.0	17	4.3
Mother alive	4	2.0	13	6.5	9	3.9	8	4.7	17	4.3
Both alive	192	96.0	172	86.0	208	90.0	156	92.3	364	91.0
Both dead	0	0.0	2	1.0	2	0.9	0	0.0	2	0.5
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Most respondents (84 percent) report that their parents live together and very few say that either their father or mother or both live alone (Table 4.6.3). A total of 57 percent reported that their parents live in their places of birth (Annex Table 4.6.2).

Table 4.6.3: Survival status and living arrangements of respondents' parents

Survival status and living arrangements of parents	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Both alive, living together	172	86.0	162	81.8	192	83.8	142	84.0	334	83.9
Both alive, father with stepmother	9	4.5	3	1.5	6	2.6	6	3.6	12	3.0
Both alive, mother with stepfather	3	1.5	0	0.0	2	0.9	1	0.6	3	0.8
Mother dead, father with stepmother	1	0.5	5	2.5	4	1.7	2	1.2	6	1.5
Father dead, mother with stepfather	2	1.0	1	0.5	3	1.3	0	0.0	3	0.8

Survival status and living arrangements of parents	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Father alone	4	2.0	10	5.1	10	4.4	4	2.4	14	3.5
Mother alone	7	3.5	15	7.6	9	3.9	13	7.7	22	5.5
Both father and mother alone	1	0.5	2	1.0	2	0.9	1	0.6	3	0.8
Not reported	1	0.5	0	0.0	1	0.4	0	0.0	1	0.3
Total	200	100.0	198	100.0	229	100.0	169	100.0	398	100.0

The majority of all respondents (86 percent) and 88 percent of respondents aged 14-17 years reported that they were taken care of by both parents until the age of five percent. Two male children (one from each age group) were taken care of by their elder sisters (Table 4.6.4).

Table 4.6.4: Respondents' caregiver(s) until the age of five

Caregiver(s) until the age of five	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Both parents	168	84.0	176	88.0	199	86.1	145	85.8	344	86.0
Mother only	22	11.0	16	8.0	21	9.1	17	10.1	38	9.5
Father only	4	2.0	2	1.0	2	0.9	4	2.4	6	1.5
Both grandparents	4	2.0	4	2.0	6	2.6	2	1.2	8	2.0
Elder sister	1	0.5	1	0.5	2	0.9	0	0.0	2	0.5
Other relatives	1	0.5	1	0.5	1	0.4	1	0.6	2	0.5
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Almost all participants in the group interviews reported that both parents are living; a negligible proportion live with a single parent or in women-headed households. All have brothers and sisters and live with their parents in their own homes. Household size is normally seven or eight persons. The participants in the group interview held in Baniyabhar VDC in Bardiya were all Tharus who lived in traditional joint families. The largest family, which has 32 members, is that of Tharu*. Almost all the participants were raised by their parents. At most mining sites, workers were from the same village and of the same ethnicity, more particularly Botes in Udayapur; Majhis in Kavre; Tharus in Dang, Banke and Bardiya; Kumals in Dang; Tamangs in Makwanpur; Hill Dalits in Myagdi and Bardiya; and Rais and Limbus in Dhankuta.

4.7 Literacy and Educational Status

Almost all child respondents (92.3 percent) are literate, with literacy defined as reading, writing, including the skill of signing one's name, and numeracy. There is little difference between the literacy rates of the two age groups and sexes (Table 4.7.1).

* Full name withheld to protect confidentiality

Table 4.7.1: Literacy status

Literacy Status	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Literate	182	91.0	187	93.5	216	93.5	153	90.5	369	92.3
Illiterate	18	9.0	13	6.5	15	6.5	16	9.5	31	7.8
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

The 31 children who were illiterate were asked their opinion of the reason. Nearly 30 percent attributed their illiteracy to poverty, 22.6 percent to a lack of interest in studying, and 16 percent to their parents' unwillingness to send them to school. Girls were more likely than boys to give these reasons. The remaining 35 percent ascribed their illiteracy to a variety of reasons, including the need to work at home, being too young to go to school, and the distance between their homes and school (Table 4.7.2).

Table 4.7.2: Reasons for illiteracy

Reason for illiteracy	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Poor financial condition	7	38.9	2	15.4	3	20.0	6	37.5	9	29.0
Not interested in studying	5	27.8	2	15.4	3	20.0	4	25.0	7	22.6
Parents didn't send to school	2	11.1	3	23.1	2	13.3	3	18.8	5	16.1
Other**	4	22.2	7	53.8	7	46.7	4	25.0	11	35.5
Total	18	100.0*	13	100.0	15	100.0	16	100.0	31	100.0

* Percentages exceed 100 due to multiple answers

**Other reasons include 'the need to work at home', 'too young to go school', and 'school is far'.

Almost all respondents (94.8 percent) had gone to school. More than half (57.5 percent) got a primary-level education, 25.3 percent a lower secondary-level education and 12.1 percent a secondary-level education. By age, more who are under 14 (73.2 percent) than those aged 14-17 (41.8 percent) have primary-level education. There were no remarkable differences between the educational status of boys and that of girls (Annex Tables 4.7.1 and 4.7.2).

These 379 child respondents who had been to school were also asked if they were attending schools at the time of the survey. The majority—63.6 percent—were, but over one-third (36 percent) were not. Of those attending school, 85.9 percent said that their parents paid their school expenses and 57.7 percent said that they used their personal income from their work. Slightly more respondents under 14 reported that their parents paid their educational expenses (88.35 percent), while those 14-17 were more likely to spend their own money (63.5 percent) percent. The proportions of female respondents getting support from their parents, paying for their schooling themselves and getting scholarships from school were higher than those of male respondents (Table 4.7.3 and Annex Table 4.7.3).

Table 4.7.3 Current attendance at school

Currently attending school	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	145	76.3	96	50.8	126	56.8	115	73.2	241	63.6
No	45	23.7	93	49.2	96	43.2	42	26.8	138	36.4
Total	190	100.0	189	100.0	222	100.0	157	100.0	379	100.0

Ten of the 16 case study informant managed to juggle both work and school; clearly, working in the mining sector does not cut off schooling opportunities. On the contrary, working in mining enabled the 10 to earn enough extra income to go to school. They said that they worked early in the morning and on weekends. Interestingly, seven of the eight case study informants under the age of 14 go to school, but only three of the eight aged 14-17 years do. In other words, as a child ages and his or her household responsibilities increase, he or she grows increasingly likely to discontinue his or her education. The six informants who do not go to school now did go in the past. The child laborers under the age of 14 who currently attend school study in grades 3 to 8. The three child laborers aged 14-17 who go to school study in grades 6, 8 and 9. All find it difficult to attend regularly due to their unfavorable domestic situations (Box 1).

Box 1: Unfavorable domestic situation results in irregular school attendance

Ten-year-old Pariyar* from Ward No. 8 of Begada VDC of Dhanusa District said, "I go to school but not regularly because my 'bhauju' (brother's wife) asks me to take care of her small children and I am punished physically if I do not comply. Once the children are asleep, then I have to break stones. When I don't go to school regularly, I lose interest in going at all. When I occasionally do go to school, my teachers tease me, saying, "Look what the cat dragged in today."

The majority of the participants in the group interviews are still enrolled in school. They attend government schools in their localities. Some, however, dropped out after attaining an education up to anywhere from grade 2 to grade 8. Since child miners live in riverside villages, they often cannot go to school during the rainy season, when flooding makes the possibility of being swept away while crossing the river to get to school too great a risk. Child participants from Makwanpur said that they do not even sleep well when the rivers swell up during rainy season. Child participants in the Dhankuta group interview attend school irregularly due to flooding, work, and the difficult in finding public transportation on time.

4.8 Rate of and Reasons for Dropping Out of School

Of the 379 child respondents who had ever gone to school, 42 percent said that they had dropped out. Those aged 14-17 were almost twice as likely to have dropped out as those under 14 (56.1 percent versus 27.9 percent) and more males (47.7 percent) than females (33.8 percent) were drop-outs. Of those who had dropped out, 37.7 percent had been out of school for more than 25 months, 19.6 percent for 13-24 months, and 21.4 percent for 7-12 months. By age, a larger

proportion of respondents aged 14-17 (45 percent) than those under the age of 14 (22.6 percent) had been out of school for more than 25 months and more under 14 (26.4 percent) than 14-17 years (18.9 percent) had been out of school for 7-12 months. More girls (41.5 percent) than boys (35.6 percent) had dropped out and more girls (24.5 percent) than boys (19.8 percent) had been out of school for less than six months. Almost all (95.6 percent) reported that they had dropped out of school just once. There was not much variation between age groups or sexes (Annex Tables 4.8.1, 4.8.2, and 4.8.3).

The study team tried to identify the reasons that child miners had dropped out of school. About half said that their lack of interest in studying was the reason, with more under-14-year-olds (52.8 percent) than 14-17-year-olds (50 percent) and more boys (60.4 percent) than girls (32.1 percent) giving this reason. A sizable proportion of respondents (42.8 percent) reported that the lack of money was another significant reason for their dropping out of school; there was no significant difference between age groups or sexes reporting this cause. More than one-quarter of respondents (27.7 percent) said that they had dropped out to help their parents earn a living. Other reasons for no longer attending school included the need to care for younger siblings or family members (8.8 percent), companionship (5 percent), physical punishment by school teachers (3.8 percent), marriage (3.8 percent), being over-age (3.1 percent), the distance to school (2.5 percent), and conflict at home (1.9 percent) (Table 4.8.1).

Table 4.8.1: Reasons for dropping out of school

Reason	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Lack of money	23	43.4	45	42.5	45	42.5	23	43.4	68	42.8
Lack of interest in studying	28	52.8	53	50.0	64	60.4	17	32.1	81	50.9
Need to help parents earn a living	15	28.3	29	27.4	26	24.5	18	34.0	44	27.7
Need to care for younger siblings or family members	6	11.3	8	7.5	6	5.7	8	15.1	14	8.8
Physical punishment by school teachers	2	3.8	4	3.8	3	2.8	3	5.7	6	3.8
Being over-age	1	1.9	4	3.8	3	2.8	2	3.8	5	3.1
Distance of school			4	3.8			4	7.5	4	2.5
Companionship	3	5.7	5	4.7	7	6.6	1	1.9	8	5.0
Absence of parents	1	1.9	1	0.9	2	1.9			2	1.3
Conflict at home	1	1.9	2	1.9	1	0.9	2	3.8	3	1.9
Migration	1	1.9	2	1.9	2	1.9	1	1.9	3	1.9
Sickness	4	7.5	3	2.8	2	1.9	5	9.4	7	4.4
Marriage	0	0.0	6	5.7			6	11.3	6	3.8
Other**	3	5.7	2	1.9	5	4.7	0	0.0	5	3.1
Total	53	166.0*	106	158.5	106	156.6	53	169.8	159	161.0

* Percentages exceed 100 due to multiple answers.

**Other reasons include 'beating by friends', 'failing the examination', and 'father did not send to school'.

The reasons the six case study drop-outs gave for discontinuing their schooling included poverty, indebtedness, landlessness, need to pay room rent, physical disability of parents, meager contributions of parents to household economy, early marriage and childbirth, failing in exams, stepmother's discrimination, and death of mother.

The participants in the group interviews said that the main reason they had left school was poverty. Some did not have enough to eat while others had enough food but not enough money to fulfill their educational material needs. Although tuition is free at government schools, there are other fees, like those for admission and examinations. The participants said that they understood that they were sent to school despite their families' poverty so they looked for work to supplement the families' income. Some had left school to look after their younger siblings, because they failed the end-of-year examinations, to get married, or because their families were unaware of the importance of education.

4.9 Desire to Go Back to School and Need for Support

While the majority of children were attending school at the time of survey, those who were not, were asked whether they would go back to schools if they were provided some support or incentives. Nearly half (47.8 percent) said they would like to go back, more among those under 14 (72 percent) than those aged 14-17 years (34.6 percent) (Table 4.9.1).

Table 4.9.1: Respondents' interest in returning to school with support

Interest in returning with support	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	40	72.7	36	34.6	53	50.5	23	42.6	76	47.8
No	15	27.3	68	65.4	52	49.5	31	57.4	83	52.2
Total	55	100.0	104	100.0	105	100.0	54	100.0	159	100.0

The 76 respondents who expressed a desire to return to school were asked to specify the types of facilities or support they would need. About half said they needed support to buy stationery, books, and uniforms; 42.1 percent asked for a full scholarship (food and tuition); and 28.9 percent for a partial scholarship (tuition only). Nearly one-quarter (23.7 percent) reported that providing economic grant support to their household was necessary. A slightly higher proportion of respondents aged 14-17 years (47.2 percent) than those under 14 (37.5 percent) reported that they would need a full scholarship, but fewer 14-17 year olds (16.7 percent) than under-14-year-olds (30 percent) requested an economic grant for their families. Female respondents (34.8 percent) were far more likely than males (19 percent) to ask for an economic grant (Table 4.9.2).

Table 4.9.2: Support needed for respondents to return to school

Facilities/ Support needed	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Full scholarship (food and tuition)	15	37.5	17	47.2	23	43.4	9	39.1	32	42.1
Partial scholarship (tuition only)	9	22.5	13	36.1	17	32.1	5	21.7	22	28.9
Provision of books/stationery/uniforms	22	55.0	16	44.4	25	47.2	13	56.5	38	50.0
Economic grant support to the household	12	30.0	6	16.7	10	18.9	8	34.8	18	23.7
Arrangement for snack in school	7	17.5	1	2.8	5	9.4	3	13.0	8	10.5
Food grants for household	4	10.0	1	2.8	4	7.5	1	4.3	5	6.6
Others	0	0.0	1	2.8	0	0.0	1	4.3	1	1.3
Not reported	1	2.5	0	0.0	1	1.9	0	0.0	1	1.3
Total	40	10.0	36	100.0	53	100.0	23	100.0	76	100.0

Case study child laborers who had discontinued schooling and were willing to go back to school asked for economic grant support for their families, school uniforms, stationery (including geometry boxes and calculators), textbooks, snacks, payment of school fees, and accommodation. For the most part, they asked for full scholarships. The interviewees opined that support could be provided through governmental and non-governmental institutions.

4.10 Family Economic Situation

This section on family economic situations covers home and land ownership, food sufficiency, and sources of household income. Almost all respondents (90 percent), irrespective of age or sex, reported that their families have their own houses (Table 4.10.1).

Table 4.10.1 Home ownership of respondents' families

Caregiver(s) until the age of five	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	178	89.0	182	91.0	208	90.0	152	89.9	360	90.0
No	22	11.0	17	8.5	22	9.5	17	10.1	39	9.8
Not reported	0	0.0	1	0.5	1	0.4	0	0.0	1	0.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Child respondents were also asked whether their families cultivated agricultural land (either land they owned or land they rented). While the majority (64.5 percent) do cultivate land, 35.5 percent are landless. Fewer female (56.2 percent) than male (70.6 percent) respondents said that their families farmed but there was little variation between the two age groups (Table 4.10.2).

Table 4.10.2: Possession of family-cultivated agricultural land

Possession of family-cultivated agricultural land	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	128	64.0	130	65.0	163	70.6	95	56.2	258	64.5
No	72	36.0	70	35.0	68	29.4	74	43.8	142	35.5
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Child respondents whose families cultivate agricultural land were asked about their food-sufficiency status. Nearly 82 percent reported that their households produce enough food for less than nine months of the year, a major indicator of poverty in the predominantly rural Nepal. Only 8.9 percent reported that their households are food sufficient for the whole year and more than one-quarter (29.5 percent) that they are food sufficient for less than three months a year. There are variations by age group and sex, with those under 14 and females more likely than those 14-17 and males to report food sufficiency of less than three months (Table 4.10.3).

Table 4.10.3: Food sufficiency of respondents' households

Duration of food sufficiency	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
<3 months	42	32.8	34	26.2	42	25.8	34	35.8	76	29.5
3-6 months	39	30.5	43	33.1	50	30.7	32	33.7	82	31.8
6-9 months	26	20.3	27	20.8	38	23.3	15	15.8	53	20.5
9-<12 months	5	3.9	7	5.4	8	4.9	4	4.2	12	4.7
For the whole year	10	7.8	13	10.0	17	10.4	6	6.3	23	8.9
Don't know	6	4.7	6	4.6	8	4.9	4	4.2	12	4.7
Total	128	100.0	130	100.0	163	100.0	95	100.0	258	100.0

Child respondents were asked to specify the main source of income of their families. Half of respondents reported that their family earned the most from wage labor in stone and sand quarries while one-fifth said agricultural income from their own fields was the biggest earner, and 11.3 percent named wage labor in the construction sector (Table 4.10.4). Respondents under the age of 14 (51.5 percent) and female respondents (55.6 percent) were more likely than children aged 14-17 (48.5 percent) and males (45.9 percent) to report that work in the mining sector was their family's main source of income. Only 2.3 percent of respondents reported that employment abroad (remittances) was the main source of income.

Table 4.10.4: Main source of household income

Main source of household income	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Agricultural work on own land	36	18.0	46	23.0	57	24.7	25	14.8	82	20.5
Wage labor in stone/sand quarry	103	51.5	97	48.5	106	45.9	94	55.6	200	50.0
Wage labor in construction	25	12.5	20	10.0	27	11.7	18	10.7	45	11.3
Wage labor in agricultural sector	3	1.5	2	1.0	3	1.3	2	1.2	5	1.3
Wage labor in industrial sector	5	2.5	5	2.5	5	2.2	5	3.0	10	2.5
Pension	0	0.0	1	0.5	1	0.4	0	0.0	1	0.3
Service	6	3.0	8	4.0	6	2.6	8	4.7	14	3.5
Portering	2	1.0	2	1.0	1	0.4	3	1.8	4	1.0
Foreign employment	7	3.5	2	1.0	6	2.6	3	1.8	9	2.3
Own business/shop (tea shop/grocery)	1	0.5	6	3.0	5	2.2	2	1.2	7	1.8
Driving	4	2.0	3	1.5	5	2.2	2	1.2	7	1.8
Carpentry	2	1.0	5	2.5	3	1.3	4	2.4	7	1.8
Wage labor in transport sector	2	1.0	2	1.0	2	0.9	2	1.2	4	1.0
Others	4	2.0	1	0.5	4	1.7	1	0.6	5	1.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Child respondents were also asked about secondary sources of household income. Nearly half (47 percent) reported that wage labor in the mining sector is a significant secondary source of household income. The size of this figure suggests that respondents considered their own work in the mining sector to be a significant secondary source of income. Agricultural wage labor is also crucial to many (16.5 percent) but no other secondary source stands out as significant. The fact that nearly one-fifth of respondents have no secondary source of income implies that they depend solely on mining (Annex Table 4.10.1).

With a view toward generating qualitative information, child participants in group interviews were also asked about their household economic state, which, in most cases, is poor. Some reported that they are landless while others, mostly those in the Terai, have limited landholdings (less than 0.6 ha). Their land is mostly unirrigated and produces only enough to feed them one to four months a year. In some hill districts, like in Dhankuta, the respondents' families have some *bari* (non-irrigated upland fields), which is not good for paddy cultivation. Only the six child participants from the Tharu community in Sadbariya VDC in Dang said that their economic condition is good: their household income is enough to feed the family and send the children to school. They use the money they earn from working in the mining sector to buy school uniforms and stationery. The majority in the Terai eat *bhaat* (rice), while those in the hills eat *dhindo* (wheat, corn, millet or buckwheat porridge). The child laborers in Banke all said they live a hand-to-mouth existence in chronic poverty.

Poverty has forced the families of the participants to depend heavily on nearby rivers for their livelihoods. The riverbeds of Leuti and Tamor rivers in Dhankuta District, the Trijuga and Baruwa rivers in Udaypur, and the Sunkoshi and Indrawati rivers in Kavre are the sources of employment for thousands of poor families. These riverbeds, and those in other districts, are the sites of family stone and sand quarrying, where children are expected to help parents earn a livelihood.

The fathers of the majority of the participants are themselves laborers (masons, carpenters, seasonal agricultural wage earners, and quarry laborers). Except for an insignificant number in India and the Gulf, they work in local labor markets. Some have shifted from one sector to another due to changes in the environment. In Udayapur, for example, those who used to be agricultural wage earners now depend on rivers as fields are covered with sand from the Baruwa River. Some fathers drive rickshaws and others work in construction. None of the participants in the group interviews had a family member working in either a public or a private sector job. The mothers, sisters and brothers of the participants work by the rivers and at home as well. Kavre is an exception, however: there, women work at home and as agricultural wage earners, not in quarries, which is where fathers work.

4.11 Social Infrastructures in the Places of Origin

Child respondents were asked about the existence of social infrastructures (schools, health posts/hospitals, agriculture service centers, motorable roads, telephone/mobile networks, post offices, banks/co-operatives, public taps, and TV/radio facilities) in their places of origin. Nearly all reported that there were schools (96.7 percent), TV/radio facilities (about 96 percent), motorable roads (91.0 percent), and telephone/mobile networks (94.5 percent), and most said that there were health posts/facilities (72.7 percent) and piped water (72.75 percent). In contrast, just 37.2 percent have post office facilities; 28 percent, agriculture service centers; and 15.5 percent banks/cooperatives. There is little variation by age or sex (Annex 9, Table 4.11.1).

4.12 Migration and Push and Pull Factors Affecting Children's Entry into the Labor Market

This section addresses migration and the factors and processes that see child laborers enter the mining sector. As was indicated above, 186 child respondents are from the same ward or village in which they work. The other 214 were asked to specify the reasons they had left their villages of origin. Large proportions (40.2 percent and 36.0 percent respectively) reported that unemployment and percent food insufficiency in the village were the reasons they had migrated. Smaller proportions gave landlessness (19 percent), dislike of rural life (14.5 percent), and natural disaster (12.1 percent) as their reasons. Comparing by age group, more respondents aged 14-17 years (47.6 percent) than those under 14 (33.3 percent) reported unemployment as the reason. Only two male children under the age of 14 years who gave abuse at home as the reason. In terms of gender differences, it was only girls, a total of nine aged 14-17 years, who reported marriage as the reason for leaving their places of origin, while only boys, seven altogether of both age groups, who gave conflict at home as the reason (Table 4.12.1). These findings are also corroborated by case study informants (Box 2).

Table 4.12.1: Respondents' reasons for leaving villages of origin

Reason for leaving Villages of origin	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Marriage	0	0.0	9	8.7	0	0.0	9	10.0	9	4.2
Lower salary/wage in previous job	12	10.8	13	12.6	17	13.7	8	8.9	25	11.7
Unemployment	37	33.3	49	47.6	56	45.2	30	33.3	86	40.2
Transfer by employer	2	1.8	6	5.8	4	3.2	4	4.4	8	3.7
Desire for study /training	6	5.4	9	8.7	10	8.1	5	5.6	15	7.0
Natural disaster	19	17.1	7	6.8	11	8.9	15	16.7	26	12.1
Political conflict	2	1.8	0	0.0	2	1.6	0	0.0	2	0.9
Social conflict	5	4.5	6	5.8	6	4.8	5	5.6	11	5.1
Parent's suggestion to earn	8	7.2	6	5.8	11	8.9	3	3.3	14	6.5
Landlessness	23	20.7	18	17.5	17	13.7	24	26.7	41	19.2
Food insufficiency	43	38.7	34	33.0	42	33.9	35	38.9	77	36.0
Dislike of village life	17	15.3	14	13.6	22	17.7	9	10.0	31	14.5
Repayment of household loan	6	5.4	2	1.9	7	5.6	1	1.1	8	3.7
Frequent abuse at home	2	1.8	0	0.0	2	1.6	0	0.0	2	0.9
Conflict at home	5	4.5	2	1.9	7	5.6	0	0.0	7	3.3
Friendship circle	1	0.9	1	1.0	2	1.6	0	0.0	2	0.9
Family migration	4	3.6	5	4.9	6	4.8	3	3.3	9	4.2
Other*	5	4.5	2	1.9	3	2.4	4	4.4	7	3.3
Not reported	1	0.9	1	1.0	2	1.6	0	0.0	2	0.9
Total	111	100.0*	103	100.0	124	100.0	90	100.0	214	100.0

* Percentages exceed 100 due to multiple responses.*Other reasons include 'school is far' and 'accompany grandparents'.

Note: A total of 214 respondents had left their villages of origin to work. This figure includes both those who work in the same district but in a different village as well as the 107 born in different districts and the two born in India.

Box 2: Why case study informants left their villages of origin

As the push factors responsible for their exodus, case study informants identified landlessness, poverty, limited landholdings, insufficient food production from the land cultivated, unemployment, low wage rates, death of father and mother, presence of stepmother and her discrimination, natural calamities, abandonment of children by father for stepmother, marriage, advice of relatives and neighbors, family indebtedness, and the expectation of leading an easy life.

Child respondents were also asked about the pull factors of migration. Most (72 percent), and more older children and males, reported that arrived in their places of destination primarily to look for work/employment, while 27.6 percent (and 32.3 percent among males) said that they had expected better salaries/wages and one-fifth that they had expected to lead an easier life percent (Table 4.12.2). These findings are corroborated by case study informants (Box 3).

Table 4.12.2: ` Reasons for having migrated to places of destination

Reason	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Marriage	0	0.0	8	7.8	0	0.0	8	8.9	8	3.7
Better salary/wage	31	27.9	28	27.2	40	32.3	19	21.1	59	27.6
Start new job/business	14	12.6	13	12.6	13	10.5	14	15.6	27	12.6
Transfer by employer	2	1.8	4	3.9	3	2.4	3	3.3	6	2.8
Study/training	19	17.1	13	12.6	17	13.7	15	16.7	32	15.0
Looking for work	74	66.7	80	77.7	95	76.6	59	65.6	154	72.0
Easier life	19	17.1	24	23.3	26	21.0	17	18.9	43	20.1
Natural disaster	17	15.3	6	5.8	10	8.1	13	14.4	23	10.7
Family migration	11	9.9	6	5.8	8	6.5	9	10.0	17	7.9
Relatives	3	2.7	3	2.9	5	4.0	1	1.1	6	2.8
Others	2	1.8	0	0.0	2	1.6	0	0.0	2	0.9
Don't know	0	0.0	1	1.0	1	0.8	0	0.0	1	0.5
Not reported	0	0.0	1	1.0	1	0.8	0	0	1	0.5
Total	111	100.0*	103	100.0	124	100.0	90	100.0	214	100.0

percentages exceed 100 due to multiple answers.

Box 3: Why case study informants migrated to their places of destination

The pull factors which case study informants identified included the opportunity to work (to earn money), the exhortations of working relatives and friends, the expectation of better wages, the flexibility of timing in the mining sector, the relative ease of covering personal expenditures with earnings, joining a family enterprise, the possibility of sustaining the family and affording schooling with the income, the need to work avoid physical abuse from senior family members, marriage, and lack of knowledge about other employment opportunities. Regarding the opportunity to earn money, 15-year-old Biswakarma*, who works in Timikhola of Shantinagar VDC of Jhapa District said, "Poverty at home and the prospect of earning some at a riverside quarry attracted me to this job. We started eating vegetable curry when I started earning. Before that we ate our rice with salt."

4.13 Social Support for Involvement in Current Work

Child participants in group interviews reported that they are involved in mining because it is a family enterprise. They generally help their parents or other family members, working in riverbeds near their homes in small groups of three to seven persons, generally consisting of family members, friends and neighbors. The children's guardians or the children themselves had gotten their jobs through contractors who had visited villages to recruit them. Some child miners in Myagdi had come from the neighboring districts of Parbat and Tanahun and those who worked in Kaski District came from a wide variety of places of origin. Those in Kaski said that they were free to work any place they liked and added that at Seti Bagar in Ramghat, Pokhara, there were about 300 child laborers working in 150 stone quarries without anyone's permission. In other districts, however, children said that contractors generally allotted them a particular place in which to work.

The majority of survey respondents (55.5 percent) reported that their parents had involved them in their current work. This finding confirms that of the group interviews—that quarrying is a family enterprise adopted to eke out a livelihood. Nearly one-quarter of respondents (23.8 percent) reported that they had gotten involved in their work by themselves while the remaining fifth were involved with the support of other persons, including friends (9.8 percent), relatives (6.3 percent), siblings (2.0 percent), villagers (2 percent), and agents (0.8 percent). Disaggregating the data by age and sex, more respondents under the age of 14 (65.5 percent) and female respondents (65.5 percent) got involved in this work through their parents. Almost nine percent of female respondents (8.9 percent) were recruited by relatives (Table 4.13.1).

Case study informants were also asked the reasons they had started to work in the mining sector. The death of one or both parents and the consequent need to earn, poverty, the need for cash to pay for schooling, support for a family enterprise, marriage to someone already working in the mining sector, being fired from a previous job, the advice of relatives, better wages, relationship with the contractors/buyers, failure of examinations, and the demonstration effect (seeing others earning from mining) were some of the reasons they gave.

Table 4.13.1: Person(s) involving children in the mining sector

Person(s)	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Self	34	17.0	61	30.5	67	29.0	28	16.6	95	23.8
Parent(s)	131	65.5	91	45.5	111	48.1	111	65.7	222	55.5
Brother(s)/ sister(s)	2	1.0	6	3.0	5	2.2	3	1.8	8	2.0
Other relative(s)	13	6.5	12	6.0	10	4.3	15	8.9	25	6.3
Friend(s)	16	8.0	23	11.5	32	13.9	7	4.1	39	9.8
Villager(s)	4	2.0	4	2.0	5	2.2	3	1.8	8	2.0
Agent(s)	0	0.0	3	1.5	1	0.4	2	1.2	3	0.8
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

4.14 Work History and Relations

Child respondents were asked how long they had spent at their places of work. The average was 50 months, 45 and 54 months for respondents under the age of 14 and aged 14-17 years, respectively. Gender made little difference in this data. Over 83 percent had worked in the same place for over one year, with 51 percent reporting that they had worked in the same place for over 36 months, and 22.8 percent for 12-23 months (Table 4.14.1). Of the 14 (of 16) case study informants who shared their work histories, the average number of months they had been in the same job was 38.35, with working periods ranging from a minimum of one month to a maximum of 84 months.

Table 4.14.1: Number of months spent in current workplace

Number of months spent in current workplace	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Less than one month	5	2.5	12	6.0	14	6.1	3	1.8	17	4.3
2-11 months	21	10.5	24	12.0	27	11.7	18	10.7	45	11.3
12-23 months	46	23.0	45	22.5	50	21.6	41	24.3	91	22.8
24-35 months	21	10.5	19	9.5	25	10.8	15	8.9	40	10.0
36 months and higher	104	52.0	100	50.0	112	48.5	92	54.4	204	51.0
Return home	3	1.5	0	0.0	3	1.3	0	0.0	3	0.8
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0
Average months	45		54		50		49		50	

Child respondents were also asked whether they worked alone or with other people. The majority (55 percent) said that they worked with their parents followed by 40.8 percent with their friends. A higher proportion of female respondents (67.5 percent) than male (45.9 percent) and respondents aged under the age of 14 (62.5 percent) than those aged 14-17 years (47.5 percent) work with their parents. Three female respondents aged 14-17 years work with their husbands (Annex Table 4.14.1).

Chapter V

WORKING AND LIVING CONDITIONS

This chapter presents the study team's findings with respect to the working and living conditions of the respondents. Under working conditions, the variables included are mode of working agreement, type of work, working hours, duration of work, role of experience in current work, rate and pattern of remuneration, mode of payment, savings, expenditure, psychological and physical abuse, relationship with employers, control of income, provision of social security, perception of the sufficiency of income, relationship between work and school, and hazardous and unhealthy working conditions. Under living conditions fall a limited number of variables: places and hours of sleep, food and nutrition, clothing, personal hygiene, and personal habits.

5.1 Working Conditions

5.1.1 Nature of agreement and status of employment

The case studies revealed that formal working agreements do not exist. Children under the age of 14 work as contributors to family enterprises. Negotiations for the sale of collected/prepared materials are conducted by senior family members without the knowledge of children. Those under 14 who work in collaboration with friends or other persons may have an oral agreement/understanding with buyers/contractors for the preparation of a particular quantity of gravel/sand to be picked in each trip of vehicles. The latter condition also holds true among older children.

When asked about the status of their employment, 52.5 percent overall said that they were a paid employee (because they are paid regularly for their prepared materials). The proportion of respondents reporting this status was higher among respondents aged 14-17 years (61.5 percent) than those under 14 (43.5 percent) and among male respondents (62.8 percent) than female respondents (38.5 percent). A sizable proportion of respondents (43.5 percent overall) contribute to their family enterprises and do not get paid. These unpaid workers are more likely to be female (58.0 percent) and under the age of 14 (53.7 percent) than male or over 14 percent (Table 5.1.1.1).

Table 5.1.1.1: Respondents' perceptions of their job status

Perceived status	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Paid employee	87	43.5	123	61.5	145	62.8	65	38.5	210	52.5
Operating own business as regular paid employee	6	3.0	10	5.0	10	4.3	6	3.6	16	4.0
Contributing family member without pay	107	53.5	67	33.5	76	32.9	98	58.0	174	43.5
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

The case studies suggest that for those under 14 who work for their families' enterprises, the duration of working agreement is an irrelevant question; children work as long as they want to or have the physical capacity to or as long as there are materials (such as stones/gravel/sand) available. However, in some cases, stone and sand mining is done for a specified period under the regulations of local governments. In this case, there is an oral agreement, which children occasionally called an oral contract, regarding the quantity of materials to be prepared for each trip.

Employers (contractors/buyers) were also asked about the nature of working agreements with children. They claimed that child laborers can work at a riverbed as they desire and that their families approach contractors/buyers for work in their stone quarries. Sometimes children work with a group of friends. Contractors are given permission by local authorities to collect mining products. They provide adult workers with tools like rings, nets for sieving, and hammers for breaking stones. In some places, when a family comes to work in a quarry site, contractors provide some money in advance for them to acquire food and shelter. Children and old people help adults of working age.

Employers claimed that there were no written or oral agreements because neither side felt the need for one. However, they did say that there was an understanding about the work, particularly the products and their quantities. According to employers, child miners work when it is convenient for them; there is no hourly work schedule. While parents work all day, children work in the mornings and evenings and on holidays. In Mulpani VDC, Kathmandu District, sand extraction is done at night, so female child workers are not sent by their parents. Child workers do not work on the basis of time but on the basis of output: they are remunerated on the basis of each trip and are not paid a salary, as would be specified in a contract/agreement. This system means that those who work the fastest are paid the most. Once the materials for a trip are ready, child miners notify a contractor, who loads the products on his or her vehicle and pays them immediately. In Mahottari District, however, contractors said that they pay children once a week. A major exception exists in Ward No. 8 of Motipur VDC, Rupandehi District, where contractors give adult workers breakfast and two square meals a day as well as NPR 170 for an eight-hour work day. This kind of arrangement was not noted anywhere else.

Lok Bahadur Khadka, a local contractor in Ward No. 2 of Arthunge VDC, Myagdi District, said, "Since child laborers help their parents, they are not paid directly. We pay their parents. However, children working in a group get paid directly since we give them work on contract. They normally work for seven hours a day and prepare one trip. If they need money, sometimes they are paid in advance as well. They can take leave when they need unless we have an urgent order to fill." Khadka continued to explain the system in his quarry: "Children prepare both *choker* (coarse) sand and refined sand for use in plastering. Since sand for plastering has to be extracted from the river, it is costlier-NPR 1000 for a tractor load (100 sacks of 35 kg each). Children can work in this quarry throughout the year: in the rainy season, they dig sand from the river, while in other seasons, they sieve the sand and extract it from quarries. When they cannot work in mid-summer [due to flooding in the river], employers provide them with stones to crush. Child laborers are free to work or leave as they wish; they enjoy freedom of movement. Paid leave is not granted to any worker. Workers themselves decide when they wish to rest."

5.1.2 Perceptions of the basis of employment

Survey respondents and case study informants were asked about their perceptions of the basis of their employment, namely whether it was permanent, contract, or piece-rate.

Case study informants have different perceptions. Some who work in family enterprises perceive themselves as contributors. Others define themselves as laborers because they earn as laborers, getting paid labor to support themselves and their families. Other child miners perceive themselves as salaried employees because they earn wages, regardless of who employs them. In isolated cases, children perceive their work as their own business, done in collaboration with three or four friends (to speed up the time it requires to collect/produce a trip of materials).

The perceptions of case studies informants about type of employment also differ. Those involved in family enterprises perceive their work as permanent employment because they are regularly involved in it and it provides a perennial source of income. Other informants perceive their employment as piece-work because they prepare a particular quantity of gravel or sand as demanded in the market, while some perceive it as contract work because it is done at the quarrying site in a specific period of time of the year and a specific quantity of materials is produced. For instance, 16-year-old Jitendra Pun Magar from Satighat (Ward No. 14) of Lekhnath VDC, Kaski District, who works under his paternal aunt, perceives his work as contract work because his aunt has to pay the contractor to use the site for quarrying activities for a period of four months (from the month of Poush to that of Chaitra in the Nepali calendar and 15 December to 15 April in the Gregorian).

More than one-third of respondents (35.3 percent) said that they perceived their employment as piece-work, 33.8 percent as their own business, and 25.8 percent as permanent. A higher proportion of respondents aged 14-17 years (40 percent) and male respondents (40 percent) said that they perceived their employment as piece-rate (Table 5.1.1.2).

Table 5.1.1.2: Perceptions of the basis of employment

Perceived basis of employment	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Permanent	41	20.5	62	31.0	60	26.0	43	25.4	103	25.8
Contract	4	2.0	5	2.5	7	3.0	2	1.2	9	2.3
Piece-rate	80	40.0	61	30.5	92	39.8	49	29.0	141	35.3
Own business	69	34.5	66	33.0	67	29.0	68	40.2	135	33.8
As per wish	2	1.0	3	1.5	4	1.7	1	0.6	5	1.3
Temporary	4	2.0	3	1.5	1	0.4	6	3.6	7	1.8
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

5.1.3 Types of activities and working hours in current job

Child respondents were asked about the activities they performed at the quarrying sites at the time of the survey. The majority (56 percent) reported that they collect stones, sand, or mud and 43 percent that they carry those same products. Slightly fewer, 42.3 percent, reported that they quarry sand, 38.5 percent that they crush/break stones, 16.8 percent said that they help others, and 5.3 percent that they load and unload products. The differences by age and gender are insignificant (Table 5.1.3.1).

Table 5.1.3.1: Types of activities performed

Types of activities performed	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Collection of stone/sand/mud	112	56.0	112	56.0	129	55.8	95	56.2	224	56.0
Carrying stone/sand/mud	91	45.5	90	45.0	107	46.3	74	43.8	181	45.3
Stone crushing/breaking	82	41.0	72	36.0	77	33.3	77	45.6	154	38.5
Sand quarrying	76	38.0	93	46.5	95	41.1	74	43.8	169	42.3
Loading and unloading	7	3.5	14	7.0	18	7.8	3	1.8	21	5.3
Support to others	40	20.0	27	13.5	36	15.6	31	18.3	67	16.8
Others	1	0.5	3	1.5	2	0.9	2	1.2	4	1.0
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Case study informants also reported performing a wide variety of activities, including taking stones out, overturning big stones, digging sand, collecting stones/sand by extracting them from the river and piling them up, breaking stones using chisels and hammers, transporting stones/gravel/sand from the river to the bank, separating gravel from sand, sieving gravel/sand, and loading stones/gravel/sand/soil in vehicles. Child miners perform almost all of these activities irrespective of age, but informants aged 14-17 years are more likely to report that they overturn big stones because this is a task requiring considerable physical strength.

Working hours: On average, child miners work six hours a day, but females work slightly fewer hours, just five on average. More than half (57.5 percent) of the respondents reported that they work 1-5 hours a day and more than one-third (37.3 percent) that they work 6-11 hours a day. More children under the age of 14 (67 percent) than those aged 14-17 years (48 percent) and more females (68.6 percent) than males (49.4 percent) work just 1-5 hours. Five male respondents aged 14-17 years reported that they work more than 12 hours a day (Table 5.1.3.2).

Table 5.1.3.2: Number of hours worked per day

Number of hours worked per day	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
1-5	134	67.0	96	48.0	114	49.4	116	68.6	230	57.5
6-11	62	31.0	87	43.5	101	43.7	48	28.4	149	37.3
12 hours	4	2.0	12	6.0	11	4.8	5	3.0	16	4.0
13 or more	0	0.0	5	2.5	5	2.2	0	0.0	5	1.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0
Average hours	5		6		6		5		6	

Case study informants also work six hours a day on average. Those under 14 work 3.5 hours a day on average, while those aged 14-17 work 8.5 hours a day. Most children under 14 work in the mornings and evenings and put in a half a day of work on Fridays and a full day on Saturdays. Most informants aged 14-17 work the entire day but some also attend school, paying for it with their earnings from mining (Box 4).

Box 4: Working as a child miner in order to attend school

Ten-year-old Limbu* of the village of Simsuwa of Bhadetar VDC, Dhankuta District, said, "I work four hours daily on school days (from 6 a.m. to 8.30 a.m. and 4.30 p.m. to 6 p.m.) and 10-11 hours on school holidays and weekends. School-going Gurung*, a 17-year-old from Ward No. 3 of Bhedethar VDC, Dhankuta District, works the same amount: "I work four hours daily in the stone quarry, two hours in the morning and two hours in the evening."

Participants in group interviews also revealed that child miners who go to school work in the mornings and evenings on school days and throughout the day on holidays. They work two to six hours on school days and 9-12 hours on weekends. For them, mining is like doing household work. In Udayapur, girls do not work in the afternoon as they have to prepare the evening meal. In Dhankuta, one respondent said that he goes to school two days a week and works for 12 hours a day the other five days. Those who have dropped out of school work long hours, normally eight to nine, every day. Two respondents in Myagdi, both under the age of 14, said that they work for eight hours a day. In Kavre, child miners work from 7 a.m. to 6 p.m. Quarry workers cannot work for three or four months during the rainy season due to the increase in the flow of rivers.

5.1.4 Age at Employment, Tenure and Work of Employment

The average age that child miners began to work was 11 years. Those under the age of 14 began working at the age of 10 and those aged 14-17 years at the age of 13, while the average for females was 12 and that for males, 11 (Table 5.1.4.1). More than half of respondents (56.8 percent) reported that they had worked for one to four years and 15.5 percent for 5-10 years. About 43 percent said that they had worked in their current job for over 12 months, while 37.3 percent said that they had worked less regularly, and on a daily basis. In this matter, there was little variation between the two age groups and sexes. The average number of working days in a month is 22 and the average number of working months in a year is four. Respondents under the age of 14 work on average three months a year, whereas those aged 14-17 work four months a year (Annex Tables 5.1.4.1, 5.1.4.2, 5.1.4.3, and 5.1.4.4).

Table 5.1.4.1 Age at which respondents began to work in their current place of employment

Age	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
4-7 years	30	15.0	3	1.5	16	6.9	17	10.1	33	8.3
8-11 years	107	53.5	50	25.0	91	39.4	66	39.1	157	39.3
12-14 years	59	29.5	91	45.5	95	41.1	55	32.5	150	37.5
15-17 years	0	0.0	55	27.5	27	11.7	28	16.6	55	13.8
Don't know	4	2.0	0	0.0	2	0.9	2	1.2	4	1.0
No response	0	0.0	1	0.5	0	0.0	1	0.6	1	0.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0
Mean	10		13		12		11		11	

5.1.5 Role of experience in current job

Employers and parents were asked about the role of experience in the current work of child laborers working in the mining sector. Their opinions about the advantages and disadvantages of having and not having experience are presented below.

Employers' opinion

Employers (contractors/buyers) prefer experienced child workers for the preparation of quality materials as they produce better quality products in greater quantities than the inexperienced. Ishwor Thapa of Mulpani, Kathmandu said, "Experienced child laborers produce more outputs and earn NPR 400-500 a day while the inexperienced earn less, about NPR 150-200." In all the sample districts, that those who work faster earn more income. Experienced children know which locations are appropriate for extracting materials and can identify good quality materials. Finding experienced workers is not always possible, however.

Parents' opinion

Nearly one-third of the parents interviewed believe that experience is not essential for working in a stone quarry. They said that their children learned the work by doing it with their parents or friends

and that it did not take a long time to gain experience. They think that physical energy is more essential than experience since quarry workers have to lift stones, gravel, and sand with a shovel. Physically strong people can work more and make more money. They said, "Since child laborers are smaller than adults and are physically weaker, they cannot work or earn as much as adults can".

The other two-thirds of parents believe that experience is essential. Without experience, they argued, children cannot work fast or earn a lot. Experienced children have the skills needed, including the ability to handle a shovel properly, to produce a lot of output and earn a lot of money. Experience is needed to locate good quality stones and sand and to collect and prepare gravel of the proper size. Experienced children can produce the goods demanded by contractors and easily find jobs outside the family enterprise. Experienced child miners earn NPR 50 more per day than inexperienced ones if they work for a daily wage. In a family business, parents stated, they do not know what the wage differential is since children are not paid individually.

Another important benefit of having experience is that an experienced person knows how to avoid potential injuries. Since mining is hazardous work, one needs to take all precautions to avoid possible injuries to one's hands, legs, forehead and eyes. Those who crush stones often suffer from cuts, wounds, body pains, and joint pains. Informant Baal Singh Tamang of Mahadevbesi, Thakre VDC, Dhading District recalled, "One boy's eye was irreversibly damaged when a shard penetrated it while he was crushing stone. He now sells popcorn, roasted legumes and nuts, and other snacks to eke out a living."

Parents observed that poverty compels inexperienced children to work in quarry sites. Bisram Tharu, the father of a child laborer in Bardiya said, "Experience is desirable but due to dire economic conditions, children sometimes have to work even without it. They often get injured and cry. If they do not work, however, their families cannot feed themselves."

5.1.6 Remuneration and mode of payment

Child laborers are almost always paid wages but in isolated cases are paid allowances or pocket money. While 30.0 percent have never been paid, 23.3 percent and 21.5 percent are paid wages on a daily and weekly basis respectively. Respondents aged 14-17 years (26 percent) are more likely than those under the age of 14 (17 percent) to be paid weekly, while boys (32 percent) are more likely than girls (11.2 percent) to be paid daily. Girls are also more likely to be unpaid: 42.6 percent of female respondents and 20.8 percent of male respondents said they received no money. Only one respondent was paid an allowance (Annex Tables 5.1.6.1 and 5.1.6.2).

Irrespective of the mode of payment, the average daily income is NPR 138, with male respondents aged 14-17 years earning an average of NPR 162, children under 14 earning NPR 142 and female respondents earning NPR 106. Daily earnings ranged from nothing to NPR 800 per day. Nearly half (45.2 percent) reported that they earn less than NPR 100 per day, with those under 14 more likely than those aged 14-17 to earn in this range (56.1 percent versus 34.5 percent). Girls, too, are more likely than boys to earn less than NPR 100 (59.5 percent versus 34.8 percent). This comparison suggests that girls and respondents under the age of 14 earn less income than males and respondents aged 14-17 years. About 23.6 percent of respondents earning NPR 100-200 and 18.8 percent earn NPR 200-300 per day (Table 5.1.6.1).

Table 5.1.6.1: Average income per day

Daily earnings (in NPR)	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
<100	111	56.1	69	34.5	80	34.8	100	59.5	180	45.2
100-199.99	42	21.2	52	26.0	56	24.3	38	22.6	94	23.6
200-299.99	29	14.6	46	23.0	55	23.9	20	11.9	75	18.8
300-800	15	7.6	33	16.5	38	16.5	10	6.0	48	12.1
No response	1	0.5	0	0.0	1	0.4	0	0.0	1	0.3
Total	198	100.0	200	100.0	230	100.0	168	100.0	398	100.0
Average earnings	114		162		162		106		138	

Not all case study informants are paid daily; some receive wages weekly or even monthly. In the case of family enterprises, a deal is struck by senior family members for the entire family and payment is not apportioned individually. With what information was available, however, the study team estimated that daily wages per child range from a minimum of NPR 50 to a maximum of NPR 440. Child laborers under the age of 14 earn daily wages of NPR 50-180, while older children earn NPR 125-440.

5.1.7 Unit of production and associated cost

Respondents were asked how much sand, stone, or soil they collect and prepare in an average day. For all ages, the average quantity of materials produced in a day was 887 kg, with younger children producing 801 kg and older ones, 971 kg. Boys produce over twice as much as girls: 1103 kg versus 503 kg. More than one-third of respondents (36.3 percent) produce 100-500 kg; 28 percent, less than 100 kg; 12 percent 600-1000 kg; and 13.5 percent, more than 2100 kg per day (Table 5.1.7.1).

Table 5.1.7.1 Daily Production of quarried materials

Daily production of quarried materials (in kg)	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
<100	75	37.5	37	18.5	53	22.9	59	34.9	112	28.0
100-500	72	36.0	73	36.5	77	33.3	68	40.2	145	36.3
600-1000	13	6.5	35	17.5	30	13.0	18	10.7	48	12.0
1050-2000	11	5.5	30	15.0	29	12.6	12	7.1	41	10.3
>2100	29	14.5	25	12.5	42	18.2	12	7.1	54	13.5
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0
Average	801		972		1103		592		887	

Respondents were asked the unit cost of production of quarried materials. Because they collect materials in *boras* (jute bags) or *dhung* (tin boxes) and not by weight, with the interviewers' help, they converted the quantities help in these containers into kilogram. The average unit cost, which did not vary by age or by sex, was NPR 0.40 per kg. Nearly half (44.5 percent) of respondents

reported that the cost of materials ranged from NPR 0.30-0.50 per kg; 18.8 percent that the range was percentNPR 0.12-0.25 per kg; and 18.3 percent that it was NPR percent 0.55-0.90 per kg. By age, more respondents under the age of 14 (51 percent) than those aged 14-17 (38 percent) reported the range to be NPR 0.30-0.50 per kg percent(Table 5.1.7.2).

Table 5.1.7.2 Unit cost of production of quarried materials

Cost of production (in NPR/kg)	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
0.02-0.10	33	16.5	41	20.5	51	22.1	23	13.6	74	18.5
0.12-0.25	29	14.5	46	23.0	39	16.9	36	21.3	75	18.8
0.30-0.50	102	51.0	76	38.0	101	43.7	77	45.6	178	44.5
0.55-0.90	36	18.0	37	18.5	40	17.3	33	19.5	73	18.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0
Average	0.4		0.4		0.4		0.4		0.4	

5.1.8 Performance of other economic activities

The study team inquired if respondents had secondary economic activities other than employment in the mining sector. Just 68 (17 percent) did. They were asked to specify the types of economic activities they engaged in. A sizable proportion (38.2 percent) said they worked in building construction, 14.7 percent as domestic laborers, and 13.2 percent as agricultural laborers (Annex Tables 5.1.8.1, 2 and 3). These children worked in their districts of origin as well as in their districts of destination.

5.1.9 Savings

Child respondents were asked about their savings from both their main source of income (mining) and any secondary economic activities. More than two-thirds of all respondents (67.5 percent) and more of those under 14 (64.5 percent) and girls (76.3 percent) reported that they do save any income from mining. The average monthly savings of those who do save was NPR 386, with those under 14 saving an average of NPR 232 and those aged 14-17, NPR 594. The average monthly savings of boy and girl miners were NPR 400 and NPR 367 respectively (Annex Table 5.1.9.1). Of the 68 respondents who performed other secondary economic activities, 16 reported that they put aside monthly savings averaging NPR 1,973. Children under the age of 14 saved more than those aged 14-17 years, NPR 2,453 versus NPR 1,497 per month; and boys saved more than girls, NPR 2,033 versus NPR 1,973 per month (Annex Table 5.1.9.2).

5.1.10 Expenditure

Child respondents were asked to specify the areas in which they spent their income. Most (78.8 percent) said that they spent their income to support themselves while 68.8 percent said they used it to support their families. A higher proportion of respondents under the age of 14 (70.5 percent) and male respondents (70.1 percent) reported using their income to support their families. About 40.3 percent said they spent their income on their educational expenses, with respondents under 14 (46 percent) more likely to do so than those aged 14-17 (34.5 percent). Less than one-fifth (18.5

percent) spent their money on their personal entertainment (such as watching movies) and only 7 percent spent it on smoking and drinking though boys (10.8 percent) and respondents aged 14-17 years (21.0 percent) were more likely to do so (Table 5.1.10.1).

Table 5.1.10.1: How respondents spend their income from mining

Area	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Maintenance of their own livelihoods	143	71.5	172	86.0	184	79.7	131	77.5	315	78.8
Support of their families	141	70.5	134	67.0	162	70.1	113	66.9	275	68.8
Payment of family loan	8	4.0	6	3.0	12	5.2	2	1.2	14	3.5
Educational expenses	92	46.0	69	34.5	77	33.3	84	49.7	161	40.3
Personal entertainment	32	16.0	42	21.0	52	22.5	22	13.0	74	18.5
Smoking/drinking	8	4.0	20	10.0	25	10.8	3	1.8	28	7.0
Other**	1	0.5	0	0.0	0	0.0	1	0.6	1	0.3
Not reported	1	0.5	1	0.5	2	0.9	0	0.0	2	0.5
Total	200	100.0*	200	100.0	231	100.0	169	100.0	400	100.0

* Percentages exceed 100 due to multiple answers. **Other expenditures include 'earnings given to grandmother'.

Of the 16 case studies, eight in total, four from each age group, said that they spent their income on their schooling (i.e. paying school fees and buying stationery and uniforms). Children, regardless of their age, said shared that they use their income predominantly for their own personal livelihoods (to buy snacks) and those of their families, clothes, paying the family debts, movie-watching and other recreation, and educating siblings. Some saved part of their income. Regarding savings, 16-year-old Tamang from Ward No.1 of Lekhnath VDC, Kaski District, said, "I save NPR 20 daily in a revolving fund."

5.1.11 Psychological and physical abuse

In its attempt to understand the level and nature of psychological and physical abuse of child laborers working in the mining sector, the study team asked respondents how often they were beaten or unduly scolded by employers, contractors, buyers, or guardians during the working hours. Most (80.3 percent) reported that they were never beaten or unduly scolded, with respondents aged 14-17 years (82.5 percent) and boys (81.4 percent) more likely to report good treatment than those under the age of 14 (78 percent) and girls (78.7 percent). However, 14.3 percent of all respondents, the younger (16.5 percent) more than the older respondents (12.0 percent) reported that they were sometimes beaten or unduly scolded. About 0.3 percent respondents said that they were often beaten or unduly scolded (Table 5.1.11.1).

Table 5.1.11.1: Frequency of beating or undue scolding by employers/contractors/buyers/guardians

Frequency	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Often	1	0.5	0	0.0	1	0.4	0	0.0	1	0.3
Sometimes	33	16.5	24	12.0	32	13.9	25	14.8	57	14.3
Rarely	10	5.0	10	5.0	9	3.9	11	6.5	20	5.0
Never	156	78.0	165	82.5	188	81.4	133	78.7	321	80.3
Not reported	0	0.0	1	0.5	1	0.4	0	0.0	1	0.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

The findings of the FGDs also suggest that child miners did not suffer serious emotional abuse at the hands of employers, contractors, buyers, or guardians. Most participants work with their parents and relatives and have no direct relationship with owners, contractors or employers. The few children who do work directly with employers or contractors also reported no abuse. The children of Dhading said that employers or contractors scold them when they are unable to produce the required quantity of stones/gravel and that they get angry if children change contractors. They said that they were scolded because contractors and employers know that the children are poor and have no other alternatives for earning a livelihood. To protect themselves from abuse, children work hard, take only very small quantities of food from employers' or contractors' shop on credit, and take very small loans. Children from Dang District said that they believe they are unduly scolded by employers, contractors and buyers because adults think that they are too small to challenge them physically.

None of the case study informants, regardless of age reported any serious emotional abuse. In any case, the risk, unlike that in other sectors, is low because some child miners work independently (in collaboration with friends) and some work for their families. Those who work under the guardianship of the senior members of their families, do, however, experience some mental pressure to finish their work quickly, still maintaining its quality so that they can also find time to attend school. They are also subject to an occasional scolding or denial of food by their parents or guardians if they are reluctant to work. If they do not do the quarrying work they are assigned, they are punished physically. Girls are subject to the abusive language of drivers who come to the quarrying site to pick up materials (Box 5).

Box 5: Abusive language used with female child worker at mining site

Sixteen-year-old Tamang*, a married child of Ward No.1 of Lekhnath VDC, Kaski District said, "Drivers use abusive language with me at the mining site when they come to pick up the prepared materials. They tease me about having married so young."

5.1.12 Relationship with employers/contractors/buyers/guardians

With a view to assessing the nature of their relationships with their employers/contractors/buyers/guardians, child respondents were asked what action was taken if they made a mistake while doing their work or if they did the poor work. Almost all (91.5 percent) reported that no action was taken, 6.0 percent that they were scolded, 2 percent that their wages were reduced, and 0.3 percent that they were fired (Annex Table 5.1.12.1). These figures suggest that the relationship between child workers and their employers/contractors/buyers/guardians is not problematic. However, since understanding relationships is a complex multi-dimensional sociological issue, it is not easy to analyze based on figures alone. The study team also probed into this issue using qualitative tools - interviews, as presented below.

The findings from the FGDs suggest that most children in the study districts have a good relationship with employers/contractors/buyers and are treated in a genial manner. Child participants in Dhanusha District FGD address their employers/contractors/buyers as "uncle," a term of respect and closeness which itself is indicative of a good relationship. They said, "Our uncles always show us affection because we are too young to work in the quarries. They also encourage us to pursue our studies at school." All the FGD participants who are under the age of 14 said that they work with their parents and relatives and that they do not have direct relationships with employers/contractors/buyers. They work in the mornings and evenings and on holidays to support their parents and earn enough to pay for their education.

The case in Kavre District, however, is slightly different. FGD participants shared that their relationship with employers/contractors/buyers was no more than the relationship of sellers and buyers. They believe that there are no fixed employers/contractors/buyers; for them, anyone who pays them fits those roles. This fact suggests that they must maintain a good relationship in order to get employment and earn an income.

Four participants from Dhading District had a more negative experience: they said that they are scolded by employers/contractors/buyers if the quantities of stones which they order are not collected on time. Employers/contractors/buyers have their own grocery shops. Child laborers buy essential commodities from their shops on credit and repay the money due with their earnings from quarrying. The participants claimed that employers/contractors/buyers manipulate the accounts and cheat them.

Child participants in the FGDs held in Dang District said that their relations with employers/contractors/buyers are both good and bad. Employers/contractors/buyers always ask them to work faster but do not remunerate them on time. They also have a tendency to pay less remuneration than promised and sometimes they even refuse to buy the stones and sand children have collected. Child participants believe that the quality of their relations with employers/contractors/buyers is determined by the quality of the materials they collect.

Most participants in the group interviews work in family enterprises, assisting their parents, so, for them, their parents are their supervisors. They reported that their parents generally treat them well. They encourage them to go to school and continue their studies, fulfill their basic needs, and give them money to meet their educational needs. They claimed that it was only poverty that made them work. However, child participants from Arthunge VDC, Myagdi District, all of whom are hill Dalits,

said that their parents, because they themselves are not educated, are interested more in their work and income than in their studies. In Bardiya, one Tharu girl child laborer told a very painful story: her alcoholic father pushed her out of the house one night and she was gang-raped by miscreants in a nearby jungle. In Makwanpur, Kavre and Dang districts, child participants in group interviews said that their employers/contractors/buyers are their supervisors and that relations with them are generally good. Gobardiya VDC, Dang District, was the exception: participants in the group interviews reported that their employers/contractors/buyers often do not make full payment on time and insist only on work .

The child participants in the group interviews held in most places reported that their parents/guardians are also their employers. Their parents send them to school, ask them to work at the quarrying sites only during their free time, and give them relatively easy tasks such as sieving gravel and sand. They are not forced to work if they feel tired. Occasionally, parents abuse them verbally, but child participants do not take offence; they see scolding as a way of guiding them. In Makwanpur, some child participants said that they are their own employers but that their products are sold through their parents while others see contractors as their employers. Interviewees said that these contractors treat them well, paying them on time after a trip of materials is readied. Their vehicles come to collect the products and they pay on-the-spot. Children in Udayapur, in contrast, reported that employers/contractors/buyers often bargain for products at low prices. In Gobardiya VDC, Dang District, child participants said, "Employers/contractors/buyers treat us like second-class citizens. They do not give us the full payment on time, and if we ask for it, they get irritated."

5.1.13 Control of income

Case studies revealed that child laborers who work for family enterprises under their guardians, regardless of age, have no control over their income. In contrast, those who work independently or in collaboration with friends do control their income themselves.

5.1.14 Provision of social security

Child survey respondents were asked about the provision of social security, which includes free medical treatment during accidents or sickness, and financial support during crises. The majority (57.5 percent) said that their employers/contractors/buyers do not provide social security (Annex Tables 5.1.14.1 and 2). Case studies informants also said that social security has to be managed by individual laborers themselves (if they work independently) or by their families (if a family enterprise is involved). In isolated cases, a buyer may give an advance if a worker faces a crisis. The money advanced will be deducted from the final payment for the materials prepared.

5.1.15 Perceptions of income adequacy

Child respondents were asked whether they thought they earned enough to support themselves. Nearly 44 percent overall and far more boys (55 percent) than girls (28.4 percent) said the income was indeed adequate (Table 5.1.15.1).

Table 5.1.15.1: Perceptions of income adequacy

Sufficiency of income	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	76	38.0	99	49.5	127	55.0	48	28.4	175	43.8
No	124	62.0	101	50.5	104	45.0	121	71.6	225	56.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Case studies informants expressed different perceptions about income adequacy. Regardless of age, children who go to school and generally work only half a day perceive that their income is inadequate (because they go to school during the daytime and do not earn anything then). Thus, it is their parents, not they, who bear the expense of their support. Those who work full-time said that their income was enough to support themselves as individuals but not enough to support the entire family. Some said that their income was inadequate because they earned only a little bit by working during their free time. A few said that they could sell gravel/sand for only four to six months of the year and that the income earned during these months was not enough for the whole year. Several child laborers said that their income was adequate because they think that one has to spend according to what one earns.

5.1.16 Perceptions of child Laborers of the characteristics of their current jobs

Child respondents were asked about their perceptions of the characteristics of their current jobs. More than half (54.5 percent) reported that they are exposed to the elements- wind, sun and rain, with females (62.1 percent) more likely than males (49 percent) to note this characteristic. More than one-third of all respondents (35.3 percent) reported that they have to work long hours every day, with males (41.1 percent) more likely than females (27.2 percent) to complain. Irrespective of age and sex, almost half of all respondents (48.3 percent) said that their work included the need to carry heavy loads and 22.5 percent reporting that it entailed the possibility of physical injuries and accidents (Table 5.1.16.1).

Table 5.1.16.1: Perceptions of characteristics of current job

Characteristics	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Long hours every day	63	31.5	78	39.0	95	41.1	46	27.2	141	35.3
Work with heavy or dangerous machinery	1	0.5	4	2.0	2	0.9	3	1.8	5	1.3
Sexual abuse	0	0.0	2	1.0	0	0.0	2	1.2	2	0.5
Need to carry or lift heavy loads	104	52.0	89	44.5	113	48.9	80	47.3	193	48.3
Exposure to pollution (air, sound, light, etc.)	102	51.0	116	58.0	113	48.9	105	62.1	218	54.5
Involvement in drug addiction (cigarettes, alcohol)	4	2.0	2	1.0	6	2.6	0	0.0	6	1.5

Characteristics	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Physical injury and accidents	45	22.5	45	22.5	43	18.6	47	27.8	90	22.5
No difficulties	7	3.5	3	1.5	6	2.6	4	2.4	10	2.5
Adverse impact on studies	8	4.0	5	2.5	4	1.7	9	5.3	13	3.3
Difficulty crushing stones	1	0.5	4	2.0	4	1.7	1	0.6	5	1.3
Other**	8	4.0	8	4.0	10	4.3	6	3.6	16	4.0
Total	200	100.0*	200	100.0	231	100.0	169	100.0	400	100.0

percentage exceeds 100 due to multiple answers.

** Other characteristics include 'difficult to work in rainy season', 'sands enters eyes in windy environments', 'help to parents in mornings and evenings', 'work not throughout the year', 'no arrangements for sitting down', and 'income is not commensurate with work'.

5.1.17 Leisure time and entertainment

Child respondents were asked whether they had free time in which they did not have to work. Almost all (96 percent) answered affirmatively (Annex Tables 5.1.17.1). Those who did have leisure time were asked to specify the types of entertainment they enjoyed and how frequently they engaged in them. More than one-fourth of the respondents under 14 (27 percent) reported that they watched movies, 20 percent that they hung out with friends, 17.5 percent that they listened to music and 17 percent that they watched television. In contrast, respondents aged 14-17 years are most likely to hang out with friends (39.5 percent), watch movies (31.5 percent) and listen to music (20 percent). Among males, the most popular activity was watching movies, which one-third did, while among females hanging out with friends was most popular, appealing to one-third of respondents (Annex Tables 5.1.16.1 and 5.1.16.2).

5.1.18 Satisfaction/dissatisfaction with present job

Regardless of age, almost all case study informants of both age groups except one under the age of 14 expressed dissatisfaction with their work in the mining sector. The reasons for their dissatisfaction include having to work in the sun/rain and exposure to dust/smoke; little income for a lot of hard work; the difficulty of the work; the difficulty in selling prepared materials promptly; the theft of prepared materials; physical disability and the resultant difficulty in performing mining activities; a lot of danger, including the possibility of being injured by stone and being buried in sand; the need to share income with friends even if they did not contribute equally while preparing materials; a lot of pain for little gain; and lack of work during the rainy season. Not everyone is dissatisfied with their present work, however (Box 6).

Box 6: Satisfaction with present work

Nine-year-old B.K* from Ward No. 2 of Arhunge VDC, Myagdi District, is relatively satisfied. She said, "I am satisfied with the work because it is close to my home, work opportunities are available regularly, we get immediate payment for prepared materials, we get more income the more materials we collect, and both my mother and I can work and earn income."

5.1.19 Activities of child laborers within and outside the household

Parents of child laborers working in the mining sector were asked what their children did within and outside the household. Parents across the country, from Jhapa in the East to Kailali in the West, provided similar responses. The most commonly performed household chores are cooking, fetching water, washing clothes and utensils, and cleaning the house. Older girls generally work in the kitchen and look after both their younger siblings and anyone who is sick in the family. If they have time, children do their homework. Outside the home, apart from their work in the stone quarry, they herd and feed cattle and collect firewood and fodder. During the agricultural season, they work on their family's farms (if they have agricultural land), helping their parents harvest paddy and other crops. Sometimes they work in other persons' fields as wage earners. Boys are occasionally engaged as wage earners in house painting or construction.

5.1.20 Possible prevalence of bonded laborers

The study team did not hear of any cases of bonded labor in the mining sector during the group interviews, FGDs or case studies, but it does not rule out the possibility that this phenomenon exists as only 16 of Nepal's 75 districts were surveyed. However children did report being in debt to employers who owned shops.

5.1.21 Main problems associated with current job

Child respondents were asked about the main problems with their current work. The majority (54.5 percent overall and a similar 55 percent among those under 14) reported that having little leisure time was the main problem. Of the respondents, 43.5 percent said that they did not earn sufficient income to support themselves. 12.5 percent reported that working had a negative impact on their studies and 10.8 percent that they experienced bodily pain. There was not much variation by age group or sex (Annex Table 5.1.20.1).

Regarding the main problems of their current work, they were also asked how frequently they were cheated by employers/contractors/buyers. Cheating was defined as any deceptive behavior (such as not keeping promises regarding services/facilities/wages or not paying in a timely fashion). Less than one-third of respondents (30.5 percent) reported that they had been cheated by their employers/contractors/buyers (Annex Table 5.1.20.2).

The case studies of both age groups also helped to identify a number of difficulties, including extracting gravel/stones from the river; breaking stones with a hammer; fear of being injured by a shovel; fear of injuring the head or legs; fear of being washed away by the river (in the summer); collecting stones; transporting stones from the river to the riverbank; difficulty selling prepared gravel promptly; injury at workplace and resultant absence from school and difficulty in studies; compulsion to sell gravel at cheap rate (thereby earning less income than is fair); physical beating and scolding; occasional refusal of food for hesitating to work; consumption of food at odd and irregular times; difficulty in extracting sand from cold water; lack of time to study; and lack of safe drinking water and snacks. Older female children reported the compulsion to work in mining sites leaving babies at homes with no care as a problem.

5.2 Work and School

5.2.1 Relationship between school and Child Laborers and attitude towards education

The study team asked key informants, parents, employers/contractors/buyers, and teachers about the relationship between school and child laborers in the mining sector and their attitudes towards the education of children. A brief summary of the interviews is provided below.

Views of key informants

Key informants said that child miners generally attended schools during the day and worked in the mornings and evenings but that they did not attend school as frequently as child domestic workers do. They believe that the parents of child miners are positive towards their children's education. Child miners generally go to formal classes at government schools close to their villages although some also attend non-formal classes organized near where they live. In organizers' experience, however, child miners do not continue non-formal classes for long. "We offered non-formal classes for child laborers in the mining sector but though a couple of employers sent their workers because there was no written agreement, they stopped sending them after three or four days. Thus, the programme was not successful," said Hari Dahal, the Child Rights Officer at Dhankuta District Child Welfare Committee, Dhankuta. Employers are generally concerned about children's work and not their education.

In Banepa, Kavre District, there are some child miners among the participants in the non-formal classes conducted by CIF-Nepal for the children of laborers, hawkers and other poor parents. At present, there are 237 children in the classes. Of them, only 12-15 are the children of quarry workers. "Holding non-formal classes at the riverbeds would help increase the participation of child miners in education, but we have not done that," said key informant Balam Adhikari of Samudayik Utthan Manch Nepal, Banepa. In Dhading District, organizations are involved in the formal and non-formal education of child laborers. They provide support in the form of stationery, uniforms and income-generating activities for families. Workers at the riverbeds of Mahadevbesi, for example, get support for rearing pigs with the expectation that the income from this activity will support children's education.

Key informants said that while parents are positive toward their children's education, poverty serves as a major impediment to providing them with an education. "Most parents support the education of their children. About half of our students are the children of laborers," said Tol Prasad, the principal of High Mountain School in Pokhara, Kaski District. Only a small percentage of parents are not concerned about their children's education due to poverty. Among them are those that do not see any certainty that their children will get better employment opportunities even if they are educated. "The parents of child quarry workers are ready to send their children to schools if they see that there will be future earnings from doing so," said Sitaram Adhikari of INSEC Dhading. Children who cannot buy uniforms are expelled from school.

Key informants of Makwanpur District said that around 90 percent of child miners in their district were Tamangs and that the majority were from landless families that lived a hand-to-mouth existence. The others were from families with small landholdings. They generally had five or more children and, due to the ignorance and illiteracy of the parents rarely saved even if they did earn a reasonably good income. They believe that Makwanpur has a large number of crusher industries and quarry

sites. In neighboring districts such as Bara, Parsa, and Chitwan, around 75 percent of child miners are Tamangs; the rest are Magars, Tharus, and Dalits.

Key informants also believe that employers are not generally concerned about the education of child laborers. They do not want child workers to study as they may be late to work or may not obey them. "Children of parents living in the vicinity of the quarries in this district go to school one or two days a week. About half of all the children enrolled drop out. Children of working parents without a permanent residence normally do not go to school; such children comprise about 20 percent of all child laborers. Since no organization has conducted non-formal education classes for child miners in Sarlahi, they do not have this opportunity," explained Radha Ghimire of the Child Protection Organization in Sarlahi.

A study conducted by Hetauda Municipality in 2009 showed that only 21 child laborers were studying in schools within the municipal area. "The main reason behind children's absence from schools is that they can earn a good income in the quarries. They earn NPR 500-600 for a tractor of stones, NPR 700-900 for a tractor of gravel, and NPR 800-1500 for a tractor of sand. On an average, they prepare one tractor of materials a day," says Harkamaya Rumba, the chairperson of Grameen Mahila Swablamban Sanstha in Makwanpur. World Education has provided support to this organisation to conduct bridging tuition classes for child workers in the mining sector in four VDCs, namely, Makwanpurgadhi, Aambhanjyang, Bhainse and Basamadhi. Child miners attend both formal and non-formal classes. Because of the influence of the programme, their attendance at school is more regular these days.

Views of Parents

Parents were also asked about the relationship between work and school. They said that the majority of child quarriers younger than 15 attend formal classes in schools. They work in the mornings and evenings and on holidays and attend classes during the daytime. Baal Singh Tamang of Dhading said that a school had been built exclusively for child laborers in the mining sector at Mahadevbesi with the support of various organizations and the voluntary labor contribution of the child laborers and their parents. Many child laborers attend regular classes during the daytime and tuition classes in the mornings and evenings at this school. Although child laborers attend formal classes in all of the surveyed districts, their performance is not as good as that of non-working students.

Kul Bahadur Magar of Mulpani, Kathmandu District, said, "Both school-goers and non-school-goers work in the stone quarry sector, but the number of non-school-goers is higher." Children who do not attend school are generally from poor and landless families whose earnings from sand quarries is their main source of income. They often attend classes irregularly and later, because they lose interest in their studies due to that very irregularity, they drop out. Since their classmates move on to higher grades, school-leavers think of themselves as being too old for school.

The parents interviewed believe that children who do not attend school are so poor they cannot afford their schooling and simply live hand-to-mouth. Masunimaya Magar of Bharatpur VDC, Dhanusha District said, "My children do not go to school as I was unable to pay their examination fees. They are scared the teachers will abuse them physically for not having paid their fees. I would like to send them to school but cannot afford to pay their admission fees or exam fees or to buy them uniforms, school bags, snacks, and stationery. We do not have a proper room at home for them to

study in. There is no electricity either. How can they study in such an environment?" Kumari BK of Dolalghat complained, "I am a Dalit woman who earns a daily wage at the sand quarry but my daughter does not get a scholarship." Bir Bahadur Thapa Magar of Bhainse VDC, Makwanpur District said, "If my children do not work, we will starve to death. My daughters do go to school but not regularly." Magar broke his leg about six months ago while working in the quarry and now cannot move around. Parents are generally illiterate and unaware of the importance of education. Although tuition is free at government schools, uniforms, snacks, and stationery are not and they cost a lot. Tulasi Devi Mahara Chhetri of Beladevipur, Kailali District, said, "We have to pay NPR 200-300 per month in fees even at a government school." Children who live far from a school also do not attend classes.

Generally, it is children aged 8-15 years who go to school. Since older children earn a good income (NPR 400-500 daily) working in a stone quarry, they have little incentive to continue at school; instead, they work full-time. Lack of awareness about the importance of education among parents is also responsible for children's decision to drop out of schools and join the workforce.

All the parents interviewed underscored that children should get an education and that they need to study in order a better life. Parents hope that if their children are educated, they will not have to lead a life as difficult as that of their parents. They believe that after attaining an education, their children will know many useful things and get good jobs.

Most parents are not aware of the non-formal education classes conducted in their villages though informants in Bhainse VDC, Makwanpur District, reported that around 20 children from that village go to the non-formal education classes conducted by Grameen Mahila Swabalamban Sanstha.

Work at a quarry site lasts for eight months a year. During that period, child laborers work and their families earn some income. For the other four months, however, families earn no income and cannot feed themselves. Children do not go to school then, preferring instead to work in India or at somebody's house. Bisram Tharu of Bardiya said, "If an organization wants to support child laborers, it will first have to support their families with income-generating activities." Some parents expressed their dissatisfaction with the activities of organizations. They demand transparency in the conduction of their activities and spending of their funds and underscore that they must work in cooperation with communities.

All the parents expressed the view that if an organization wishes to support their children's educational activities, they must create an environment conducive to studying at home, convince their children to study, and send them to school no matter how much the family loses in the form of children's wages.

Views of employers

Employers, contractors, and buyers were also interviewed about the relationship between child miners' work and their schooling. Most said that the child laborers working with them attended formal classes at government schools in the vicinity and that their parents provided them with stationery and snacks. In their observation, school-going child laborers helped their parents only in their free time: they worked in the mornings and evenings and went to school in the daytime. On public holidays, they worked full time in the riverbeds. Some of the employers, contractors, and buyers interviewed said that a negligible number of children did indeed participate in non-formal education classes but others did not even know if there were non-formal education classes in their areas.

Just as key informants and parents did, employers, contractors, and buyers also attributed non-attendance at school to two reasons: household poverty and lack of parental awareness about the importance of education. Some child laborers have to work the whole day to support their families, while others have parents who are not convinced of the benefits of education. Some children skip school even if their parents send them. Generally, it is children of very poor and migrant families that do not go to school. Some work in the riverbeds, but some just play and waste their time.

Ishwor Thapa of Mulpani, Kathmandu District, said, "The majority of child miners do go to school, but some who are not interested in studying do not attend school. I would rather see such children working in the quarries rather than wandering around aimlessly." Shekhar Poudel of Mahottari said, "All the children are enrolled in school at the time of enrolment and even go to school for a couple of days. But they do not like to go to school. They prefer playing along the banks of the Ratu River. Maybe it is because their school is over half-an-hour's walk away. I tell them to go to school but they do not listen to me. We do not have any non-formal education classes in this area. Maybe children would attend if such classes were organised here." Uttam KC of Aambhanjyang in Makwanpur said, "The fact that they make a good income quarrying encourages them to go to work and leave school. They earn as much as NPR 500 from a couple of hour's work in the riverbeds and develop the habit of spending on themselves. Thus privileged, they do not see any benefit in studying." Generally, employers, contractors, and buyers are positive about the education of child laborers and say that it is essential for them.

Views of school teachers

School teachers stated that children working in the stone quarry sector attend both formal and non-formal education classes but that fewer participate in non-formal education classes because they are not informed about them. Some teachers suggested that non-formal education classes be organized for over-aged children.

Teachers stated that they believed that child laborers are generally from uneducated, landless, and marginalized families which live a hand-to-mouth existence. They attend formal classes in the daytime and work in stone quarries in the mornings and evenings and on school holidays. In most places, they do not attend classes regularly. Some go to school two or three days a week while others go only once a fortnight. The parents of such children are not very aware about the importance of education; thus, their children are generally weak in their studies. Working in a quarry makes their classroom performance even worse because of their frequent and long absences from school. Consequently, child miners lose interest in their studies and develop an interest in income-earning activities so that they can afford a number of facilities, such as cycles, snacks, mobiles, CDs, and DVDs, and personal entertainment, like going to movies. Once they start earning money, they want to work to earn more money, even if their parents send them to school.

Regarding the relationship between school and work, headmaster Kali Bahadur Bista of Jaya Durga Primary School in Kachanapur, Banke, said, "During their free time, they do not discuss their studies; instead, they talk about films and their heroes and heroines." Video culture has affected the education of child laborers negatively, as has an adverse social environment, which often comprises conflict in the family and the consumption of alcohol by parents. While young children work and study simultaneously, it is the older ones who drop out; in fact, as they mature, their drop-out rate goes up. Headmaster Bindu Prasad Dhungana of Shree Roshi Higher Secondary School in Katunjabesi

VDC, Kavre District, said, "Some children who are enrolled in school but who work full-time come to school only for examinations."

A few schools in the districts surveyed have admitted significant numbers of child stone quarriers. Teacher Luka Ale of Shree Setidevi Lower Secondary School in Thankre VDC, Makwanpur District, said, "A large number of child stone quarriers attend Jana Jagriti High School in Thankre VDC as it was established primarily for them." Headmaster Ram Bahadur Thapa of Shree Rashtriya High School, Bhainse VDC, Makwanpur District, said, "We run an enrolment campaign targeting child stone quarriers at the beginning of each new session. Around 90 percent of these laborers attend formal and non-formal education classes." Teacher Parbati Bhattarai of Nawa Prabhat High School in Nayabazar, Kaski District, said, "Most of our students are child laborers from the Ramghat quarry. The morning classes for grades 8 and 9 at our school are run especially for child laborers who need to go to work in the daytime." Teacher Sarita Dhungana of Shree Shahid Smarak Primary School, Lekhnath, Kaski District, said, "Most child laborers aged 14-17 have left school, but those under the age of 14 attend regularly. Seven girls and 13 boys from the Musetuda sand quarry attend this school." Teacher Santosh Poudyal of Arjun Lower Secondary School in Sadbariya VDC, Dang District, said, "Twenty-five of the 35 child laborers working at the Rapti riverbed attend this school. We organise door-to-door campaigns to encourage child stone quarry laborers to attend but there has never been a specific programme for them." One good aspect of such awareness-building is that many parents send their working children to school, even private school. Principal Toyaram Poudyal of Gyan Punja Boarding School in Butwal, Rupandehi District, for example, said that around 50 child laborers attend his school.

Some teachers expressed displeasure over the attempts of local NGOs to take students out of formal classes and enrol them in NGO-run non-formal education classes. Chitkumari Khadka of Balmandir Primary School, Arhunge VDC, Myagdi District, said, "About 95 of our students are child laborers. Since the local NGO gives families rice, pulses, and oil if their children attend their non-formal education classes, parents take their children out of this school and enrol them in the NGO's non-formal education class. This type of unhealthy competition by donors' partner organizations with local schools does not help resolve the issues related to educating child laborers."

As indicated earlier, the teachers in the majority of the districts surveyed are not aware of any non-formal education classes being conducted for child stone quarry laborers. However, non-formal education classes are held at the riverbed in Thankre VDC, Makwanpur District, and some women and children do attend. Likewise, Ujyalo Bhabishya Baal Shiksha Pariyojana supports early morning tuition classes for child laborers. Headmaster Ram Bahadur Thapa of Shree Rashtriya High School, in Bhainse, Makwanpur District, said, "In our school, we offer a four-month bridging tuition course for 90 child laborers with support from World Education and Grameen Mahila Swablamban Sanstha. The course teaches the school curriculum to students who attend formal classes irregularly."

Teachers are committed to educating child stone quarriers. They believe that education is the right of all children and are even ready to waive school fees. They think that government's policy with respect to increasing enrolment in schools is not practical though the idea is a good one. What happens is that children are admitted at the beginning of a new session as part of the enrolment campaign, which is supported enthusiastically by various organisations but then there is no follow-up or the follow-up process is ineffective. Teachers seek parental commitment when they award a

scholarship to a child in order to encourage his or her parents to send him or her to school regularly. Nonetheless, such children often do not arrive to class on time, are not fed at home on time, are already tired when enter the classroom, and do not get enough time to rest at home. It is their view that education for all cannot be achieved without a proper physical infrastructure, human resources, and educational and sports materials. While they are positive about educating child laborers working in quarries, they underscore that the state must assume a key role in supporting such children.

Teachers claimed that most parents are concerned about their children's education and that they do not wish their children to live as difficult a life as they themselves live. Naturally, they would like to see their children get a good education and live a secure life. However, because of their own illiteracy, poverty, and lack of savings, they are unable to send their children to school regularly. Since the majority of parents of child miners in both hill and Terai districts are from very poor Dalit and *Janajati* communities, they cannot afford the cost of proper schooling, including fees and educational materials. In teachers' views, children often lack self-discipline due to parent's ignorance and lack of ability and time to supervise them adequately. For many parents, it is enough that their children go to schools; whether or not they study does not seem to be a matter of concern. Teachers reported that many parents from the Chaudhari community in Bardiya did not send their girls to school and that even if they did, they arranged their marriages when they were in the sixth or seventh grade. Once married, girls drop out. Boys, on the other hand, stayed in school until the ninth or tenth grade at which point they went abroad for employment, quitting school in the process. Some students accepted scholarships and then dropped out. Another problem identified was physical wellbeing: one teacher said "Some child laborers come to school directly from the riverbed without eating and faint in class due to excessive hunger."

Some teachers said that some parents are not convinced that children will find good or better job opportunities with an education. They see that there is income from work but not from studies and, quite naturally, prefer the immediate benefit. Headmaster Santakumar Chaudhari of Shree Janapremi Lower Secondary School in Triyuga VDC, Udaypur District, said, "When we ask them to send their children to school, they ask for food in return." Teachers also noted that parents who move from one place to another in search of quarrying work fail to send their children to schools because they have no permanent place of residence.

Headmaster Bindu Prasad Dhungana of Kavre said, "The government's education policy calls for teachers to impart education to child laborers in their workplaces, but this is not practical in view of the [limited] number of teachers and the problem of transportation." Principal Toyaram Poudyal of a private school in Rupandehi District said, "Promoting awareness among parents about the importance of children's education is more important than distributing oil and ghee as an incentive to send children to schools."

Teachers have suggested the following measures to ensure that child miners are educated: cash scholarships, awareness programmes on the importance of education which target parents, free educational materials, skill development training in mobile/TV/radio repair and/o tailoring in mornings and evenings at their schools to attract them to school, playgrounds, hostels, sports materials, separate classrooms and courses in schools just for laborers, door-to-door enrolment campaign, awareness programs on children's right to education and other rights for parents, students, teachers, and civil society, an environment conducive to their attendance, support for parents to engage in income-generating activities, and the formation of savings and credit groups.

5.2.2 Conditions of schools in the survey areas

Some teachers at the schools in the survey areas said that they do not have the classroom space, furniture or teachers to accommodate new students in relatively large numbers. For instance, teacher Meghraj Upadhyaya of Shree Nepal Rashtriya Lower Secondary School in Kachanapur, Banke District said, "The physical condition of this school is poor. It is operated with private funding. Parents collect NPR 100 per trip from the sale of gravel and sand and donate it to the school to pay the salary of one teacher." At some schools, such as Arjun Lower Secondary School in Sadbariya, Dang District, teachers already teach 95 students in a single room. However, the majority of teachers interviewed said that they could accommodate an additional five or six students in a class without much difficulty and about one-quarter of the teacher informants said that they had plenty of classroom space, furniture and teachers to accommodate new students. However, as they do not have hostels, they can take in only students from local areas. The facilities provided by the government include scholarships for the meritorious, the disabled, and Dalits; half of all scholarships go to girls. Scholarships range from NPR 250 to NPR 500 annually. The government pays the salaries of those teachers who fill the posts it has allocated. VDCs and DDCs provide some financial support for minor construction and for the repair and maintenance of schools. Kulekhani Hydropower also help fund the repair of schools in Makwanpur. Some local and international NGOs helped construct a few classrooms and provided some desks and benches, cash support, and educational materials. Donor organizations include Rotary Club International, Rural Health Education Service Trust, UNICEF, Child Development Society, New ERA, World Education, Plan Nepal, Child Reach International, Room to Read, Prayas Nepal, Child Welfare Samaj, CWIN, Sahara Club, Saathi, Save Nepal, Backward Society and Education, Dalit Sewa Sangh, Lalgadh Hospital, Reiyukei, and Seed Foundation.

5.2.3 Awareness of Educational Provisions and Educational Support

Child respondents were asked whether they knew that children in grades 1 to 8 were entitled to free education under the government's free and compulsory education provision. Surprisingly, only 43 percent were aware of this provision. There was little difference between boys and girls, but respondents aged 14-17 years (53.5 percent) were more aware, a function of their greater exposure (Table 5.2.3.1).

Table 5.2.3.1: Awareness of Educational Provisions and Educational Support

Sufficiency of income	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	65	32.5	107	53.5	98	42.4	74	43.8	172	43.0
No	135	67.5	93	46.5	133	57.6	95	56.2	228	57.0
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Respondents were also asked about their awareness of any other educational facilities or support made available to children by any governmental or non-governmental institution in their VDC or municipality. A total of 43 percent said that they did know of such support. There were no significant differences by age or sex (Table 5.2.3.2). Those respondents who were aware were asked to specify the types of educational facilities or support they knew about. The majority of respondents are aware of supports for school uniforms (56.4 percent), stationery (46.5 percent), books (47.7

percent), free education (33.7 percent), school bags (16.9 percent), and Dalit scholarships (3.5 percent). Female respondents are slightly more demanding of each of these facilities than male respondents, and respondents under 14 are more likely than those aged 14-17 to demand books, stationery, and uniforms (Annex Table 5.2.3.1).

Table 5.2.3.2: Awareness of educational facilities/support for children

Awareness of educational facilities/support	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	75	37.5	96	48.0	99	42.9	72	42.6	171	42.8
No	124	62.0	104	52.0	131	56.7	97	57.4	228	57.0
Don't know	1	0.5	0	0.0	1	0.4	0	0.0	1	0.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

5.3 Hazardous and Unhealthy Working Conditions in Children's Work

5.3.1 Nature and extent of hazardous and unhealthy working conditions

The study team asked respondents if they had been given any advice by their employers, contractors, buyers, parents, and/or guardians about protecting themselves from accidents while working. More than half (56.8 percent) reported that they had been cautioned to stay safe, but only 9.3 percent said that they had been provided any tools for keeping them safe from occupational hazards (Annex Tables 5.3.1.1 and 2).

Case study informants of both ages identified the physical risks they experienced while at work. They included noise pollution, working in the dust and hot sun without protective devices such as masks and sunglasses, dust inhalation, lifting heavy stones and loading materials on vehicles, overturning big stones, using a *ghampal* (crow bar-an iron tool used to break up rock and hard earth and overturn stones), transporting heavy loads from one site to another, working in the cold during winter mornings and evenings, and the possibility of sickness, including eye and skin irritation and itching and back pain.

5.3.2 Illness, accidents and medical attention

Child respondents were asked if they had ever experienced sickness or an accident while working. A total of 195 (48.8 percent) said that they had. There was no difference by age group, but girls (60.9 percent) were more likely than boys (39.8 percent) to have been ill (Table 5.3.2.1).

Table 5.3.2.1: Experience of sickness or accidents while working

Experience of sickness or accidents while working	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	88	44.0	107	53.5	92	39.8	103	60.9	195	48.8
No	112	56.0	93	46.5	139	60.2	66	39.1	205	51.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

All 195 respondents who reported they had been ill or in an accident, were asked to specify the nature of their illness/ accident or medical problem. The majority reported having experienced pains and cuts (59.0 percent and 54.9 percent respectively), while over one-quarter reported wounds (27.2 percent) and fever (25.1 percent). Female respondents (61.2 percent) were more likely to experience pain and those under 14 to experience fever (27.8 percent) and diarrhea (Table 5.3.2.2).

Table 5.3.2.2: Types of illness suffered

Type of illness	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Wounds	27	30.7	26	24.3	26	28.3	27	26.2	53	27.2
Cuts	48	54.5	59	55.1	52	56.5	55	53.4	107	54.9
Fractures	2	2.3	2	1.9	4	4.3	0	0.0	4	2.1
Pain	52	59.1	63	58.9	52	56.5	63	61.2	115	59.0
Fever	22	25.0	27	25.2	20	21.7	29	28.2	49	25.1
Other*	4	4.5	6	5.6	6	6.5	4	3.9	10	5.1
Total	88	100.0	107	100.0	92	100.0	103	100.0	195	100.0

Other types of illness include 'eye problems', 'jaundice', 'pneumonia', 'cough', 'cold', 'diarrhea', and 'headache'.

Those child respondents who had been sick or had an accident were asked if they had gone to see a doctor for treatment. Slightly more than half of respondents (51.8 percent) reported that they had seen a doctor on some occasions, one-third that they had never seen a doctor, and 15.4 percent that they had seen a doctor every time they had been sick. The proportion of respondents who reported that they visited a doctor sometimes was significantly higher among respondents under the age of 14 (56.8 percent) and male respondents (54.3 percent), while the proportion of respondents reporting that they had never seen a doctor was significantly higher among respondents aged 14-17 years (36.4 percent) (Table 5.3.2.3).

Table 5.3.2.3: Frequency of visits to a doctor for the treatment of illness

Frequency of visits to a doctor	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Every time ill	13	14.8	17	15.9	15	16.3	15	14.6	30	15.4
Sometimes	50	56.8	51	47.7	50	54.3	51	49.5	101	51.8
Never	25	28.4	39	36.4	27	29.3	37	35.9	64	32.8
Total	88	100.0	107	100.0	92	100.0	103	100.0	195	100.0

Children who had visited a doctor were asked who had borne the cost of treatment. The majority (71 percent) reported that their parents had covered the expenses and 29.8 percent that they had paid with their own money. Interestingly, girls (72.7 percent) were more likely than boys (69.2 percent) to report that their parents had paid for their medical treatment (Table 5.3.2.4).

Table 5.3.2.4: Person bearing medical expenses

Person bearing medical expenses	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Self	7	11.1	32	47.1	19	29.2	20	30.3	39	29.8
Father/mother	55	87.3	38	55.9	45	69.2	48	72.7	93	71.0
Brother/sister	1	1.6	1	1.5	1	1.5	1	1.5	2	1.5
Other relatives	0	0.0	1	1.5	1	1.5	0	0.0	1	0.8
Employer/contractor	0	0.0	3	4.4	3	4.6	0	0.0	3	2.3
Free treatment	2	3.2	1	1.5	2	3.1	1	1.5	3	2.3
Others	2	3.2	0	0.0	2	3.1	0	0.0	2	1.5
Total	63	100.0*	68	100.0	65	100.0	66	100.0	131	100.0

* Percentages exceed 100 due to multiple answers.

Child respondents who had received medical treatment were asked about the types of health services provided to them. Almost all (94.7 percent) reported that they were provided general medicines, 18.3 percent with a regular health check-up and 10.7 percent with a vaccination. There was little variation between age groups and sexes (Table 5.3.2.5).

Table 5.3.2.5: Types of health service provided

Type of health service	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
General medicines	59	93.7	65	95.6	61	93.8	63	95.5	124	94.7
Vaccination	10	15.9	4	5.9	9	13.8	5	7.6	14	10.7
De-worming	3	4.8	4	5.9	2	3.1	5	7.6	7	5.3
Regular health check-up	11	17.5	13	19.1	8	12.3	16	24.2	24	18.3
Hospitalization	5	7.9	2	2.9	4	6.2	3	4.5	7	5.3
Other*	2	3.2	2	2.9	3	4.6	1	1.5	4	3.1
Total	63	100.0	68	100.0	65	100.0	66	100.0	131	100.0

*Other types of services include 'stitching' and 'plastering'.

The 64 respondents who had gotten sick or had accidents while working but did not see a doctor were asked why not. A total of 40.6 percent gave the lack of money as the reason, while 37.5 percent said lack of interest, and 12.5 percent that a visit was unnecessary. There was little variation between age groups and sexes (Table 5.3.2.6).

Table 5.3.2.6: Reasons for not seeing doctors or visiting health centres

Type of health service	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Lack of money	11	44.0	15	38.5	11	40.7	15	40.5	26	40.6
Lack of interest in visiting doctor/health center	8	32.0	16	41.0	10	37.0	14	37.8	24	37.5
Hospital not available	1	4.0	1	2.6	0	0.0	2	5.4	2	3.1
Not necessary to checkup	3	12.0	5	12.8	5	18.5	3	8.1	8	12.5
Other*	2	8.0	2	5.1	1	3.7	3	8.1	4	6.3
Total	25	100.0	39	100.0	27	100.0	37	100.0	64	100.0

*Other reasons for not seeing a doctor include 'home treatment' and 'parents did not take'.

5.3.3 Ways to improve the hazardous and unhealthy working conditions

Informants stated that the current hazardous and unhealthy working conditions of mining sites could be improved by arranging for sunglasses, masks, raincoats, thick shoes, leather gloves, and helmets for child miners as well as medical treatment on the site itself.

5.4 Living Conditions

5.4.1 Places and number of hours children sleep

The case studies revealed that almost all child labor informants of both age groups sleep in their homes, including temporary huts built on work sites. The average hours all informants sleep is 8.8 hours, with those under 14 sleeping slightly more, nine hours a night, on average.

5.4.2 Food and nutrition

Child miners eat the food they themselves (15 percent) or their families (86.5 percent) prepare. More female respondents (90.5 percent) than male respondents (83.5 percent) eat at home or get food from their families (Table 5.4.2.1).

Table: 5.4.2.1: Providers of food at work

Food provider	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Self	20	10.0	40	20.0	40	17.3	20	11.8	60	15.0
Employer	3	1.5	8	4.0	11	4.8	0	0.0	11	2.8
Family	182	91.0	164	82.0	193	83.5	153	90.5	346	86.5
Other*	1	0.5	2	1.0	2	0.9	1	0.6	3	0.8
Total	200	103.0	200	107.0	231	106.5	169	103.0	400	105.0

*Other food providers include 'villagers' and 'relatives'.

Most respondents (93 percent) reported that they eat *daal-bhaat* (pulses and rice, usually served with vegetable curry and chutney) but 4.8 percent reported that they eat *maasu-bhaat* (meat and rice, usually served with vegetable curry and chutney). Males (5.2 percent) and respondents aged 14-17 years (7.5 percent) are more likely to eat meat (Table 5.4.2.2).

Table 5.4.2.2: Types of food generally consumed

Types of Food	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
<i>Daal-bhaat</i> (pulses and rice)	189	94.5	183	91.5	213	92.2	159	94.1	372	93.0
<i>Dhido-tarkari</i> (Porridge and curry)	5	2.5	2	1.0	5	2.2	2	1.2	7	1.8
<i>Maasu-bhaat</i> (meat and rice)	4	2.0	15	7.5	12	5.2	7	4.1	19	4.8
Other	2	1.0	0	0.0	1	0.4	1	0.6	2	0.5
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Most respondents (79.3 percent) rarely eat fruit (Annex Table 5.4.2.1). Nearly half of all respondents (48 percent) reported that they consume meat often and nearly one-third that they consume meat quite often (Table 5.4.2.3).

Table.5.4.2.3: Frequency of eating meat

Frequency	Under 14 years		14-17 years		Total	
	N	percent	N	percent	N	percent
Never	2	1.0	1	0.5	3	0.8
Rarely	44	22.0	36	18.0	80	20.0
Often	101	50.5	91	45.5	192	48.0
Quite often	53	26.5	72	36.0	125	31.3
Total	200	100.0	200	100.0	400	100.0

The 16 case studies revealed that child laborers generally eat food cooked by their mothers or other members of the families but nearly one-third cook for themselves (both at home and at work sites). They are generally satisfied with the quantity of food they get, but two informants said that they are not satisfied, one because he occasionally cannot eat his fill and secondly, because his stepmother discriminates against him in her intra-household distribution of food.

Case studies informants eat *daal-bhat-tarkari* (pulses, rice and vegetable curry) daily and meat, fruit and milk occasionally. For some child laborers, vegetable and milk consumption is rare. The frequency of meat (buffalo and/or broiler chicken) consumption ranges from once a week to once every four months. In a few cases, meat is consumed only during festivals. Fruits are generally consumed according to the season.

5.4.3 Clothing

Case studies revealed that child laborers under the age of 14 generally get clothes from their parents particularly during festivals, but a few use their own income to buy clothes. Seven of the eight child laborers aged 14-17 years buy their own clothes with the income they earn.

5.4.4 Personal hygiene

Case study informants were asked about where and how often they bathe. Most bathe at public water taps, wells, irrigation canals and rivers/streams but a few bathe in the bathrooms of houses. The frequency of bathing varies from daily (in the summer) to once a fortnight (in the winter). They generally bathe two or three times a week.

Child miners generally practice open defecation by rivers or on shrub- or forestland, but some use *kacchi* (temporary) or *pakki* (concrete) toilets built near their houses. However, even those who use temporary toilets at home defecate in the open at the mining sites because there are no toilets to use.

5.4.5 Personal habits

Under the rubric ‘personal habits’, the rapid assessment assessed smoking, alcohol consumption, frequency of alcohol consumption, and drug abuse. Only 12.3 percent respondents smoke, more who are percentaged 14-17 years (17.5 percent) or male (19.6 percent) than those who are under 14 (7 percent) or female (2.4 percent) (Table 5.4.5.1).

Table 5.4.5.1: Habit of smoking among respondents

Habit of smoking	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	14	7.0	35	17.5	45	19.5	4	2.4	49	12.3
No	184	92.0	164	82.0	186	80.5	162	95.9	348	87.0
Not reported	2	1.0	1	0.5	0	0.0	3	1.8	3	0.8
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Only 35 respondents (8.8 percent) said that they consume alcohol. Of those who do, one-fifth do so often and 66.7 percent do so rarely. Respondents under the age of 14 (45.5 percent) are more likely than those aged 14-17 (8.3 percent) to report that they drink often. Three female respondents reported the rare consumption of alcohol. Only four male respondents, three of whom are under 14, reported using drugs. Cannabis is the drug of choice of 75 percent (Annex Tables 5.4.5.1, 5.4.5.2, 5.4.5.3 and 5.4.5.4).

CHAPTER VI

AWARENESS ON CHILD RIGHTS, RIGHTS, REHABILITATION AND ASPIRATIONS

This chapter presents a brief analysis and discussion of the child miners' awareness of their rights, their desires for rehabilitation, and their aspirations.

6.1 Child Miners' Awareness of Their Rights

Less than half of all respondents (47.5 percent) but 60.5 percent of respondents aged 14-17 are aware of their rights. The greater awareness among older children is only natural given their greater exposure and experience. No gender-based distinction was recorded (Table 6.1.1).

Table 6.1.1: Child miners' awareness of their rights

Knowledge of child rights	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	69	34.5	121	60.5	109	47.2	81	47.9	190	47.5
No	131	65.5	79	39.5	122	52.8	88	52.1	210	52.5
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

The 190 child respondents who were aware of their rights were asked to specify the types of child rights they knew about. Most (92.1 percent), irrespective of age or sex, identified the right to study, while 57.9 percent overall and 60.9 percent among respondents under 14 identified the right to good food and a good environment. About half (49.5 percent) identified their right to play and 19.5 percent the right to wear good clothes (Table 6.1.2).

Table 6.1.2: Types of child rights known by respondents

Child right known	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Right to study	63	91.3	112	92.6	100	91.7	75	92.6	175	92.1
Right to have good food and a good environment	42	60.9	68	56.2	63	57.8	47	58.0	110	57.9
Right to play	35	50.7	59	48.8	62	56.9	32	39.5	94	49.5
Right to wear good clothes	13	18.8	24	19.8	14	12.8	23	28.4	37	19.5
Right to health protection	0	0.0	6	5.0	4	3.7	2	2.5	6	3.2
Right to live	3	4.3	3	2.5	5	4.6	1	1.2	6	3.2
Others*	2	2.9	4	3.3	3	2.8	3	3.7	6	3.2
Total	69	100.0	121	100.0	109	100.0	81	100.0	190	100.0

*Other rights include 'right not to be used as laborers', 'right not to marry at a young age', and 'right to live with parents'.

More than half of the participants in the FGDs reported that they knew about child rights, including the right to food, clothing, education, freedom, and survival. They said that they had learned about these rights from radios, books, and teachers at school. Except for a few, participants were unaware of any organizations working for the protection of child rights. One Dalit girl from Makwanpur District said, "CWIN and Maiti-Nepal are organizations working for the protection of child rights. CWIN works for orphaned children and Maiti-Nepal works to protect girls from trafficking." One child from Kavre said, "The government and CWIN are organisations working for the protection of child rights. However, people in these organisations only talk but do not work effectively." Another child participant said, "There is a child helpline."

Child participants from Dhading District said that local organizations promote children's education as part of their initiative to protect child rights. They have organised awareness campaigns, seminars, and conferences to generate awareness among working children.

One child participant from Kavre District said, "The legal system gives power to the police to work against child abuses such as making children work for long hours, sexual abuse, and beatings, but it has not brought about any changes because the laws are not applied to the rich." Another child said, "There are rules and regulations to control the use of child labor but they are not implemented because government officials release the culprits after accepting bribes."

Child participants from Banke District know that organisations such as the Nepal Red Cross Society and Backward Society and Education work for child welfare. The latter distributes school bags and books to poor children. They also know that the legal system protects child rights by prohibiting bonded laborers and discrimination between boys and girls.

Child participants in FGDs would like to learn more about their rights through the media, particularly television, films, posters and pamphlets. They are also interested in having a special class about child rights at school. They think that a special program on child right awareness could be arranged

weekly in villages. Three child participants in the Dhankuta District FGD suggested that schools should have a special course for children to make them aware of child rights and that children's workplaces could be used to spread awareness about child rights.

6.2 Rehabilitation

6.2.1 Desire

The findings of the FGDs revealed that child miners have different ideas about rehabilitation. Children who attend school with money they earn in the mining sector mentioned that they need supports like school fees, books, stationery, school uniforms and shoes to attend school regularly. Children of Banke District attend school daily by working in the mornings and evenings but this is difficult as their school is a one-and-a-half-hour commute from their workplace. They would like to get their schooling at a rehabilitation center if all the facilities they need-food, school uniforms, books, stationery, and school fees-are made available. They think that their progress in school would be better if such a facility were made available. Even girl participants were keen on staying in rehabilitation centers in the interests of improving their performance.

Most of the girls who are currently attending school want to be trained in sewing and knitting while the boys wish to be trained in radio/mobile repairs and computers. Four girls from Makwanpur District attend a sewing/knitting training which they paid for using the income they earned in the mining sector. They want to continue this training to get diploma degrees so that they can be master-tailors or work in a garment factory. If this is not possible, then they would like to have a community building with all the facilities, such as sewing machines, scissors, and cloth, they need so that they and other children can practice tailoring. Three girls aged 14-17 years who do not attend school are interested in cosmetology training and others of this age are interested in vegetable farming and goat-keeping. Boys aged 14-17 years who dropped out of schools want to be trained in a variety of areas, including house-wiring, plumbing, computers, masonry, and mechanics.

Case studies have revealed that child laborers under the age of 14 who are currently studying and who live with their parents are generally reluctant to join rehabilitation centers, but some expressed the desire for rehabilitation provided there they got accommodation and that learning centers were available. Child laborers who had discontinued their schooling desired vocational training and those aged 14-17 years expressed a desire to join rehabilitation centers to get such training.

6.2.2 Needs of child laborers

Case studies helped to identify the needs of child miners. Those under 14 have the following needs: economic support for buying agricultural land (an impossible demand), cash for buying foodstuffs or food support, school uniforms and shoes, tuition, snacks, payment of school fees, stationery, textbooks, and small huts to serve as shelters. Child laborers aged 14-17 years expressed the need for medical treatment, toilet construction at working sites (particularly for females), protective clothing and equipment (such as gloves and shoes), economic grant support for families, support for income-generating activities (such as tailoring/mobile shops), and economic grant/support for siblings' education.

6.2.3 Desire to participate in vocational skills training

Most respondents (75.5 percent) expressed a desire to participate in vocational skills training, more of those aged 14-17 years (86.5 percent) than those under 14 (64.5 percent) (Table 6.2.3.1).

Table 6.2.3.1: Desire to participate in vocational skills development training

Desire to participate	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	129	64.5	173	86.5	172	74.5	130	76.9	302	75.5
No	71	35.5	27	13.5	59	25.5	39	23.1	98	24.5
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

The 302 child respondents who expressed a desire to participate in vocational skills training were asked to specify the types of trainings they wanted. More than one-third (34.8 percent) reported that they wanted training in tailoring, with 38.5 percent aged 14-17 years and 79.2 percent of females identifying this option. Another 31.5 percent reported that they wanted training in driving and 7.6 percent in house-wiring. A small proportion of female respondents (4.3 percent) said they were interested in training in cosmetology. Other areas identified including plumbing (2.3 percent), vehicle mechanics (5 percent), radio/mobile repairs (3.6 percent), computers (3.0 percent), and cooking (2 percent) (Table 6.2.3.2).

Table 6.2.3.2: Types of vocational skill development training wanted

Types of training wanted	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Plumbing	5	3.9	2	1.2	7	4.1	0	0.0	7	2.3
Vehicle mechanics	6	4.7	9	5.2	15	8.7	0	0.0	15	5.0
Driving	43	33.3	52	30.1	95	55.2	0	0.0	95	31.5
House-wiring	11	8.5	12	6.9	23	13.4	0	0.0	23	7.6
Cooking	2	1.6	4	2.3	4	2.3	2	1.5	6	2.0
Commercial art	6	4.7	7	4.0	7	4.1	6	4.6	13	4.3
Tailoring	38	29.5	67	38.7	2	1.2	103	79.2	105	34.8
Computer-related training	6	4.7	3	1.7	7	4.1	2	1.5	9	3.0
Beauty parlor training	3	2.3	10	5.8	0	0.0	13	10.0	13	4.3
Radio/mobile training	2	1.6	3	1.7	5	2.9	0	0.0	5	1.7
Others*	7	5.4	4	2.3	7	4.1	4	3.1	11	3.6
Total	129	100.0	173	100.0	172	100.0	130	100.0	302	100.0

*Other types of training requested include training in 'candle-making', 'drama', 'carpentry', 'judo/karate', 'art', and 'dance'.

6.2.4 Desire to change present occupation

More than one-third of the survey respondents (33.8 percent) reported that they like their current work, with slightly more under the age of 14 (37.5 percent) than those aged 14-17 years (30 percent) expressing satisfaction. However, most (83 percent overall and 86.5 percent of those aged 14-17) would like to change their current job (Annex Tables 6.2.3.1 and 6.2.3.2).

6.3 Aspirations

Case studies also helped to identify the aspirations of child laborers. Informants aspire to be teachers, doctors, vehicle mechanics, service holders, tailor masters, football players, rich men, headmasters, businessmen, and drapers.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

7.1 CONCLUSIONS

The conclusions the study team drew from the empirical findings are presented below.

The high prevalence of child laborers working in the mining sector in some districts is a function of the growing demand for construction materials due to the fast pace of urbanization either within those districts or in their vicinity. The availability of materials to be quarried and their transportability are other determinants of the relatively high prevalence of child laborers.

Given the fact that nearly half of the respondents who had dropped out of school (47.8 percent) reported the desire to back to school with support (such as full or partial scholarships and economic grants to their households), a concerted collaborative institutional intervention is needed immediately in order to eliminate child labor in the mining sector through education.

Given the fact that 82 percent of respondents' families which cultivate agricultural land produce sufficient food for less than nine months of the year and that most respondents (72 percent) migrated to their place of destination in search of employment (a function of unemployment in their village of origin), families need economic support in the shape of a package of income-generating activities so that children can pursue their education without interruption or help to intensify agriculture.

Given the fact that the majority of child miners (63.6 percent) were attending school during the period of assessment by working in the mining sector in the mornings, evenings, and on school holidays and that more than 40 percent of respondents overall and 46 percent of those under 14 used the money they earned from mining for educational expenses, an educational support programme for school-going working children is needed to ensure and improve the quality of their education.

Given the fact that only 43 percent of respondents are aware of the government's provision of free education, much remains to be done by the concerned government agencies to more effectively disseminate the message about free education among the poor and marginalised communities.

Since the relatively low level of awareness among child laborers about their rights (just 47.5 percent are aware) can trigger their exploitation both at home and in the workplaces, concerned government agencies and NGOs working for the needs of child laborers have much to do to raise awareness at the community level.

The fact that 64.5 percent of respondents under the age of 14 and 85.5 percent of those aged 14-17 expressed an interest in vocational skills development training suggests that programmatic support needs to be initiated on an expanded scale and in a collaborative way taking into consideration age, aptitude, and market demand.

7.2 RECOMMENDATIONS

Since child labor is a complex sociological issue deeply embedded in the poverty-stricken social fabric of Nepal, no single sustainable solution can address it. The following recommendations can form a package of solutions within the purview of the recently drafted and updated National Master Plan on the Elimination of the Worst Forms of Child Labor in Nepal 2011-2020, a plan that aims to create an environment that is enabling, supporting, encouraging and sustainable. The recommendations fall under a "parallel track" approach that incorporates both preventive measures that will thwart under-aged children from entering the labor market as well as mitigative measures that will provide adequate and timely responses to those children already involved in child labor in the mining sector.

7.2.1 Preventive actions

- (i) One main reason that child labor has persisted in the mining sector is the ineffective implementation of national legal instruments, namely the Child Labor (Prohibition and Regulation) Act of 2000. The actions taken have been perfunctory, carried out merely in the name of an administrative crackdown to eliminate the worst forms of child labor. Law enforcement agencies, with the support of community-based organizations, including School Management Committees and Parent Teacher Associations, have to monitor mines regularly, thereby creating a sustained institutional crackdown. They also should be empowered to take action against violators.

To facilitate the enforcement of legal provisions, every child mine worker should be required to have and carry an identification card with his age as stated on his birth registration certificate. In the case of suspicious ages, a child laborer must produce his birth certificate. Of course, implementing such a system would be possible only with the cooperation of employers but it could eliminate the use of under-aged child laborers.

- (ii) Rapid assessments have to be scrupulously conducted every five years to generate knowledge on the worst forms of child labor in the mining sector so that there can be timely and informed decision-making designed to eliminate such labor.
- (iii) There need to be concerted institutional efforts to raise awareness about the causes and consequences of the worst forms of child labor in the mining sector among the myriad stakeholders, including family members, local communities, policymakers, law enforcement agencies, employers, workers' unions, development partners, NGOs, community-based organizations, the media, academics, the private sector, and civil societies, with a view toward getting their support in preventing under-aged children from working in the mining sector.
- (iv) A significant way to reduce and gradually eliminate incidence the worst forms of child labor in the mining sector is for the state to make education up to secondary level both free and

compulsory. Since the education of children hinges on the opportunities that poor and marginalized families have to earn a sustainable livelihood, such families must also be supported with direct interventions (such as skill development and micro-credit/finance) so that they can adopt sustainable income-generating activities which would relieve children of the need to work to support themselves and their families economically and provide the extra money needed to send children to school. The Brighter Futures Program has already demonstrated that micro-finance is an important tool for helping mining families to cope during the monsoon season without getting into debt and to save and invest in alternative livelihoods. Providing such economic interventions has to be a priority focus because 72 percent of respondents said that the main reason they were at the mining sites was to look for employment. Ultimately, these interventions would eventually create an economic environment wherein families currently dependent on the worst forms of child labor would shift to dependence on adult labor. Such a step would require developing an institutional mechanism to monitor whether the households supported were sending their children to school or not.

- (v) Given that 35.5 percent of child miners are from landless families that 82 percent of land-owning respondents are food deficient for at least three months a year, there has to be, as the Brighter Futures Program demonstrated, concerted institutional support for social safety nets with a view to assisting families in crisis (including death or illness causing debt, loss of land, disability, widowhood, or abandonment of women and children) to reduce their vulnerability so that parents are not forced to put their children to work in the mining sector even if they work there themselves.
- (vi) As the Brighter Futures Program recommends, local governments (DDCs and VDCs), in collaboration with district administration offices, must help poor Nepalis, including internal migrant laborers (who are often the most marginalised families) to obtain a legal identity (such as citizenship certificates) so that they can be included in local development programmes, open bank accounts, migrate abroad for work, start up businesses, and, as a result of these developments, avoid they need to send their children to work as miners.
- (vii) Given the fact that mining serves as a safety net for the poorest of families and that nearly half of the child respondents who had dropped out of school (47.8 percent) reported their desire to return to school with support, poor children in schools located in local mining communities should get more support than the general population. The concerned government agency (i.e. the District Education Office) and local and international NGOs working for children in the mining sector must provide more poverty-based scholarships, more material support for classrooms and furniture, and more support for increasing teaching staff.
- (viii) Given the fact that mining is regulated by DDCs and the Department of Mining and that DDCs are the local authorities which provide licenses to the highest bidders to operate quarries in riverbeds on an annual basis, they can control what goes on in mining sites; through monitoring, they can prevent under-aged children from being used in quarrying activities.
- (ix) Concerned government agencies and other stakeholders (local and international NGOs) must capitalize on the power of the media, both print and electronic, to create awareness among people about the need to eliminate the use of all child labor, including that in the mining sector.

7.2.2: Mitigative actions

a. Rehabilitation

- (i) Child laborers under the age of 14 years caught in the worst forms of child labor should be removed from work and rehabilitated in collaboration with the child labor elimination unit of the Ministry of Labor and Employment, police, local governments, and other organisations working in the child labor sector. They should be kept at community-based and community-supported local transit centres, which should be established in areas with high rates of child labor and should provide accommodation, treatment, and counseling. Children who have been removed from work should be returned to their families, nearest kin, or other caretaker, but if no guardian can be located, they should be housed at local resource centres supported by the government, donors, or NGOs. Children at these centres should be provided with non-formal education classes teaching them bridging and life skills, particularly with regard to child rights and their protection and reproductive health. Other local child laborers working in the vicinity should also be able to avail themselves of the opportunities and resources available at such centres.
- (iii) Given that a large proportion of child respondents (75.5 percent) expressed a desire to participate in vocational skills training in tailoring (35 percent), driving (31.5 percent), and other, less popular areas like cosmetology, plumbing, and auto mechanics, the concerned units of government, in collaboration with donor agencies, local and international NGOs, should make an effort to impart such trainings immediately. The trainings should emphasise sustainability, taking into account both the competency of each child worker and the demands of the market. No training should be imparted before conducting a training needs assessment. Successful approaches of the past, including socialization training, hostel accommodation, and the involvement of unions and employers, should be replicated. Socialization training helps children develop life and social skills, rendering them independent, patient and attentive enough to succeed in vocational training. Accommodation is especially important for those who want to attend full-time vocational training. The total cost of such trainings should be borne by the concerned organizations. Institutional initiatives to arrange apprenticeships for children interested in developing vocational skills should be launched.
- iv) There is a need to maintain good coordination between and among different I/NGOs working for the rehabilitation of child miners. The Central and District Child Welfare Boards have to play an even more instrumental role in coordinating the rehabilitation activities of different organizations so that there is no duplication of efforts and resources.

b. Improvement of working conditions

To improve the currently hazardous and unhealthy working conditions in mining sites, children of legal working age need to be provided with sunglasses, masks, raincoats, thick shoes, leather gloves, and helmets, and medical treatment should be available on-site. If child miners are involved in quarrying on their own, they should purchase this safety equipment themselves from the income they earn but if they are assisting to their families, their guardians should outfit them properly. In both cases and to support the provision of medical treatment, support organizations can also lend a hand, either materially, if possible, or by raising awareness, if not. If a child is hired by a contractor/employer, the latter should assume responsibility for providing the necessary safety equipment and for treating child miners on-site.

c. Raising awareness among child laborers and their employers

Because less than half of child respondents (47.5 percent) reported that they are aware of child rights (such as the rights to study, play, eat good food, live in a good environment, and wear good clothes) and awareness helps children fight of exploitation, whether in the family or in the workplace, a concerted effort has to be made institutionally to raise awareness about child rights among child laborers, both those under the age of 14 and those 14-17-years-old. Awareness-raising among children should take place in the workplace with the cooperation of employers, contractors, and guardians, who themselves need to be made aware. NGOs and community-based organisations should help in this effort. Since 43 percent of respondents reported that they contribute to their family enterprise without getting any individual payment, it is crucial to generate awareness so that those under the age of 14 are sent to school.

References

- Adolescent girls literacy initiative for reproductive health (A GIFT for RH). (n.d.). Retrieved from www.cedpa.org/files/659_file_nepal_giftpanel.pdf
- Asian Development Bank. (2009a). *Country partnership strategy*. Manila, the Philippines.
- Asian Development Bank. (2009b). *Nepal crop diversification project*. Manila, the Philippines.
- Bernard, R. (1988). *Research methods in cultural anthropology*. New Delhi, India: Sage Publications.
- Central Bureau of Statistics. (1997). *Nepal living standards survey report (vols. 1 & 2)*. Kathmandu, Nepal: Author.
- Central Bureau of Statistics. (2003). *National sample census of agriculture: Highlights*. Kathmandu, Nepal: Author.
- Central Bureau of Statistics. (2004). *Nepal living standards survey statistical report (vols. 1 & 2)*. Kathmandu, Nepal: Author.
- Central Bureau of Statistics. (2005). *Poverty trends in Nepal (1995/96 and 2003/04)*. Kathmandu, Nepal.
- Central Bureau of Statistics. (2010). *Report on the Nepal Labor Force Survey of 2008/09*. Kathmandu, Nepal.
- Central Bureau of Statistics & International Labor Organization. (2010). *Nepal child labor report: Final draft based on the data of the Nepal Labor Force Survey of 2008/09*. Kathmandu: Author.
- Child Workers in Nepal Concerned Centre. (2002). *The state of children in Nepal*. Kathmandu, Nepal: Author.
- Child Workers in Nepal Concerned Centre & Plan Nepal. (2006). *Child labor in transportation sector in Nepal: A study in major urban areas of Nepal*. Kathmandu, Nepal: Author.
- His Majesty's government of Nepal, Ministry of Law, Justice and Parliamentary Affairs. (1992). *Children's act*. Kathmandu, Nepal.
- His Majesty's Government of Nepal, Ministry of Law, Justice and Parliamentary Affairs. (1994). *Regulation concerning children*. Kathmandu, Nepal.
- His Majesty's Government of Nepal, Ministry of Law, Justice and Parliamentary Affairs. (1996). *Children (development and rehabilitation) fund regulation*. Kathmandu, Nepal.
- His Majesty's Government of Nepal, Ministry of Law, Justice and Parliamentary Affairs. (2000a). *Child labor (prohibition and regulation) act*. Kathmandu, Nepal.
- His Majesty's Government of Nepal, Ministry of Women, Children and Social Welfare. (2004). *National plan of action for children: Nepal (2005-2015)*. Kathmandu, Nepal.
- His Majesty's Government of Nepal & National Planning Commission Secretariat. (2000). *Nepal: National report on follow-up to the World Summit for Children*. Kathmandu, Nepal
- International Labor Organisation. (2006). *Combating the worst form of child labor in Nepal*. Kathmandu, Nepal: International Labor Organisation's International Programme on the Elimination of Child Labor, Nepal.
- International Labor Organisation & United Nations Children's Fund. (2000). *Investigating child labor: Guidelines for rapid assessment [A draft of field manual]*.
- Rana, A.S.J.B. (2010, December 10). Remittance economy: Instrumental for poverty reduction. *The Himalayan*.
- Rana, A.S.J.B. (2011, April 1). Economy collapsing by degrees: Urgency of remedial measures. *The Himalayan Times*.

- Lama, M.S. (2010). *Social appraisal for the multi-stakeholder forestry program*. Kathmandu: Nepal.
- Ministry of Agriculture and Cooperatives & World Bank. (2009). *Agriculture development framework in Nepal*. Kathmandu, Nepal.
- Ministry of Local Development. (2010). Registration (personal events) program annual report, 2010.
- National Planning Commission. (2001). *Interim poverty reduction strategy paper*. Kathmandu, Nepal: Author.
- National Planning Commission. (2007). *Interim plan (2007/08-2009/10)*. Kathmandu, Nepal: Coordination Unit.
- National Planning Commission & His Majesty's Government of Nepal. (1996). *Children and women of Nepal: A situation analysis*. Kathmandu: Nepal.
- National Planning Commission & United Nations Children's Fund. (1992). *Children and women of Nepal: A situation analysis*. Kathmandu: Nepal.
- Nepal South Asia Centre, (1998). *Nepal human development report*. Kathmandu, Nepal.
- Plan Nepal, 2010. *Country strategic plan*. Kathmandu, Nepal.
- Rai, S. (2011, March 23). Projected economic growth is still a far cry, says CBS. *The Kathmandu Post*.
- Sainju, B. 2002. *Child Labor in stone quarries*. Kathmandu, Nepal.
- Sapkota, C. (2010, November 9). Latest on remittances and the Nepali economy [weblog post]. *Chandan Sapkota's blog*. Retrieved from <http://www.sapkotac.blogspot.com/>
- Seddon, D., Adhakari, J., & Gurung, G. (2001). *The new lahures: Foreign employment and remittance of Nepal*. Kathmandu, Nepal: Nepal Institute of Development Studies.
- Shrestha, D.P. (2003). Trends, patterns and structure of economically active population. In *Population Monograph of Nepal* (Vol. --). Kathmandu, Nepal: Central Bureau of Statistics & National Planning Commission, Nepal.
- South Asia Alliance for Poverty Eradication. (2010). *Poverty and vulnerability cycles in South Asia: Narratives of survival and Struggles*. Mumbai, India: Author.
- Thapa, A. (2010, October 20). Third Nepal living standards survey: 25.16 percent Nepalis below poverty line. Retrieved from <http://www.ekantipur.com/>
- United Nations Development Programme. (2009). *Nepal human development report 2009: State Transformation and Human Development*. Kathmandu, Nepal.
- United Nations Development Programme, National Planning Commission, & International Labor Organisation. (2010). *Report on the Nepal labor force survey 2008*. Kathmandu, Nepal.
- World Education. (2009). *Children working in mining industry: Child labor status report*. Kathmandu, Nepal.
- World Bank. (2011). *Migration and remittance fact-book*.

ANNEXES

Annex 1.0

Secondary Source Table
Annex Table 2.1 Socioeconomic Status of the People in the Study Districts of Mining Sector

S. N	Districts	Total population	Annual Growth Rate	Major Caste/ Ethnic Groups	HHs with domestic Workers	Total Domestic Workers	Child Dependency Ratio	Primary School Net Enrollment Ratio	Ratio of Girls to boys in primary education	Literacy rate (15-24 yrs)	Ratio of literate female to literate male	Farm size (Ha/ HH)	Employment to population of working age ratio	Proportion of children 10-14 who are working	percentage of irrigated area	Per capita food production Kilo Calorie	percentage of marginal farm households
1	Jhapa	688109	1.48	Hill Brahmin, Chhethi, Rajbanshi, Limbu, Rai, Santhal	2241	2863	58	82.3	92.4	83.7	89.4	1.09	58.7	4.9	48.39	6676	15.17
2	Dhankota	166479	1.29	Rai, Chhethi, Limbu, Magar, Brahman Hill	265	326	66.5	8.2	97	86.4	87.5	0.84	71	11.8	12.32	4844	26.31
3	Udaypur	287689	2.63	Chhethi, Rai, Magar, Tharu, Tamang	370	480	80.5	79.2	87.1	69.8	74	0.63	63.8	11.7	10	2619	AA32.97
4	Kathmandu	1081845	4.71	Newar, Brahman Hill, Chhethi, Tamang, Magar	11866	18247	42.1	93.9	80.1	88.7	90	0.24	53.5	4.6	41.43	2263	16.8
5	Lalitpur	337785	2.73	Newar, Brahman Hill, Chhethi, Tamang, Magar	2103	3201	45.1	84.2	95.1	84.6	87.1	0.29	57	5	57.4	2385	27.09
6	Dhading	338658	1.97	Tamang, Brahman Hill, Chhethi, Newar, Magar	213	382	78.6	90.6	86.9	63.9	67.6	0.58	81.4	14.9	10.45	22.6	43.35
7	Kavre	383672	1.73	Tamang, Brahman Hill, Chhethi, Newar, Magar	285	416	73.7	97.4	100.9	81.3	82.9	0.57	68.7	7	9.22	3722	32.97
8	Dhanusa	671364	2.11	Yakhr, Muslim, Kawai, Dhanku, Teli	345	456	75.7	58.6	61	61	64.5	0.88	51.8	9.6	36.18	3625	17.56
9	Mekwanpur	397604	2.22	Tamang, Brahman Hill, Chhethi, Newar, Magar	480	727	77	87.8	82.8	79.8	84.8	0.52	60.5	9.3	11.13	2799	29.62
10	Chitwan	472048	2.86	Brahman Hill, Tharu, Chhethi, Tamang, Gurung	1551	2288	64.2	95.5	107.8	86.8	92.1	0.58	56.3	5.2	68.79	5071	24.9
11	Koshi	398527	2.62	Brahman Hill, Gurung, Chhethi, Karmi, Magar	1318	1873	60.3	76.5	108.3	91.2	92.8	0.44	58.9	2.7	31.35	5090	32.3
12	Majuli	114447	1.29	Magar, Chhethi, Karmi, Brahman hill, Dhenai	236	326	75.8	94	93.8	80.3	83.4	0.42	76.4	7.1	13.8	2792	56.45
13	Rupandehi	308419	3.05	Brahman Hill, Tharu, Muslim, Magar, Yadav	945	1389	73.1	77	73.6	79.6	81.9	0.89	52.2	5	35.8	4290	17.21
14	Dang	462380	2.66	Tharu, Chhethi, Magar, Brahman Hill, Karmi	1714	2203	78.4	87	84.7	74.4	74.2	0.76	58.6	12.6	37.66	4611	24.18
15	Kailali	616697	3.89	Brahman Hill, Karmi, Magar	1608	1312	80.4	76.5	79.9	64.4	68.6	1.33	59.2	8.8	37.04	3683	29.2
16	Banki	385840	3.01	Muslim, Tharu, Magar, Chhethi, Brahman Hill	891	1230	75.1	68.6	72.3	68.4	82.2	0.93	53.1	11.8	32.81	3929	15.15
17	Bardiya	387649	2.76	Tharu, Brahman Hill, Chhethi, Karmi, Muslim	553	716	78.2	83.8	82.1	57.9	69.6	1.04	62.1	12.2	80.29	4618	23.82

Source : District and VDC Profile of Nepal, A Socio-economic Database of Nepal, 2010

Annex 2.0 Survey Tables

Annex Table 4.4.1:

Age and Sex- wise Distribution of Respondents Reporting the Birth in the Same Ward/ VDC/ Municipality of Work

Are the children born in the working ward/ VDC/municipality	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes, Same ward	89	44.5	97	48.5	107	46.3	79	46.7	186	46.5
Yes, Same VDC/ Municipality	28	14.0	18	9.0	24	10.4	22	13.0	46	11.5
No	83	41.5	85	42.5	100	43.3	68	40.2	168	42.0
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 4.6.1:

Age and Sex-wise Distribution of Respondents Reporting the Types of Family Members at Homes and their Numbers

Household family member		Under 14 years		14-17 years		Sex				Total N
		N	percent	N	percent	Male		Female		
						N	percent	N	percent	
Father	Yes	183	91.5	171	85.5	210	90.9	144	85.2	354
Mother	Yes	184	92.0	172	86.0	205	88.7	151	89.3	356
Spouse	Yes	0	0.0	17	8.5	4	1.7	13	7.7	17
Step mother	Yes	6	3.0	8	4.0	8	3.5	6	3.6	14
If yes, number of step mother	1	6	100.0	7	87.5	7	87.5	6	100.0	13
	2	0	0.0	1	12.5	1	12.5	0	0.0	1
Sisters (Unmarried)	Yes	164	82.0	156	78.0	165	71.4	155	91.7	320
If yes, number of sisters	1	65	39.6	67	42.9	87	52.7	45	29.0	132
	2	58	35.4	56	35.9	60	36.4	54	34.8	114
	3	25	15.2	18	11.5	11	6.7	32	20.6	43
	4	11	6.7	8	5.1	3	1.8	16	10.3	19
	5	0	3.0	4	2.6	2	1.2	7	4.5	9
	6	0	0.0	2	1.3	1	0.6	1	0.6	2
	11	0	0.0	1	0.6	1	0.6	0	0.0	1
Brother	Yes	183	91.5	184	92.0	225	97.4	142	84.0	367
Number	1	68	37.2	58	31.5	52	23.1	74	52.1	126
	2	63	34.4	71	38.6	89	39.6	45	31.7	134
	3	37	20.2	34	18.5	56	24.9	15	10.6	71
	4	13	7.1	10	5.4	17	7.6	6	4.2	23
	5	2	1.1	7	3.8	7	3.1	2	1.4	9
	6	0	0.0	2	1.1	2	0.9	0	0.0	2
	7	0	0.0	1	0.5	1	0.4	0	0.0	1
	8	0	0.0	1	0.5	1	0.4	0	0.0	1
Uncle	Yes	4	2.0	3	1.5	4	1.7	3	1.8	7
Number of uncles	1	4	100.0	2	66.7	3	75.0	3	100.0	6
	2	0	0.0	1	33.3	1	25.0		0.0	1
Aunt	Yes	2	1.0	4	2.0	3	1.3	3	1.8	6
Number of aunts	1	2	100.0	4	100.0	3	100.0	3	100.0	6

Household family member		Under 14 years		14-17 years		Sex				Total
		N	percent	N	percent	Male		Female		
						N	percent	N	percent	N
Grandparents	Yes	45	22.5	31	15.5	43	18.6	33	19.5	76
Number of grandparents	1	33	73.3	21	67.7	28	65.1	26	78.8	54
	2	12	26.7	10	32.3	15	34.9	7	21.2	22
Any other member	Yes	5	2.5	9	4.5	5	2.2	9	5.3	14
Number of other members	1	2	40.0	7	77.8	2	40.0	7	77.8	9
	2	3	60.0	2	22.2	3	60.0	2	22.2	5
Sister-in-laws	Yes	7	3.5	20	10.0	16	6.9	11	6.5	27
Number of Sister-in-law	1	6	85.7	20	100.0	16	100.0	10	90.9	26
	2	1	14.3	0	0.0	0	0.0	1	9.1	1
Nephew	Yes	4	2.0	6	3.0	5	2.2	5	3.0	10
Number of Nephews	1	2	50.0	2	33.3	3	60.0	1	20.0	4
	2	0	50.0	1	16.7	1	20.0	2	40.0	3
	3	0	0.0	1	16.7	0	0.0	1	20.0	1
	4	0	0.0	1	16.7	0	0.0	1	20.0	1
	6	0	0.0	1	16.7	1	20.0	0	0.0	1
Son/Daughter	Yes	0	0.0	6	3.0	0	0.0	6	3.6	6
Number of Son/Daughter	1	0	0.0	5	83.3	0	0.0	5	83.3	5
	3	0	0.0	1	16.7	0	0.0	1	16.7	1

Annex Table 4.6.2:
Age and Sex-wise Distribution of Respondents Reporting Places of Parent/s Living

Living place of parents (if alive)	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
At my place of birth	106	53.0	120	60.6	131	57.2	95	56.2	226	56.8
At my current residence	88	44.0	72	36.4	90	39.3	70	41.4	160	40.2
No fixed place	4	2.0	3	1.5	5	2.2	2	1.2	7	1.8
Others	2	1.0	3	1.5	3	1.3	2	1.2	5	1.3
Total	200	100.0	198	100.0	229	100.0	169	100.0	398	100.0

Others include 'parents live in foreign land'.

Annex Table 4.7.1: Age and Sex-wise Distribution of Children Ever Gone to School

Children ever gone to school	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	190	95.0	189	94.5	222	96.1	157	92.9	379	94.8
No	10	5.0	11	5.5	9	3.9	12	7.1	21	5.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 4.7.2 Age and Sex-wise Distribution of Respondents by Educational Status

Children's educational status	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Pre-primary	13	6.8	1	0.5	8	3.6	6	3.8	14	3.7
Primary level (Class 1-5)	139	73.2	79	41.8	129	58.1	89	56.7	218	57.5
Lower secondary level (Class 6-7)	34	17.9	62	32.8	58	26.1	38	24.2	96	25.3
Secondary level (Class 8-10)	2	1.1	44	23.3	25	11.3	21	13.4	46	12.1
Higher secondary level (Class 11-12)	0	0.0	3	1.6	2	0.9	1	0.6	3	0.8
Not reported	2	1.1	0	0.0	0	0.0	2	1.3	2	0.5

Annex Table 4.7.3 Age and Sex-wise Distribution of Respondents Reporting Education Expenses at School

Educational expenses at school	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Parents pay	128	88.3	79	82.3	105	83.3	102	88.7	207	85.9
My income from work	78	53.8	61	63.5	67	53.2	72	62.6	139	57.7
Scholarship at the school	11	7.6	4	4.2	4	3.2	11	9.6	15	6.2
International/local NGO	11	7.6	4	4.2	7	5.6	8	7.0	15	6.2
Other relatives	10	6.9	5	5.2	10	7.9	5	4.3	15	6.2
Total	145	100.0	96	100.0	126	100.0	115	100.0	241	100.0

Percentage exceeds 100 due to multiple answers.

Annex Table 4.8.1: Distribution of Children Who Ever Dropp out of School

Children ever dropped the school	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	53	27.9	106	56.1	106	47.7	53	33.8	159	42.0
No	137	72.1	83	43.9	116	52.3	104	66.2	220	58.0
Total	190	100.0	189	100.0	222	100.0	157	100.0	379	100.0

Annex Table 4.8.2 Distribution of Respondents by their Total Time of School Dropouts

Educational expenses at school	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
<six months	16	30.2	18	17.0	21	19.8	13	24.5	34	21.4
7-12 months	14	26.4	20	18.9	23	21.7	11	20.8	34	21.4
13-24 months	11	20.8	20	18.9	24	22.6	7	13.2	31	19.5
More than 24 months +	12	22.6	48	45.3	38	35.8	22	41.5	60	37.7
Average (months)	18	44	29	49	36					
Total	53	100.0	106	100.0	106	100.0	53	100.0	159	100.0

Annex Table 4.8.3: Distribution of Respondents by their Frequency of School Drop-out

Frequency of school dropouts	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
One time	50	94.3	101	96.2	100	94.3	51	98.1	151	95.6
Two or more times	3	5.7	4	3.8	6	5.7	1	1.9	7	4.4
Total	53	100.0	105	100.0	106	100.0	52	100.0	158	100.0

Annex Table 4.10.1: Age and Sex-wise Distribution of Respondents Reporting the Other Sources of Income of their Households

Other source of income of the children's households	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
No other source of income	47	23.5	29	14.5	45	19.5	31	18.3	76	19.0
Agricultural work in own land	34	17.0	32	16.0	30	13.0	36	21.3	66	16.5
Labor work in stone/sand quarry	88	44.0	100	50.0	117	50.6	71	42.0	188	47.0
Labor work in construction	19	9.5	21	10.5	21	9.1	19	11.2	40	10.0
Labor work in farm	17	8.5	27	13.5	30	13.0	14	8.3	44	11.0
Labor work in industry sector	3	1.5	6	3.0	3	1.3	6	3.6	9	2.3
Service	11	5.5	4	2.0	8	3.5	7	4.1	15	3.8
Carry load	4	2.0	10	5.0	6	2.6	8	4.7	14	3.5
Animal husbandry	5	2.5	7	3.5	6	2.6	6	3.6	12	3.0

Other source of income of the children's households	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Foreign employment	0	0.0	2	1.0	2	0.9	0	0.0	2	0.5
Own business/ shop(Tea shop)/ Grocery	9	4.5	2	1.0	8	3.5	3	1.8	11	2.8
Sewing	2	1.0	2	1.0	4	1.7	0	0.0	4	1.0
Driving	3	1.5	0	0.0	1	0.4	2	1.2	3	0.8
Carpentry	1	0.5	2	1.0	2	0.9	1	0.6	3	0.8
Labor work at transport	0	0.0	1	0.5	1	0.4	0	0.0	1	0.3
Others	2	1.0	3	1.5	2	0.9	3	1.8	5	1.3
Total	200	122.5	200	100.0	231	100.0	169	100.0	400	100.0

percentage exceeds 100 due to multiple answers. Others include 'painting', 'household chores', 'begging', etc.

Annex Table 4.11.1: Distribution of Respondents Reporting the Availability of Social Infrastructural Facilities in their Places of Origin

Facilities in the place of origin	Response	Under 14 years		14-17 years		Sex				Total N
		N	percent	N	percent	Male		Female		
						N	percent	N	percent	
School	1 Yes	196	98.0	191	95.5	225	97.4	162	95.9	387
	3 Don't know	1	0.5	0	0.0	0	0.0	1	0.6	1
Health post/hospital	1 Yes	146	73.0	144	72.0	169	73.2	121	71.6	290
	3 Don't know	5	2.5	4	2.0	7	3.0	2	1.2	9
Agricultural Service Center	1 Yes	55	27.5	57	28.5	75	32.5	37	21.9	112
	3 Don't know	51	25.5	49	24.5	60	26.0	40	23.7	100
Motorable road in village	1 Yes	179	89.5	185	92.5	208	90.0	156	92.3	364
	3 Don't know	2	1.0	0	0.0	1	0.4	1	0.6	2
Telephone/mobile service	1 Yes	183	91.5	195	97.5	216	93.5	162	95.9	378
	3 Don't know	3	1.5	0	0.0	2	0.9	1	0.6	3
Post office	1 Yes	64	32.0	85	42.5	96	41.6	53	31.4	149
	3 Don't know	39	19.5	23	11.5	41	17.7	21	12.4	62
Bank/Co-operative	1 Yes	84	42.0	85	42.5	103	44.6	66	39.1	169
	3 Don't know	25	12.5	18	9.0	28	12.1	15	8.9	43
Piped water facility	1 Yes	144	72.0	147	73.5	184	79.7	107	63.3	291
	3 Don't know	2	1.0	0	0.0	1	0.4	1	0.6	2
TV/radio	1 Yes	193	96.5	192	96.0	223	96.5	162	95.9	385
	3 Don't know	1	0.5	0	0.0	0	0.0	1	0.6	1
Total		200	100.0	200	100.0	231	100.0	169	100.0	400

Annex Table 4.14.1: Age and Sex- wise Distribution of Respondents Reporting their Work in Mining Sector with Others

People with whom the children work	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Alone	32	16.0	43	21.5	49	21.2	26	15.4	75	18.8
Father/mother	125	62.5	95	47.5	106	45.9	114	67.5	220	55.0
Elder brother/sister	36	18.0	20	10.0	32	13.9	24	14.2	56	14.0
Other relatives	11	5.5	13	6.5	11	4.8	13	7.7	24	6.0
Friends	71	35.5	92	46.0	117	50.6	46	27.2	163	40.8
Villagers	13	6.5	16	8.0	15	6.5	14	8.3	29	7.3
With husband	0	0.0	3	1.5	0	0.0	3	1.8	3	0.8
Younger sister	0	0.0	1	0.5	0	0.0	1	0.6	1	0.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Percent exceeds 100 due to multiple answers.

Annex Table 5.1.4.1: Age and Sex-wise Distribution of Respondents Reporting the Length of Current Employment

Length of employment	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Less than six months	27	13.5	22	11.0	28	12.1	21	12.4	49	12.3
Six months to one year	43	21.5	17	8.5	41	17.7	19	11.2	60	15.0
1- 4 years	118	59.0	109	54.5	131	56.7	96	56.8	227	56.8
5-10 years	11	5.5	51	25.5	31	13.4	31	18.3	62	15.5
Don't know	1	0.5	0	0.0	0	0.0	1	0.6	1	0.3
Not reported	0	0.0	1	0.5	0	0.0	1	0.6	1	0.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.1.4.2: Age and Sex- wise Distribution of Respondents Reporting Employment Tenure

Duration of employment	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Daily	77	38.5	72	36.0	98	42.4	51	30.2	149	37.3
Less than a week	11	5.5	3	1.5	11	4.8	3	1.8	14	3.5
1 to 4 weeks	4	2.0	1	0.5	2	0.9	3	1.8	5	1.3
1- 5 months	3	1.5	1	0.5	3	1.3	1	0.6	4	1.0
6 -12 months	16	8.0	21	10.5	27	11.7	10	5.9	37	9.3
Over 12 months	81	40.5	91	45.5	83	35.9	89	52.7	172	43.0
Not fixed period	3	1.5	2	1.0	2	0.9	3	1.8	5	1.3
Don't Know	2	1.0	5	2.5	2	0.9	5	3.0	7	1.8
No response	2	1.0	1	0.5	2	0.9	1	0.6	3	0.8
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.1.4.: Distribution of Respondents Reporting Mean Working Days in a Month

Mean working days in a month	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Less than 15 days	38	19.0	34	17.0	38	16.5	34	20.1	72	18.0
15-24 days	66	33.0	55	27.5	71	30.7	50	29.6	121	30.3
25-26 days	21	10.5	30	15.0	31	13.4	20	11.8	51	12.8
27-29 days	11	5.5	15	7.5	18	7.8	8	4.7	26	6.5
30 days	64	32.0	64	32.0	72	31.2	56	33.1	128	32.0
Don't know	0	0.0	1	0.5	0	0.0	1	0.6	1	0.3
No response	0	0.0	1	0.5	1	0.4	0	0.0	1	0.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0
Average days	22		22		22		22		22	

Annex Table 5.1.4 .4: Age and Sex-wise Distribution of Respondents Reporting the Mean Working Months in a Year

Average working Months in a year	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
<=3 months	10	5.0	6	3.0	9	3.9	7	4.1	16	4.0
4-8 months	68	34.0	86	43.0	89	38.5	65	38.5	154	38.5
9-11 months	37	18.5	32	16.0	41	17.7	28	16.6	69	17.3
12 months	85	42.5	75	37.5	91	39.4	69	40.8	160	40.0
No response	0	0.0	1	0.5	1	0.4	0	0.0	1	0.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0
Average	3		4		4		4		4	

Annex Table 5.1.6.1: Age and Sex- wise Distribution of Respondents Reporting the Frequency of Payment of Wages

Frequency of payment	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Daily	49	24.5	44	22.0	74	32.0	19	11.2	93	23.3
Weekly	34	17.0	52	26.0	46	19.9	40	23.7	86	21.5
Monthly	12	6.0	16	8.0	19	8.2	9	5.3	28	7.0
Never	67	33.5	53	26.5	48	20.8	72	42.6	120	30.0
At the time of loading stones into the vehicles	31	15.5	28	14.0	36	15.6	23	13.6	59	14.8
2-3 days	3	1.5	5	2.5	4	1.7	4	2.4	8	2.0
Others	4	2.0	2	1.0	4	1.7	2	1.2	6	1.5
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Others include 'every 4 days', '15 days' and '3 months'

Annex Table 5.1.6.2: Distribution of Respondents Reporting Frequency of Payment of Allowances

Frequency (Allowance)	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Daily	0	0.0	1	0.5	0	0.0	1	0.6	1	0.3
Weekly	1	0.5	1	0.5	0	0.0	2	1.2	2	0.5
Never	198	99.0	198	99.0	230	99.6	166	98.2	396	99.0
After the vehicle is loaded/return of the loaded vehicle	1	0.5	0	0.0	1	0.4	0	0.0	1	0.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.1.8.1: Age and Sex-wise Distribution of Respondents Reporting the Secondary Economic Activities

Children has secondary work	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	20	10.0	48	24.0	41	17.7	27	16.0	68	17.0
No	180	90.0	152	76.0	190	82.3	142	84.0	332	83.0
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.1.8.2: Age and Sex-wise Distribution of Respondents Reporting Types of Secondary Economic Activities

Types	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Labor work at construction of buildings	9	45.0	17	35.4	11	26.8	15	55.6	26	38.2
Domestic labor	5	25.0	5	10.4	4	9.8	6	22.2	10	14.7
Agricultural labor	3	15.0	6	12.5	6	14.6	3	11.1	9	13.2
Others	4	20.0	20	41.7	21	51.2	3	11.1	24	35.3
Total	20	100.0	48	100.0	41	100.0	27	100.0	68	100.0

Percent exceeds 100 due to multiple answers

Others include 'work at hotel', 'carpentry works', 'painting', 'fishing', 'child caretaker', 'work at motorcycle showroom', 'selling home-made liquor', 'driving', 'work at industry sector', 'contract for tree felling', 'work on beauty parlor', 'sewing/ knitting', etc.

Annex Table 5.1.8.3: Distribution of Respondents Reporting the Frequency of Doing the Secondary Work

Frequency	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Regularly	3	15.0	7	14.6	5	12.2	5	18.5	10	14.7
Occasionally	14	70.0	30	62.5	27	65.9	17	63.0	44	64.7
Seasonally	3	15.0	10	20.8	9	22.0	4	14.8	13	19.1
Not reported	0	0.0	1	2.1	0	0.0	1	3.7	1	1.5
Total	20	100.0	48	100.0	41	100.0	27	100.0	68	100.0

Annex Table 5.1.9.1: Age and Sex -wise Distribution of Respondents Reporting Monthly Savings from the Income of Main Mining Employment

Saving (NPR)	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
No savings	149	74.5	121	60.5	141	61.0	129	76.3	270	67.5
Less than 300	16	8.0	17	8.5	20	8.7	13	7.7	33	8.3
300-1000	23	11.5	32	16.0	44	19.0	11	6.5	55	13.8
1200-8000	11	5.5	30	15.0	25	10.8	16	9.5	41	10.3
No response	1	0.5	0	0.0	1	0.4	0	0.0	1	0.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0
Average	232.0		594		400		367		386	

Annex Table 5.1.9.2: Age and Sex -wise Distribution of Respondents Reporting the Monthly Savings from the Income of other Secondary Economic Activities

Range (NPR)	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
No savings	12	60.0	40	83.3	31.0	75.6	21.0	77.8	52.0	76.5
50-500	3	15.0	3	6.3	3.0	7.3	3.0	11.1	6.0	8.8
1000-5000	2	10.0	3	6.3	3.0	7.3	2.0	7.4	5.0	7.4
6000-8000	2	10.0	0	0.0	1.0	2.4	1.0	3.7	2.0	2.9
NA	1	5.0	2	4.2	3.0	7.3	0.0	0.0	3.0	4.4
Total	20	100	48	100.0	41.0	100.0	27.0	100.0	68.0	100.0
Average	2,453		1,494		2,033		1,890		1,973	

Annex Table 5.1.12.1: Distribution of Respondents Reporting the Action in the Event of the Commission of a Mistake in the Work Process or Wrong Performance

Action	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Compelled to quit the job	0	0.0	1	0.5	0	0.0	1	0.6	1	0.3
Reduce the salary	4	2.0	4	2.0	6	2.6	2	1.2	8	2.0
No action	185	92.5	181	90.5	216	93.5	150	88.8	366	91.5
Scolding	11	5.5	13	6.5	9	3.9	15	8.9	24	6.0
Not reported	0	0.0	1	0.5	0	0.0	1	0.6	1	0.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.1.14.1: Distribution of Respondents Reporting Payment by Employers for Social Security

Employer pays for the children's social security	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	86	43.0	84	42.0	96	41.6	74	43.8	170	42.5
No	114	57.0	116	58.0	135	58.4	95	56.2	230	57.5
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.1.14.2: Distribution of Respondents Reporting Benefit from Paid Leave or Compensation of Leave

Children getting benefits	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	4	2.0	10	5.0	9	3.9	5	3.0	14	3.5
No	196	98.0	189	94.5	221	95.7	164	97.0	385	96.3
No response	0	0.0	1	0.5	1	0.4	0	0.0	1	0.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.1.17.1: Age and Sex -wise Distribution of Respondents Reporting the Freedom from Employers/Supervisors

Freedom	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	192	96.0	192	96.0	222	96.1	162	95.9	384	96.0
No	8	4.0	8	4.0	9	3.9	7	4.1	16	4.0
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.1.16.2: Distribution of Respondents Reporting the Types of Entertainment and its Frequency (Aged <15 Years)

Type of entertainment	Quite Often		Everyday		Sometimes		Rare		Total
	N	%	N	%	N	%	N	%	
Listen to music	12	35.3	8.0	23.5	14.0	41.2	0.0	0.0	34
Watch movie	2	2.6	4.0	5.3	67.0	88.2	3.0	3.9	76
Play cards	0	0.0	2.0	13.3	13.0	86.7	0.0	0.0	15
Watch TV	4	11.4	18.0	51.4	13.0	37.1	0.0	0.0	35
Roaming with friends	3	4.6	4.0	6.2	56.0	86.2	2.0	3.1	65
Play Football	2	3.2	11.0	17.5	46.0	73.0	4.0	6.3	63
Play rubber band	0	0.0	6.0	50.0	5.0	41.7	1.0	8.3	12
Play <i>Kabaddi</i>	0	0.0	2.0	28.6	5.0	71.4	0.0	0.0	7
<i>Chhoe Khelne (playing tag)</i>	0	0.0	0.0	0.0	4.0	100.0	0.0	0.0	4
Play marble	3	30.0	3.0	30.0	4.0	40.0	0.0	0.0	10
Play indoor games	0	0.0	1.0	20.0	3.0	60.0	1.0	20.0	5
Swimming (in river)	0	0.0	2.0	18.2	9.0	81.8	0.0	0.0	11
Cricket	0	0.0	1.0	25.0	3.0	75.0	0.0	0.0	4
Others	1	4.3	5.0	21.7	16.0	69.6	1.0	4.3	23
Female									
Listen to music	9	21.4	10.0	23.8	22.0	52.4	1.0	2.4	42
Watch movie	0	0.0	2.0	4.9	37.0	90.2	2.0	4.9	41
Play cards	0	0.0	1.0	100.0	0.0	0.0	0.0	0.0	1
Watch TV	2	4.8	18.0	42.9	22.0	52.4	0.0	0.0	42
Roaming with friends	2	3.7	4.0	7.4	47.0	87.0	1.0	1.9	54
Play football	0	0.0	0.0	0.0	2.0	100.0	0.0	0.0	2
Play with rubber bands	1	6.7	1.0	6.7	11.0	73.3	2.0	13.3	15
Play <i>Kabaddi</i>	1	9.1	5.0	45.5	5.0	45.5	0.0	0.0	11
<i>Chhoe Khelne (playing tag)</i>	0	0.0	1.0	10.0	8.0	80.0	1.0	10.0	10
Play indoor games	0	0.0	1.0	33.3	2.0	66.7	0.0	0.0	3
Others	0	0.0	2.0	15.4	11.0	84.6	0.0	0.0	13
<15 years									
Listen to music	10	28.6	8.0	22.9	17.0	48.6	0.0	0.0	35
Watch movie	1	1.9	4.0	7.4	47.0	87.0	2.0	3.7	54
Play cards	0	0.0	1.0	25.0	3.0	75.0	0.0	0.0	4
Watch TV	4	11.8	18.0	52.9	12.0	35.3	0.0	0.0	34
Roaming with friends	3	7.5	3.0	7.5	33.0	82.5	1.0	2.5	40
Play football	1	2.6	9.0	23.7	26.0	68.4	2.0	5.3	38
Play with rubber bands	1	5.9	6.0	35.3	9.0	52.9	1.0	5.9	17
Play <i>Kabaddi</i>	1	6.7	6.0	40.0	8.0	53.3	0.0	0.0	15
<i>Chhoe Khelne (playing tag)</i>	0	0.0	1.0	7.1	12.0	85.7	1.0	7.1	14
Play marble	2	33.3	2.0	33.3	2.0	33.3	0.0	0.0	6
Play indoor games	0	0.0	1.0	14.3	5.0	71.4	1.0	14.3	7
Swimming (in river)	0	0.0	1.0	14.3	6.0	85.7	0.0	0.0	7
Play cricket	0	0.0	1.0	50.0	1.0	50.0	0.0	0.0	2
Others	1	4.3	6.0	26.1	15.0	65.2	1.0	4.3	23
15 & <18 years age									
Listen to music	11	26.8	10.0	24.4	19.0	46.3	1.0	2.4	41
Watch movie	1	1.6	2.0	3.2	57.0	90.5	3.0	4.8	63
Play cards	0	0.0	2.0	16.7	10.0	83.3	0.0	0.0	12
Watch TV	2	4.7	18.0	41.9	23.0	53.5	0.0	0.0	43
Roaming with friends	2	2.5	5.0	6.3	70.0	88.6	2.0	2.5	79

Type of entertainment	Quite Often		Everyday		Sometimes		Rare		Total
	N	%	N	%	N	%	N	%	
Play football	1	3.7	2.0	7.4	22.0	81.5	2.0	7.4	27
Play with rubber bands	0	0.0	1.0	10.0	7.0	70.0	2.0	20.0	10
Play Kabaddi	0	0.0	1.0	33.3	2.0	66.7	0.0	0.0	3
Play marble	1	25.0	1.0	25.0	2.0	50.0	0.0	0.0	4
Play indoor games	0	0.0	1.0	100.0	0.0	0.0	0.0	0.0	1
Swimming (in river)	0	0.0	1.0	25.0	3.0	75.0	0.0	0.0	4
Play cricket	0	0.0	0.0	0.0	2.0	100.0	0.0	0.0	2
Others	0	0.0	1.0	7.7	12.0	92.3	0.0	0.0	13

Others include 'Dandi Biyo' (Nepali game), 'bird hunting', 'drinking liquor', 'listening to songs', 'attending in the feast', 'visiting church', 'playing local games' and 'fishing'.

Annex Table 5.1.20.1: Distribution of Respondents Reporting the Main Problems in the Current Employment

Hardships faced in current job	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
None	10	5.0	4	2.0	10	4.3	4	2.4	14	3.5
Insufficient income for my living	88	44.0	86	43.0	88	38.1	86	50.9	174	43.5
Lack of own shelter to live	8	4.0	9	4.5	11	4.8	6	3.6	17	4.3
Harassment from other people	0	0.0	1	0.5	0	0.0	1	0.6	1	0.3
Less leisure time	110	55.0	108	54.0	129	55.8	89	52.7	218	54.5
Body pain	20	10.0	23	11.5	24	10.4	19	11.2	43	10.8
Impact on studies	28	14.0	22	11.0	20	8.7	30	17.8	50	12.5
Headache	1	0.5	5	2.5	3	1.3	3	1.8	6	1.5
Hard to carry loads	10	5.0	9	4.5	11	4.8	8	4.7	19	4.8
Wounds/cuts	9	4.5	8	4.0	10	4.3	7	4.1	17	4.3
Work in dry environment	1	0.5	0	0.0	1	0.4	0	0.0	1	0.3
Work in unfavorable weather condition	3	1.5	4	2.0	6	2.6	1	0.6	7	1.8
Social/police disturbance	3	1.5	2	1.0	3	1.3	2	1.2	5	1.3
Others	7	3.5	10	5.0	10	4.3	7	4.1	17	4.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Percentage exceeds 100 due to multiple answers, Others include 'not getting food on time', 'no income as per the work', 'must work with hungry stomach', etc.

Annex Table 5.1.20.2: Distribution of Respondents Reporting the Frequency of Cheating by their Employers

Frequency of cheating	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Every day	1	0.5	2	1.0	2	0.9	1	0.6	3	0.8
Quite often	0	0.0	1	0.5	0	0.0	1	0.6	1	0.3
Often	5	2.5	7	3.5	7	3.0	5	3.0	12	3.0
Sometimes	35	17.5	30	15.0	36	15.6	29	17.2	65	16.3
Rare	16	8.0	22	11.0	20	8.7	18	10.7	38	9.5
Never	143	71.5	138	69.0	166	71.9	115	68.0	281	70.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.2.3.1: Age and Sex- wise Distribution of Respondents Reporting the Awareness on the Types of Educational Facility/Support Provided by the Government/ NGO in the Locality

Facilities/services provided by the N/GOs	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Provided books	39	51.3	43	44.8	47	47.0	35	48.6	82	47.7
Provided stationeries	41	53.9	39	40.6	40	40.0	40	55.6	80	46.5
Provided school uniform	47	61.8	50	52.1	49	49.0	48	66.7	97	56.4
Free education	20	26.3	38	39.6	38	38.0	20	27.8	58	33.7
Provided with school bags	13	17.1	16	16.7	17	17.0	12	16.7	29	16.9
Payment of NPR 250 per year to Dalits	1	1.3	5	5.2	2	2.0	4	5.6	6	3.5
Others	3	3.9	4	4.2	5	5.0	2	2.8	7	4.1
Don't know	1	1.3	0	0.0	1	1.0	0	0.0	1	0.6
Total	76	100.0	96	100.0	100	100.0	72	100.0	172	100.0

Others include 'supply of oil and wheat flour', 'provision of food', 'distribution of free medicines, 'supply of computer' and 'athletics equipments'.

Annex Table 5.3.1.1: Age and Sex- wise Distribution of Respondents Reporting Suggestions Provided by the Employers for Being Safe from Accidents While Working

Suggestions	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	116	58.0	111	55.5	132	57.1	95	56.2	227	56.8
No	84	42.0	89	44.5	99	42.9	74	43.8	173	43.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.3.1.2: Age and Sex-wise Distribution of Respondents Reporting the Provisioning of Tools by Employers for Making Safe from Accidents

Provisioning of tools	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	15	7.5	22	11.0	18	7.8	19	11.2	37	9.3
No	185	92.5	178	89.0	213	92.2	150	88.8	363	90.8
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.4.2.1: Distribution of Respondents Reporting Frequency of Eating Fruits

Frequency	Under 14 years		14-17 years		Total	
	N	percent	N	percent	N	percent
Never	19	9.5	14	7.0	33	8.3
Rare	159	79.5	160	80.0	319	79.8
Often	21	10.5	23	11.5	44	11.0
Quite Often	1	0.5	3	1.5	4	1.0
Total	200	100.0	200	100.0	400	100.0

Annex Table 5.4.2.2: Distribution of Respondents Reporting Frequency of Drinking Milk, Meat and Fruit

Caregiver(s) until the age of five	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Milk										
Never	66	33.0	63	31.5	64	27.7	65	38.5	129	32.3
Rare	116	58.0	124	62.0	147	63.6	93	55.0	240	60.0
Often	15	7.5	10	5.0	15	6.5	10	5.9	25	6.3
Quite Often	3	1.5	3	1.5	5	2.2	1	0.6	6	1.5
Meat										
Never	8	4.0	4	2.0	6	2.6	6	3.6	12	3.0
Rare	154	77.0	136	68.0	164	71.0	126	74.6	290	72.5
Often	36	18.0	54	27.0	59	25.5	31	18.3	90	22.5
Quite Often	2	1.0	5	2.5	2	0.9	5	3.0	7	1.8
Fruits										
Never	34	17.0	28	14.0	35	15.2	27	16.0	62	15.5
Rare	157	78.5	166	83.0	185	80.1	138	81.7	323	80.8
Often	9	4.5	6	3.0	11	4.8	4	2.4	15	3.8
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.4.5.1: Distribution of Respondents Reporting the Alcohol Consumption

Alcohol consumption	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	11	5.5	24	12.0	32	13.9	3	1.8	35	8.8
No	189	94.5	176	88.0	199	86.1	166	98.2	365	91.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.4.5.2: Distribution of Respondents Reporting the Frequency of Alcohol Consumption

Frequency of alcohol consumption	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Everyday	0	0.0	6	25.0	6	18.8	0	0.0	6	17.1
Often	5	45.5	2	8.3	7	21.9	0	0.0	7	20.0
Rare	6	54.5	16	66.7	19	59.4	3	100.0	22	62.9
Total	11	100.0	24	100.0	32	100.0	3	100.0	35	100.0

Annex Table 5.4.5.3: Distribution of Respondents Reporting Drug Abuse

Children take drugs	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	3	1.5	1	0.5	4	1.7	0	0.0	4	1.0
No	197	98.5	199	99.5	227	98.3	169	100.0	396	99.0
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 5.4.5.4: Distribution of Respondents Reporting Types of Drugs Used

Type of drugs	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
<i>Ganja</i>	2	66.7	1	100.0	3	75.0	3	75.0		
<i>Bhang</i>	1	33.3	0	0.0	1	25.0	1	25.0		
Total	3	100.0	1	100.0	4	100.0	4	100.0		

Annex Table 6.2.3.1: Distribution of Respondents Reporting the Liking of Current Job

Liking of the current job	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	75	37.5	60	30.0	96	41.6	39	23.1	135	33.8
No	125	62.5	140	70.0	135	58.4	130	76.9	265	66.3
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

Annex Table 6.2.3.2: Distribution of Respondents Reporting the Desire to Change Current Job

Want to change	Under 14 years		14-17 years		Sex				Total	
	N	percent	N	percent	Male		Female		N	percent
					N	percent	N	percent		
Yes	159	79.5	173	86.5	186	80.5	146	86.4	332	83.0
No	41	20.5	27	13.5	45	19.5	23	13.6	68	17.0
Total	200	100.0	200	100.0	231	100.0	169	100.0	400	100.0

3.0 Tables from Qualitative Interviews

Table 3.1: Socio-economic Background of FGD Participants of Mining Sector

Caste/ Ethnicity	M	F	Age (Years)		Birth Regis- tration (No.)	Place of Origin	Level of Education			Period of Work (Month)		
			5- <14	15- to<18			1-3	4-8 class	9-10 Class	<6	7- 11M	>12M
Brahmin	7	2	9	8	8	Jhapa (1) Dhankuta (1), Kavre (1), Kailali (6)	5	4		3		6
Chhetri	3	2	1	4	3	Rupandehi(2), Salyan (2), Kailali (1)	1	3	1			5
Hill <i>Janajati</i>	11	15	18	8	15	Uydapur (4), Jhapa (7), Dhankuta (8), Makwanpur(1), Kathmandu(1), Sarlahi (2), Khotang(1), Sunsari (1) , Rupandehi (1)	15	10	1	7	1	18
Terai <i>Janajati</i>	34	26	31	29	43	Uydapur (9), Bardya (20), Sindhupalchowk (5) Kavre (2) Makwanpur(1), Dang (15), Nawalparasi (3), Rupandehi (5).	21	39		4	3	53
Hill Dalit	2	9	6	5	3	Sarlahi(2), Dhankuta (1), Udaypur (1), Sindhuli (2), Rupandehi (1), Dang (3), Kailali (1)	7	4		1		10
Muslim												
Other Terai caste (Mali, Panjiyar)	2		1	1	1	Udaypur (1), Rupandehi (1)		2				2
Newar	3		2	1	1	Ramechhap(2), Rupandehi(1)	1	2		1	1	Jan-00

Note: Number within the brackets of 'Places of Origin' indicates the 'the number of participants from where they have come'.

Table 3.2: Socioeconomic Background of Group Interview Participants of the Mining Sector

Caste/ Ethnicity	No.	Age (years)		Birth Regis- tration (No.)	Place of Origin	Level of Education			Period of work (Month)		
		5- <14	15 to <18			1-3	4-8	9-10	<6	7-12	12 – 48
Brahmin	1	1		1	Makwanpur	1					1
Chhetri	9	8	1	7	Sindhupalchok (1), Makwanpur(2), Salyan (4) Dang (1) Bardiya (1)	2	7		2		7
Hill <i>Janajati</i>	66	29	37	46	Dhankuta(23) Udaypur (10)Sindhuli (1) Okhaldhunga (2)Khotang (1)Ramechhap (1)Kavre(8) Makwanpur (18)Nuwakot (1) Salyan(1)	9	56	1	5	6	55
Hill Dalit	23	23		18	Udaypur (2)Parbat(4) Myagdi (2)Tanahau (1) Dang (4) Salyan (3) Banke(1) Surkhet (1) Rolpa(1)Gorkha(1) Chitwan(1) Kaski(1) Makwanpur (1)	4-8	11		4	11	8
Other Terai caste Newar Terai <i>Janajati</i>	2 1 38	1 1 16	1 1 22	1 1 33	Udaypur(2) Kaski(1) Udaypur (7) Dang (13) Bardiya (18)	1-0 1-10	1 1 25			1 13	2 14

Note: Number within the brackets of 'Places of Origin' indicates the 'the number of participants from where they have come'.

RESEARCH INSTRUMENTS

A. Survey Questionnaire

Rapid Assessment of Children Working in Mining Sector New ERA/World Education/PLAN Nepal - 2011

Questionnaire for Children under 18 Years

Informed Consent

Namaskar! My name is.....I am here from New ERA Kathmandu to collect data for the government and non-government agencies involved in supporting children working in mining sector. Now we are doing rapid assessment of children working in mining sector. We would very much appreciate your participation in this survey. This survey will take about 60 minutes. The participation in this survey depends on your wish. If we come to any questions that you don't want to answer, just let me know and I will go to the next question or you can stop giving the interview at that time. However, I hope that you will participate in this survey and make it a success by providing correct answers to all the questions. I assure that your information will be kept strictly confidential.

Would you want to participate in this survey? Yes _____ 1 No _____ 2

Signature of the interviewer : _____ Date: _____

IDENTIFICATION												
Name and Code of District _____	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>											
Name and Code of VDC _____												
Ward Number _____												
Name of Respondent _____												
Sex of Respondent _____ Male = 1 Female = 2												
INTERVIEW VISIT												
	1	2	3	Final Visit								
Date	_____	_____	_____	Day <table border="1" style="width: 40px; height: 20px; display: inline-table;"></table>								
Interviewer's name	_____	_____	_____	Month <table border="1" style="width: 40px; height: 20px; display: inline-table;"></table>								
	_____	_____	_____	Year <table border="1" style="width: 60px; height: 20px; display: inline-table; text-align: center;">2 0 6 7</table>								
Result*	_____	_____	_____	Code of Interviewer <table border="1" style="width: 40px; height: 20px; display: inline-table;"></table>								
				Result <table border="1" style="width: 40px; height: 20px; display: inline-table;"></table>								
Next Visit Date	_____	_____		Total Number of Visits <table border="1" style="width: 40px; height: 20px; display: inline-table;"></table>								
Time	_____	_____										
*Result code:												
1. Completed 2. Not agreed for interview 3. Given date and time to meet later 5. Others _____ (Specify)												
Supervisor			Office Editor	Data Entry								
Name _____	<table border="1" style="width: 40px; height: 20px; display: inline-table;"></table>		<table border="1" style="width: 40px; height: 20px; display: inline-table;"></table>	<table border="1" style="width: 40px; height: 20px; display: inline-table;"></table>								
Date _____	<table border="1" style="width: 40px; height: 20px; display: inline-table;"></table>		<table border="1" style="width: 40px; height: 20px; display: inline-table;"></table>	<table border="1" style="width: 40px; height: 20px; display: inline-table;"></table>								

1.0 Personal Information

Q.N.	Questions	Coding Categories	Skip
101	Caste/ethnicity of respondent:	Caste/ethnicity Code.. <input type="text"/> <input type="text"/>	
102	How old are you? (Write the completed years)	Years <input type="text"/> <input type="text"/>	
102.1	When were you born?	Year----- <input type="text"/> <input type="text"/> Months..... <input type="text"/> <input type="text"/> Day..... <input type="text"/> <input type="text"/>	
103	What is your literacy status?	Literate1 →104 Illiterate2	
103.1	What is/are the reason/s of illiteracy?	----- ----- -----	
104	Have you ever gone to school?	Yes1 No2 →111	
105	What is your educational status? (Write the completed grade)	Pre-primary level (< 1class).....1 Primary level (Class 1-5)2 Lower secondary level (Class 6-7)3 Secondary level (Class 8-10)4 Higher secondary level (Class 11-12).....5	
106	Did you ever drop-out from school	Yes.....1 No.....2 →109	
107	What was the duration of school drop-out?	Drop-out duration in months-----	
107.1	How many times did you drop-out school?	No. of times of school drop-out-----	
108	What was/were the reason/s of school drop-out?	Financial difficulty.....1 Lack of interest in studies-----...2 Need to support parents for livelihood...3 Need to take care of siblings.....4 Fear of physical punishment by teachers.....5 Caste/ethnic discrimination in school...6 Over-age.....7 Lack of school in the community.....8 Distant location of school-----9 Ocular weakness.....10 Others (specify).....96	
108.1	What is the total duration of latest school drop-out?	Year..... Months.....	
109	Are you currently attending school/college	Yes1 No2 →111	
110	How do you meet the school expenses?	Parents pay1 My income from work2 Scholarship at the school3 Others (Specify).....96	

Q.N.	Questions	Coding Categories	Skip
	Do not ask Q.Nos.111 and 1112 if 1 of Q.No. 109 is encircled		
111	Would you like to go school if arranged?	Yes1 No2 → 113	
112	What sort of incentives would you like to have for schooling?	Full scholarship (food and tuition).....1 Partial scholarship (tuition only).....2 Provision of books/stationaries/uniforms3 Economic grant support to the family...4 Tiffin arrangement at the school.....5 Food support to the family.....6 Others (Specify) _____ 96	
113	Are you interested to receive any (additional) vocational professional training?	Yes1 No2	115
114	What type of training do you mainly want to receive?	Plumbing.....1 Vehicle mechanic.....2 Driving.....3 Veterinary4 Housewiring.....5 Cook.....6 Commercial artist.....7 Others (Specify) _____96	
115	Is your name registered?	Yes-----1 No-----2 I do not know.....98	

2.0 Socio-demographic Information

Q.N.	Questions	Coding Categories	Skip
201	Where do you live here?	Rented room..... 1 Own house 2 Others (Specify).....96	
202	Who do you live with here?	Alone 1 Parents 2 Other family members 3 Younger siblings 4 Older siblings.....5 Spouse.....6 Friends.....7 Others (Specify) _____ 96	
203	Is/are your father or mother or both alive?	Yes, father alive 1 Yes, mother alive 2 Yes, both alive 3 No , both died 4 → 206	
204	How is/are your parent/s living?	Both alive, living together 1 Both alive, father with step mother..... 2 Both alive, mother with step father 3 Mother died, father with step mother..... 4 Father died, mother with step father 5 Father alone.....6 Mother alone.....7 Others (Specify) _____ 96	

Q.N.	Questions	Coding Categories	Skip																																				
205	Ask only if parent/s is/are alive Where is/are your parent/s living?	At my place of birth..... 1 At my current residence..... 2 No fixed place..... 3 Others (Specify)..... 96																																					
206	Who took care of you until you were five years old?	Parents both 1 Mother only 2 Father only 3 Others (Specify)..... 96 Don't know 98																																					
207	Who among the following family members are in your home? (Write the number) (Multiple answers possible)	<table border="0"> <thead> <tr> <th></th> <th><u>Yes</u></th> <th><u>No</u></th> </tr> </thead> <tbody> <tr> <td>1.Father.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>2.Mother.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>3.Step father.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>4. Spouse.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>5.Step Mother.....</td> <td>1</td> <td>2 ()</td> </tr> <tr> <td>6. Unmarried sisters.....</td> <td>1</td> <td>2 ()</td> </tr> <tr> <td>7.Brothers.....</td> <td>1</td> <td>2 ()</td> </tr> <tr> <td>8.Uncles.....</td> <td>1</td> <td>2 ()</td> </tr> <tr> <td>9. Aunts.....</td> <td>1</td> <td>2 ()</td> </tr> <tr> <td>10.Grandparents.....</td> <td>1</td> <td>2 ()</td> </tr> <tr> <td>11.Other (specify).....</td> <td>96</td> <td></td> </tr> </tbody> </table>		<u>Yes</u>	<u>No</u>	1.Father.....	1	2	2.Mother.....	1	2	3.Step father.....	1	2	4. Spouse.....	1	2	5.Step Mother.....	1	2 ()	6. Unmarried sisters.....	1	2 ()	7.Brothers.....	1	2 ()	8.Uncles.....	1	2 ()	9. Aunts.....	1	2 ()	10.Grandparents.....	1	2 ()	11.Other (specify).....	96		
	<u>Yes</u>	<u>No</u>																																					
1.Father.....	1	2																																					
2.Mother.....	1	2																																					
3.Step father.....	1	2																																					
4. Spouse.....	1	2																																					
5.Step Mother.....	1	2 ()																																					
6. Unmarried sisters.....	1	2 ()																																					
7.Brothers.....	1	2 ()																																					
8.Uncles.....	1	2 ()																																					
9. Aunts.....	1	2 ()																																					
10.Grandparents.....	1	2 ()																																					
11.Other (specify).....	96																																						
208	Total family members	Total No. <input type="text"/> <input type="text"/>																																					
209	Were you born in this VDC/Municipality?	Yes, in this ward..... 1 Yes, in this VDC/municipality..... 2 → 214 No 3 → 211																																					
210	Where were you born?	VDC.....1 Do not know VDC.....198 Municipality.....2 Do not know municipality.....296 District.....3 Do not know district.....398 Foreign land.....4																																					
211	What is/are the main reason/s for you to leave your village of origin? (Multiple answers possible)	Marriage..... 1 Low salary/wage..... 2 Unemployment 3 Transfer by employer..... 4 Study /training desire..... 5 Natural disaster 6 Political conflict..... 7 Social conflict.....8 Parent's suggestion to earn 9 Landlessness10 Food insufficiency11 Dislike of village life12 Need to repay household loan.....13 Frequent verbal abuse at home.....14 Domestic violence/quarrel.....15 Others (Specify)96																																					
212	How many years ago did you move last time to this place? (Write in only one box)	Completed Years 1 <input type="text"/> Completed Month 2..... <input type="text"/>																																					

Q.N.	Questions	Coding Categories	Skip
213	What is/are the main reason/s for you to migrate here? (Multiple answers possible)	Marriage..... 1 Better salary/wage 2 Start new job/business 3 Transfer by employer..... 4 Study/ training 5 Looking for work 6 Easier life 7 Others (Specify) 96	
214	Does your family own house to live?	Yes 1 No 2	
215	Does your family possess operated agricultural land? (both owned and rented-in)	Yes 1 No 2 → 217	
216	How many months does the food-grain produced from your own operated land meet your household food requirement?	Less than three months 1 3- 6 months 2 6-9 months 3 9 to less than 12 months..... 4 For the whole year 5 Do not know..... 6	
217	What are the sources of income in your household? (Main is only one, and Others may be multiple)	<p style="text-align: right;">Main Other</p> Agricultural work in own land..... 1 1 Labor work in transport 2 2 Labor work in construction 3 3 Labor work in farm 4 4 Labor work in industry sector 5 5 Pension..... 6 6 Service 7 7 Portering 8 8 Other (Specify) 96 96 Don't Know 98 98	
218	Which of the following facilities are available in your village? (Multiple answers possible)	<p style="text-align: right;">Yes No</p> DNK 1.School..... 1 ..2 3 2.Health post/ hospital.1 ..2 3 3.Agri.Service Center .1 ..2 3 4.Motorable road 1 ..2 3 5.Telephone..... 1 ..2 3 6.Post office 1 ..2 3 7.Bank 1 ..2 3 8. Piped water 1 ..2 3 9.TV/radio..... 1 ..2 3 10. Others (specify)..... 96	

3.0: Work Status

Q.N.	Questions	Coding Categories	Skip
301	What are the types of activities of your current job? (Multiple answers possible)	Pebble/sand/soil collection1 Stone/sand/soil transportation.....2 Stone/boulder breaking3 Sieving sand/pebbles.....4 Loading/unloading commodities5 Supporting others.....6 Others (Specify).....96	
302	At what age did you start doing this work?	Completed years1 <input type="text"/> <input type="text"/> Don't know2	
303	For how long have you been doing this sort of work?	Less than six months1 Six months to one year.....2 1- 4 years.....3 5-10 years.....4 10 years or more5 Don't know98	
304	What is your status in this job ?	Paid employee.....1 Operating own business as regular paid employee.....2 Contributing family member without pay...3 Others (Specify).....96	
305	What is the basis of employment?	Permanent1 Contract.....2 Piece- rate3 Others (Specify).....96	
306	What is the duration of employment?	Daily wage1 Less than a week2 1 to 4 weeks3 1-3 months4 6-12 months5 Over 12 months.....98 Others (Specify).....96	
307	Does your employer pay social security contribution for you?	Yes1 No2	
308	Do you benefit from paid leave or get compensation for unused leave?	Yes1 No2	
309	How many hours, on an average, do you work in a day?	Hours in a day.....	

Q.N.	Questions	Coding Categories	Skip
310	What is the average quantity of production of gravel/sand/soil?	Production in kg.....	
311	What is the monetary value of per kg. gravel/sand/soil produced?	Per kg. (NRs).....	
312	What is the frequency of payment?	1=Wages Allowance=2 Daily1 2 Weekly.....1 2 Monthly.....1 2 Never.....1 2 Others (Specify)..... 96	
313	On an average, how much do you earn in a day?	Cash 1 Rs. <input type="text"/> <input type="text"/> In-kind..... 2 Rs. <input type="text"/> <input type="text"/> Work as a bonded labour..... 3	→ 317
314	How many days do you do this work in a month?	Days in a month..... <input type="text"/> <input type="text"/>	
314.1	How many months in a year do you do this job?	Months in a year..... <input type="text"/> <input type="text"/>	
315	Is the earning from this work sufficient for your living?	Yes 1 No 2	
316	Where do you spend your earnings? (Multiple answers possible)	To maintain my livelihood1 For the support of family livelihood2 To pay family loan.....3 For educational expenses4 For personal entertainment5 For smoking and alcohol.....6 Others (Specify).....96	
317	Did you also do any other secondary work (other than stone/sand/mining)?	Yes1 No2	→ 320
318	What type of other secondary work did you do?	
319	Do you do this secondary work regularly or occasionally?	Regularly.....1 Occasionally.....2 Seasonally3	
320	On an average, how much money do you save in a day?	From the main work (mining) 1.Rs <input type="text"/> <input type="text"/> <input type="text"/> From the other secondary work 2.Rs <input type="text"/> <input type="text"/> <input type="text"/>	
321	Are you working alone or working with others?	Alone.....1 Father/mother.....2 Elder bother/sister3 Other relatives.....4 Friends5 Villagers.....6 Others (Specify).....96	

Q.N.	Questions	Coding Categories	Skip
322	Who brought you into this work?	Self..... 1 Parents 2 Brothers/sisters..... 3 Other relatives..... 4 Friends 5 Villagers..... 6 Others (Specify)..... 96	
323	If you make some mistakes in your job, what will be the action from your supervisor/employer?	Compelled to quit the job 1 Reduce the salary 2 Nothing 3 Others (Specify)..... 96	
324	What are the hardships you are facing in your current job?	Insufficient income for my living 1 Lack of own shelter to live 2 Harassment 3 Others (Specify)..... 96	
325	How do you characterize the present work?	Need to work longer hours..... 1 Need to work in difficult or dangerous machinery..... 2 Need to work as a bonded labourer... 3 Need to tolerate sexual abuse..... 4 Need to carry heavy loads..... 5 Need to work in air/sound pollution and be exposed to sunlight..... 6 Need to work from 9 p.m to 5 a.m..... 7 Vehicular accident..... 8 Possibility of being addicted to smoking, and alcohol/drug addiction..... 9 Other (specify)..... 96	

4.0 Food, Health and Personal Habits

Q.N.	Questions	Coding Categories	Skip																				
401	Who gives/ arranges food while you are in work?	Self 1 Employer..... 2 Family member/s..... 3 Others (Specify) 96																					
402	What kind of food do you take most of the time?	Bhat/Dal 1 Didho/ Tarkari 2 Bhat with meat 3 Others (Specify) 96																					
403	How often do you get to take the following items?	<table border="1"> <thead> <tr> <th></th> <th>Never</th> <th>Rare</th> <th>Often</th> <th>Q. Often</th> </tr> </thead> <tbody> <tr> <td>1. Milk</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Meat</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Fruits</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Never	Rare	Often	Q. Often	1. Milk					2. Meat					3. Fruits					
	Never	Rare	Often	Q. Often																			
1. Milk																							
2. Meat																							
3. Fruits																							
404	Have you ever experienced sickness/accidents while you are in work of this kind?	Yes..... 1 No..... 2	410																				
405	Please indicate the type of sickness you suffered including wounds, cuts, fractures and pains caused by accidents while doing works?	Wounds 1 Cuts 2 Fractures 3 Pains 4 Others(specify)..... 96																					

Q.N.	Questions	Coding Categories	Skip
406	Did you go to see a doctor for the treatment of your illness?	Yes, every time 1 Yes, some time.....2 Not at all.....3	409
407	Who paid your medical expenses?	Self 1 Father/mother..... 2 Brother/sister..... 3 Other relatives..... 4 Friends 5 Villager/s..... 6 Employer/s 7 Others (Specify)..... 96	
408	What type of treatment was done to you?	General medicines.....1 Injection.....2 De-worming.....3 Regular check-up.....4 Others (specify).....5	
409	Why did you not go/visit to the doctor/health institution when you fell sick?	Lack of money.....1 Not interest to get checked-up.....2 No hospital for treatment.....3 Time not given by the employer.....4 Others (specify).....96	
410	Have you been advised by your employer to be safe from accidents/wounds/cuts?	Yes 1 No 2	
411	Have you been provided any equipment/s by your employer to be safe from accidents/wounds/cuts?	Yes 1 No 2	
412	Do you smoke?	Yes 1 No 2	
413	Do you drink alcohol?	Yes 1 No 2	→ 415
414	How often you drink alcohol?	Rare 1 Often 2 Quite often 3 Daily 4	
415	Are you using any kind of drugs?	Yes 1 No 2	Sec.5
416	What is the name of drugs?	-----	

5.0: Harrassment and Other Social Issues

Q.N.	Questions	Coding Categories	Skip
501	How often have you been beaten/unduely scolded by the employer or work provider/supervisor?	Quite often 1 Every day 2 Often 3 Sometimes 4 Rare 5 Never 6 Others (Specify) 96	
502	How often have the work providers cheated you?	Quite often 1 Every day 2 Often 3 Sometimes 4 Rare 5 Never 6 Others (Specify) 96	
503	Do you get the freedom of movement from your supervisor/ employer?	Yes 1 No 2	
504	What types of entertainment do you generally enjoy? And how often? (Quite often..... Every day, Sometimes, Rare, Never)	Entertainment a)..... b) c)..... d)..... e).....	How often
505	Do you know the rights of the children?	Yes 1 No 2	→ 507
506	If yes, what are they?	
507	Do you know “Free and Compulsory Program” of the govt. (for 1-8 classes)?	Yes 1 No 2	
508	Are you aware of the educational facilities provided by governmental/non-governmental organizations for children in your VDC/municipality?	Yes 1 No 2	→ 510
509	If yes, what are the educational facilities provided by governmental/non-governmental organizations for children in your VDC/municipality?	
510	Do you like this job?	Yes 1 No 2	
511	Do you want to change this work/ occupation?	Yes 1 No 2	
512	What is your desire/aspiration in future?	
513	If somebody wanted to help you for your betterment, how would it be done?	

B. Qualitative Checklists:

Note: The checklists for the qualitative data gathering techniques presented below are as per the rapid assessment methodology of ILO/UNICEF, 2000. Some of the questions of one qualitative technique are also repeated in another. This has been done on purpose for the triangulation of information. Semi-structured questions developed below are merely the guide questions. Based on the discussions during the interviews, the trained qualitative interviewers are required to develop the supplementary questions as per the need and situation. Interviewers are required to prepare the elaborate descriptive field notes from field jottings on the very day of the interviews or before leaving the interview sites.

1.0 KEY INFORMANT INTERVIEW CHECKLIST (Responsible officials of NGOs/ research organizations, officials of the District Child Welfare Board, WE/its partner organizations, Local Development Officers, Officials of FNCCI, etc.)

1.0 General background information:

- 1.1 Name:
- 1.2 Organization:
- 1.3 Designation:
- 1.4 Role in the organization related to the children working in the stone quarry sector:

2.0 General trends of child labor in the stone quarry sector:

- 2.1 What is your opinion on the general trends of child labor use in the stone quarry sector? Probe the increase or decrease of its use and its associated reasons.

3.0 Emerging patterns of child labor use

- 3.1 How was child labor used five years ago in the stone quarry?
- 3.2 How is child labor used now?
- 3.3 If there is noticeable change in the use of the child labor, what is it due to?
- 3.4 If there is no noticeable change in your opinion/observation, why so?

4.0 Demand and supply of child labor use in stone quarry sector

- 4.1 What is your opinion on the demand and supply of child laborers in the stone quarry sector? Probe the increase or decrease of demand and supply and their associated reasons.
- 4.2 In your opinion, why do families/parents allow their children to work in the stone quarry sector? Probe the reasons.

5.0 Relationships between education and child labor:

- 5.1 In your knowledge, do children working in the stone quarry sector also attend formal/informal classes? If yes, would you describe about this phenomenon? If no, what factors do you attribute to their non-attendance of the classes? Probe.
- 5.2 What attitudes do employers have towards the education of children working in the stone quarry sector? Probe.
- 5.3 How do you perceive the attitudes of the parents towards the education of children working in the stone quarry sector? Probe.

6.0 Organizations Working for the Child Laborers

- 6.1 What are local organizations working for children in this district or area? What types of activities do they do?

- 6.2 What are the educational programs being launched for child laborers? How long? How? What changes have been induced? What are their weaknesses? What needs to be improved?

7.0 Suggestions/recommendations

- 7.1 How do you appraise the existing resources for the support of children working in the stone quarry sector? Probe.
- 7.2 What suggestions would you make for the government to initiate policies/programs to address the child labor problem in the stone quarry sector in the following fields?: (i) prevention of child labor use; (ii) improving current and future lives of child laborers ; (iii) meeting their needs, and (v) ensuring their rights ? Probe.
- 7.3 What suggestions would you make for the donor organizations to address the child labor problem in the stone quarry sector in the following fields?: (i) prevention of child labor use; (ii) improving current and future lives of child laborers ; (iii) meeting their needs, and (v) ensuring their rights? Probe.
- 7.4 What suggestions would you make for the NGOs/partner organizations to initiate programs to address the child labor problem in the stone quarry sector in the following fields?: (i) prevention of child labor use; (ii) improving current and future lives of child laborers ; (iii) meeting their needs, and (v) ensuring their rights . Probe.
- 7.5 What suggestions would you make for the families to address the child labor problems in the transport sector? Probe.
- 7.6 In your opinion, how can the hazardous and unhealthy working conditions of the child laborers be improved? Probe the suggestions.

1.1 Mapping Exercise for the Initial Estimate/Prevalence of Child Laborers in Mining Sector (in the VDCs/municipalities of the sample district by making site visits and interviewing key informants)

- 1.1.1 What are the VDCs and area clusters where there is the higher concentration of child laborers in the stone quarry sector in this district? Probe in detail and write the names of VDCs/municipalities and areas of clusters.
- 1.1.2 Also try to estimate the possible number of child laborers in each VDC and area of clusters (where there is the higher concentration of child laborers in the stone quarry sector in this district).
- 1.1.3 Why is there higher concentration of child laborers in the stone quarry sector in the VDCs/area clusters? Probe the reasons.

2.0 GROUP INTERVIEW (with children working in the stone quarry sector)

Note: Conduct it for the general information only.

- 0.0 District:
- 1.0 VDC/Municipality:
- 2.0 Ward:
- 3.0 Number of Participants: _____
- 4.0 General socio-economic background of participants

S.N.	Names	Sex	Age	Caste/Ethnicity	Literacy/Level of Education	Occupation	Remarks

5.0 General information of their labor use in the stone quarry

- 5.1 How are you treated by your supervisors? Probe.
- 5.2 How are you treated by your employers? Probe.

6.0 Characteristics of child laborers

- 6.1 What are your family contexts? Probe about parents, number of siblings, their primary care-givers, good and bad things about the family, social and economic situation, etc.
- 6.2 What is their schooling status? Probe whether they ever attended school (type), and if so, for how long, when, whether they are attending now, and if discontinued, its reasons.
- 6.3 What is your present living situation? Probe whether they are living with family or others, their accommodations, etc.
- 6.4 What is their parents' or family members' work histories?
- 6.5 What are their main needs/problems?
- 6.6 What are your future plans and aspirations/desires?

7.0 Working conditions

- 7.1 How is your employment arranged?
- 7.2 Is there any contractual arrangement? (verbal, written, etc.)?
- 7.3 What are the terms and conditions of your work? Probe the number of hours of daily work, daily or monthly wage payment, leave (with or without pay), regularity of payment of the wages, etc.
- 7.4 Is there freedom of movement permitted occasionally? If yes, how?.

8.0 Possible prevalence of “bonded” child labor

- 8.1 Are you forced to join this stone quarry sector job due to the inability of your families/ parents/ guardians to repay the debts of the employers?
- 8.2 If yes, how was/were your family/families indebted?
- 8.3 How were you taken in this job?
- 8.4 In your knowledge, how many of your friends/colleagues are working as “bonded laborers” in this area?

3. INDIVIDUAL INTERVIEWS (Employers, Parents, and School Teachers)

(a) Employers:

- a. Name:
- b. District:
- c. VDC/municipality:

1.0 Children's work

- 1.1 What types of the work are the child laborers assigned? Probe.

2.0 Working conditions (including wages and schedules)

- 2.1 How is the employment generally arranged for the child laborers? Probe.
- 2.2 Is there any system of contractual arrangement? (verbal, written, etc)? If yes, how? If not, why? Probe.
- 2.3 What are the terms and conditions you generally specify for the child laborers? Probe the number of hours of daily work, daily or monthly wage payment, leave (with or without pay), regularity of payment of the wages, etc. Probe.
- 2.4 Do you occasionally permit the freedom of movement for the child laborers? If yes, how? If not, why? Probe.

3.0 Work experiences

- 3.1 What type of child laborers do you employ? Experienced or inexperienced? Probe.
- 3.2 If you employ the experienced child laborers only, why so? Probe.
- 3.3 If you employ the inexperienced child laborers only, why so? Probe.
- 3.4 What is the wage differential between the experienced and inexperienced child laborers in the transport sector? Probe.

4.0 Relationship between work and schools

- 4.1 In your knowledge, do children working in the stone quarry sector also attend formal/informal classes? If yes, would you describe about this phenomenon? If not, what factors do you attribute to their non-attendance of the classes? Probe.
- 4.2 What attitudes do you have towards the education of children working in the stone quarry sector? Probe.
- 4.3 How do you, as employers, perceive the attitudes of the parents towards the education of children working in the stone quarry sector? Probe.

5.0 Prevalence of bonded laborer:

- 5.1 Is there a system in the stone quarry sector to use the child laborers as “bonded laborers”? If yes, how widespread is this phenomenon? Probe.
- 5.2 Have you also used child laborers in the stone quarry sector in the form of “bonded laborers”? If yes, how? Probe.

(b) Parents:

- a. Name:
- b. District:
- c. VDC/municipality:

1.0 Children’s Work

- 1.1 What types of the work is/are your child/children assigned? Probe.
- 1.2 How is the employment generally arranged for your child/children?
- 1.3 Is there any system of contractual arrangement for your child/children? (verbal, written, etc.)? If yes, how? If not, why? Probe.
- 1.4 What are the terms and conditions for your child/children? Probe the number of hours of daily work, daily or monthly wage payment, leave (with or without pay), regularity of payment of the wages, etc. Probe.
- 1.5 Is/are your child/children occasionally permitted for the freedom of movement? If yes, how? Probe.

2.0 Work Experiences

- 2.1 What is your perception on the need of experience for the employment of your child/children in the stone quarry sector? Probe.
- 2.2 If you have perceived that an experience is needed for the employment, why so? Probe.
- 2.3 In your knowledge, what is the wage differential between the experienced and inexperienced child laborers working in the stone quarry sector? Probe.

3.0 Relationship between work and schools

- 3.1 In your knowledge, do children working in the stone quarry sector also attend formal/informal classes? If yes, would you describe about this phenomenon? If not, what factors do you attribute to their non-attendance of the classes? Probe.

- 3.2 What attitudes do you have towards the education of your child/ children working in the stone quarry sector? Probe.
- 3.3 What needs to be done for the schooling of your child/children? Probe what the family can do and what the support organizations can do.

4.0 Activities of the children within and outside the home

- 4.1 What activities does/do your child/children perform at home? Probe .
- 4.2 What activities does/do your child/children perform outside the home ? Probe.

(c) School Teachers:

- a.Name:
- b.District:
- c. VDC/municipality:

1.0 Relationship between work and schools

- 1.1 In your knowledge, do children working in the stone quarry sector also attend formal/informal classes? If yes, would you describe about this phenomenon? If not, what factors do you attribute to their non-attendance of the classes? Probe.
- 1.2 What attitudes do you have towards the education of children working in the stone quarry sector? Probe.
- 1.3 How do you, as a teacher, perceive the attitudes of the parents towards the education of children working in the stone quarry sector? Probe.
- 1.4 What needs to be done for the education of child laborers working in the stone quarry sector?

2.0 Physical Conditions of the schools in the survey area:

- 2.1 What is the physical condition of the school? Probe the adequacy of the physical space (rooms) and furniture for new child laborers willing to go to school.
- 2.2 What is the numerical strength of teaching staff by gender? Probe the adequacy of the teachers to teach new child laborers willing to go to school.
- 2.3 Does the school have the hostel accommodation for the students? If yes, what is its status? Can it also accommodate new child laborers? If not, how can they be accommodated?
- 2.4 What are the educational facilities provided by the governmental/non-governmental agencies in your VDC/municipality for children?

4.0 FOCUS GROUP DISCUSSION (with children working in the stone quarry sector)

Note: Conduct it with the group of children working in the stone quarry sector on four major specific issues.

- 1.0 District**
- 2.0 VDC/Municipality:**
- 3.0 Ward:**
- 4.0 Number of Participants (6-12)**

S.N.	Names	Sex	Age	Caste/Ethnicity	Literacy/Level of Education	Occupation	Remarks

5.0 Relationship with the employers/supervisors:

- 5.1 How is your relationship with the employers and supervisors? Probe whether it is exploitative or friendly with reasons.
- 5.2 What factors trigger the change in your relationship with employers and supervisors?

6.0 Abuse:

- 6.1 How often have you been abused by the employers/supervisors? Probe the psychological (such as scolding) or physical (such as beating) or sexual abuses.
- 6.2 Why have you been abused?
- 6.3 What have you done to cope with the abuses?

7.0 Desire for rehabilitation:**For children under legal working age (i.e. less than 14):**

- 7.1 What type of rehabilitation do you want? Probe the desire to return to the schools and families or desire to stay in the NGO-run centers/shelters with socialization training (for acquiring social and life skills) and accommodations where they can participate in the open learning centers.
- 7.2 How can they be supported if they are willing to return to their schools? Probe whether the possibility of granting the in-kind scholarship (such as covering the costs of fees, uniforms, stationary, and textbooks) may help them.

For children of legal working age (i.e. more than 14 years up to 17 years)

- 7.3 What kind of vocational training or apprenticeship do you want? Probe their desire for the occupational training or other apprenticeship opportunities? Probe.

8.0 Awareness on child rights:

- 8.1 What is your understanding/awareness on child rights? Probe.
- 8.2 What is your understanding/awareness on the existence of organizations and associations that can help you? Probe.
- 8.3 What is your understanding/awareness on the existence of laws for the protection of your rights? Probe.
- 8.4 If you are not aware of your child rights/existence of organizations and associations that can help you and existence of laws that can protect your rights, how can you be supported for raising your awareness on these? Probe.

5.0 PERSONAL HISTORY/STORY NARRATION

- 1.0 Name:** **Caste/Ethnicity:**
- 2.0 Age:** **Birth registration:**
- 3.0 District (Birth):** **District (work):**
- 4.0 VDC/Municipality (birth):** **VDC/municipality (work)**
- 5.0 Ward/Community (birth):** **Ward/Community (work):**
- 6.0 Family Structure: Nuclear or Joint:** **Number of family members: Male: Female:**

7.0 Background economic and social Information:

- 7.1 Amount of operated land (if the child can share the information, if not, just ask about the ownership/non-ownership of land):
- 7.2 Food-sufficiency status in months from own production:
- 7.3 Employment of the children and their support to the parents:
- 7.4 Type of occupation in the past (if different from the present one):

8.0 Push-pull factors of the entry into stone quarry sector and work history

Push-pull factors:

- 8.1 What are the **push factors** (reasons of leaving the village of origin) to enter into the stone quarry sector? Probe marriage, low salary/wage, unemployment, transfer by employer, study-training desire, natural disaster, friend's advice, landlessness, food insufficiency, parents suggestions, dislike of the village life, domestic violence, social conflict, loan payment, etc.
- 8.2 What are **pull factors** to enter into the stone quarry sector? Marriage, better salary/wage opportunities, opportunities for new jobs/businesses, study-training opportunities, imagination of easy life, etc.

Work history/pathway that led to the occupation in the stone quarry sector:

- 8.3 How long have you been working in this sector? Probe.
- 8.4 How did you come to choose this occupation in this sector? Probe.

9.0 Pattern of the use of child labor

- 9.1 How is your labor used in the stone quarry sector? Probe.

10.0 Overall working conditions (including the nature and the extent of hazardous condition, income control and use, hardship, satisfaction/dissatisfaction)

- 10.1 How many hours are you required to work in a day?
- 10.2 What is the mode of agreement? Written or verbal?
- 10.3 What is the duration of contract?
- 10.4 What is your daily wage rate?
- 10.5 What is the frequency of payment (daily or weekly or monthly)?
- 10.6 What is your status of involvement in this job? Paid employee? Operating own business with senior family members with pay? Operating own business with senior family members without pay?
- 10.7 What is the nature of employment? Permanent? On contract? Piece rate?
- 10.8 What are other social benefits (leave with pay or without pay, insurance, social security contributions, etc)?
- 10.9 Who controls your income? Yourself? Parents? Or Any other?
- 10.10 Where is the income used ? For personal maintenance of livelihood? For the support of the family livelihood maintenance? For the repayment of family loans? For own educational expenses? For personal entertainment? For any other purpose? Probe
- 10.11 What is your perception on the self-sufficiency of income for living?
- 10.12 What are the **physical risks** of your job? Probe: noise, smokes/fumes, exposure to sun, difficulty in carrying/lifting loads, illness, physical accidents (due to the lack of protective gear such as wielding shields, gloves, boots, glasses in the garage, etc)?
- 10.13 What are the **emotional risks**?: Probe: time stress, quality stress, scapegoating, harassment, verbal abuse by employers, supervisors, and fellow workers, sexual abuse by employers/supervisors, and fellow workers, punishments, including insufficient food.

- 10.14 What are other **major hardships** for you in this current job?
 10.15 Are you **satisfied or dissatisfied** with the current job? If satisfied, why? If dissatisfied, why?

11.0 Living conditions (sleeping, food, clothing, personal hygiene, etc.)

- 11.1 Where do you sleep? How many hours do you sleep?
 11.2 Where do you eat? Do you also cook food for you? Are you satisfied with the quantity of food you are given to eat?
 11.3 How is the quality of food that you eat? Probe: how often does he eat meat, fruit, and milk products?
 11.4 Are you also given clothes by the employers? If yes, what types of clothes are you given? If not, how do you manage the clothes for you?
 11.5 Where do you take bath? How often?
 11.6 What type of toilet do you use?

12.0 Relationship between school and work

- 12.1 Have you ever attended the school?
 12.2 What is your educational qualification/literacy status?
 12.3 If you have dropped out, why?
 12.4 Are you still going to school occasionally?
 12.5 If you have left school, why?
 12.6 If there is the support for your schooling, do you return to school again?
 12.7 What type of support do you need for your schooling? Probe whether the possibility of granting the in-kind scholarship (such as covering the costs of fees, uniforms, stationary, and textbooks) may help them.

13.0 Needs

- 13.1 What are your needs?
 13.2 How can your needs be fulfilled?

14.0 Aspirations

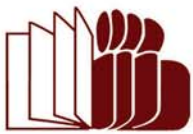
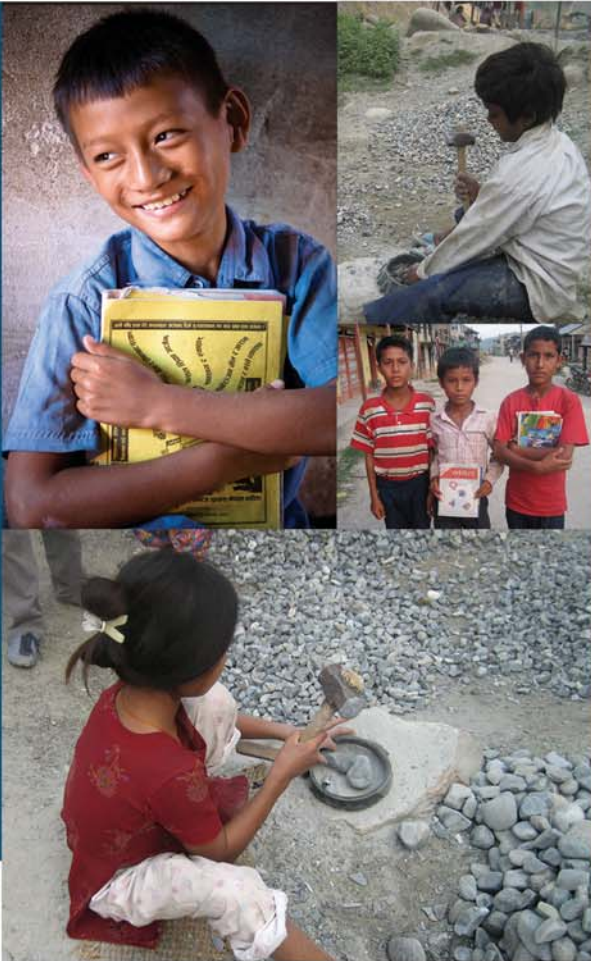
- 14.1 What are your aspirations?

15.0 Desire for rehabilitation:

- 15.1 Do you have the desire for rehabilitation? If yes, what type of rehabilitation do you want? Probe the desire to return to families or desire to stay in the NGO-run centers/shelters with socialization training (for acquiring social and life skills) and accommodations where they can participate in the open learning centers.
 15.2 What kind of vocational training or apprenticeship do you want? Probe their desire for the vocational training or other apprenticeship opportunities ?

16.0 Chances of improvement of hazardous and unhealthy working conditions:

- 16.1 In your opinion, how can the hazardous and unhealthy working conditions be improved? Probe the suggestions.



World Education/Nepal
Shahid Marg, Ratopul
PO Box 937
Kathmandu, Nepal
Phone: 4422385/4422386
Fax: 4415303
Email: worldedu@wei.org.np
www.worlded.org



Plan Nepal, Country Office
Shree Durbar, Pulchowk, Ward No. 3, Lalitpur
PO Box 8980
Kathmandu, Nepal
Phone: 5535560/5535580
Fax: 5536431
Email: nepal.co@plan-international.org
www.plan-international.org

