

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

The armed-conflict of Nepal has taken the life of 13,347 people. Among them, 8,377 people were killed by state and 4,970 people were killed by Maoist (INSEC, 2007). Similarly, 350 children were killed in connection with the people's war in Nepal (INSEC, 2007). From February 1996 to December 2006, 563 children were wounded and 255 children were arrested. Likewise, 32,550 children were abducted during the period of a decade long conflict for different purposes. Many of them were said to be made free. However, the real data is still unknown. According to CWIN, more than 1,500 children have been directly affected. These children have participated or been abducted during time of conflict between the state and insurgents. Almost, 6,000 children have been orphaned, while around 40,000 children have been displaced and a large number of women have to live as widows in Nepal (CWIN, 2007). This has caused a lot problem in their daily life.

The root cause of the Maoist led people's war was the deep rooted structural marginalization of the Nepalese society, where state has included certain higher castes in its policy and programs and has excluded the marginalized ones. It has been also supported by the fact that many fighters in the Maoist army were from lower caste people. While the war get momentum for a just society and inclusive democracy, children also became victim of the conflict. Recently, according to a news published in the daily newspaper some three thousand under 16 years children are still being included as army in the Maoist fraction. (Kantipur, December 5, 2008). Besides that many more children has been also victim of the conflict.

According to recently published UN report of Nepal, the years of conflict have had a profound effect on children's education. The period from August 2005 to September 2006 saw continuous violations in 57 of the 75 districts, which are only indicative of the extent of the problem. The abduction or forced participation of pupils and teachers in political indoctrination programme and rallies are very often. The school buildings in the rural areas are illegally used as army barracks, training ground or temporary shelters by both the security forces and CPN-Maoist

Leadres. Only during the period of one year from December 2005 to January 2006, 3 thousand 7 hundred and 35 schools remain closed at different periods. Similarly, 8 schools were put on fire and 32 schools were seriously damaged by bombs. In the same period, 7 teachers were killed, 1531 were wounded and a significant number of teachers were kidnapped (CWIN, 2007). From this record of one year also, one can know about the magnitude of the problem. This puts innocent school going children in very vulnerable conditions and causes trauma and psychological effects. Many children did not want to go to school due to fear. Some of the children even left their living place. These acts against teachers, students, parents and school administrations are examples of ways in which the right to education has been severely limited.

Education is birth right of every child in any circumstances. It is very much essential to children affected by armed-conflict because it helps to meet the psychological needs of such children. Moreover, it also acts as one of the major tool to assist their future development. Education plays a vital role in protecting children and supporting their emotional and social development by giving them comfort, security and opportunity. Furthermore, the routine of school develops a sense of normality to such children. The school environment is one in which children are allowed to be children.

Armed-conflict has affected in economic, social, political and cultural aspects. There is loss of production, loss of sales and goodwill of industries. The “people’s war” has increased the government expenditures in security arrangements. The killing and displacement of innocent people have created a lot of social tension in Nepalese society. The CPN-M has emerged as the new power in politics.

The children are the most vulnerable group, which is affected the most by this armed conflict. The number of street children, child soldiers, orphan children, unaccompanied children and working children has increased sharply. All these can be defined as the children “at-risk”. They have got a lot of problems like fulfilling their basic needs, getting education, living in parental care etc. Even when conflict has ended, their futures seem stark because of the learning time they have lost. The children; who have got chance to read cannot do well because of various psychological problems due to such conflict.

## **1.2 Statement of problem**

After the conflict, many children have become orphans, street children, working children or they become unaccompanied due to disintegration of the family members. So, they are psychologically traumatized. They still suffer from deep emotional distress. Their life is filled with fears, apprehension, hunger, aches, pains, illness, failures, unfulfilling work and memories of pain. Thus, conflict affects every aspect of a child's development like physical, emotional, intellectual, social and spiritual. When they have access to schools, they hardly do well in their academic part. This is why there is need of periodic psychological counseling, adequate care and support from teachers, caregivers and school authority. This helps children at risk to develop less trauma symptoms and a more hopeful attitude toward their lives. Realizing all these, the research question of this study is as below:

a. What are the effects of armed-conflict on education of children?

## **1.3 Objective**

The general goal of the study is to bring policy perspective at the national level to inculcate the victim children at the formal education system of Nepal government.

The specific objectives of the study are as follows

- I. To assess the in fact of armed conflict especially from children perspective.
- II. To identify consequences of armed- conflict on educational aspects of children affected by armed-conflict.
- III. To explore rehabilitative mechanisms that has been adopted to provide relief to the children who are victim of conflict
- IV. To understand how far these shelter homes are effective to provide education facility to these children.

## **1.4 Justification of the study**

Many children are affected by conflict that lasts for more than a decade. Education plays the vital role in minimizing the trauma and other emotional distress in children affected by conflict. Many studies are mainly focused on effect on children's education due to teacher's training, presence of infrastructure, teaching materials and other factors. However, there is not enough research about effect conflict on children's education through psychological and socio-economic cause. Therefore the study may help and provide background information to the planners and policy makers while preparing policy and formulating plans.

Many children's dream and expectation has been shattered by this armed-conflict. It is only when we share, interact and listen to burden and bitter moments of these children that we will be able to realize the condition faced by these children and help to better their lives in our own little ways.

## **1.5 Limitations of the study**

The researcher has attempted to be as participatory as possible during field investigation. However, as like in every studies of this type, the study has its limitations as described hereafter:

- ) The study was done among the school going children of age 12 to 18.
- ) This study was done in 5 different shelter homes, where children affected by conflict are living temporarily, of Katmandu Valley.
- ) The respondents selected were only male as shelter home did not allow female to take part.
- ) Due to time constraint and resource limitation, the study area and small sample size was purposively selected

## 1.6 Operational Terminologies

Armed-conflict : Conflict using weapons and equipments to kill and injure people.

Bandh : Closure

Child : A child is recognized as a person under 18.

Children without family : The children who have lost both or single parents, bread earner in the family due to armed conflict or any of them is abducted by the rebel group or arrested by the government security forces of disappeared.

Child involved in the armed conflict: Children who have been used in any activity related to armed conflict or withdrawn from active participation in armed conflict.

Children injured in armed conflict : Children injured by either conflicting party's action, during crossfire, by land mine or abandoned explosives.

Children abducted/ Arrested in armed conflict : Children abducted by rebel group or arrested by security force.

Children having psychological effect by armed conflict : Children having psychological problem due to loss of parents, witness of violence, severe physical torture and sexual abuse etc.

Children being displaced by armed conflict: Children displaced due to the action of both the conflicting parties with or without families.

Conflict : An active disagreement between people with opposing opinions or principles

Conflict-affected children : The following categories of children are recognized as children affected by conflict in this study:

Violence : Action or words that are intended to hurt people

## **1.1 Organization of the Study**

This Thesis is divided into five chapters. The first chapter deals with the introduction of the study including background, statement of the problems, Justification of the Study, limitation and organization of the study. The second chapter is the review of relevant literature. It contains the historical background, Global scenario, trends and pattern of Nepal. Third chapter is concerned with methodology of the study, which includes the introduction of the study area, research design, nature of data, sampling procedures, data collection techniques and method of data analysis. Chapter four provides the household information of the study population; this chapter presents the general background characteristics and the factors that effecting the working conditions and socio-economic conditions of the Female Survivors of Human Trafficking Nepal. Summary, conclusion and recommendations are included in five chapters.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

#### **2.1 Literature**

##### **Global Contestations over the Conflict**

International Crisis Group, under its crisis watch list released, May 2005, includes ten countries (Afghanistan, Ecuador, Egypt, Ethiopia/Eritrea, Haiti, Israel/Occupied Territories, Myanmar, North Korea, Togo and Uzbekistan) in deteriorated situations. Cote d'Ivoire, Kashmir, Lebanon, Philippines, Serbia and Montenegro are classified under improved situations and Nepal is placed under the 53 unchanged situations. These sixty- nine countries are all countries under stress. The advantage of seriously considering this listing is to understand the gaps created specially by the conflict and to formulate development agenda appropriate for post-conflict Nepal.

There has been a significant shift in the political scenario which was visualized during the conflict and the understanding developed between the seven party alliances and the Maoist after the formal peace agreement of November 21, 2006. This day marks the end of the eleven years long people's war. The road for preparing an agenda for the new Nepal is difficult since the conflict has badly affected the reform policies which address the livelihoods of the majority of the poor. Poverty alleviation programs in Nepal have developed organizations for the poor but have not helped the poor create assets. The conflict has hampered local economic growth thereby further reducing the income of the poor and making them vulnerable to the economic impact of the conflict. In Nepal, good efforts have been made assessing macro impact. There is, however, a dearth of micro-level study on the impact of the conflict. It is also important to establish the link between the micro-level impact on individuals and low levels of economic and social achievement especially with respect to human development.

### **2.1.1 Conflict**

Conflict is a state of clash of interests. It occurs with positional difference over values and belief system, self-determination and access to and distribution of resource and power (Upreti, 2004). According to the Webster's Dictionary, conflict is described as 'a battle, contest of opposing forces, discord, antagonism existing between primitive desires and instincts and moral, religious, or ethical ideals'. Conflict occurs when two or more people oppose one another because of the difference in their needs, wants, goals or values. Conflict is almost always accompanied by feeling of anger, frustration, hurt, anxiety, or fear.

Conflict occurs in all societies. It is manifested within an individual, between individuals, within a family, between community groups and external organizations, between different castes and ethnic groups, between political parties, between countries and others. Many people also believe that conflict is an indicator of changing society.

There are two main schools of thought in conflict discourse (Rubin et al., 1994; Rubenstein, 1993, Sanddelin, 1997). One school of thought views conflict as 'pathological and dysfunctional'. In this perspective, conflict generally carries negative connotation and is interpreted as something irrational that needs to be suppressed because it is opposite to cooperation and peace. This view is mechanistic in its interpretation of conflict ( Martinelli and Almeida, 1998; Warners and Jones, 1998 ). Another school of thought considers that conflict can also be functional means for social change. This perspective acknowledges prevalence of conflict. However, conflict is taken as harmful when it takes the route of violence. Nepalese people have been suffering from a lot of troubles as it takes the path of violence.

### **2.1.2 Effects of armed conflict on Education of children:**

The decade long armed-conflict has affected a lot in education sectors in Nepal. It has terrorized the schooling environment. The education institution remains a primary victim of most bandhs and agitation. Future of millions of students remains uncertain because of lingering political and social crisis.

The daily attendance of students especially in rural areas is very low and there is extremely high dropout rate in the initial days of schooling (Save the Children, 2006). Armed-conflict has further increased the problem by targeting schools for training, recruitment, abduction of children and conducting political campaign. Village schools have been used as propagandas camps by both armed groups. Some educational institutions have been torched. Both parties without any reasons tortured many teachers. So, they have forced to seek sanctuary in the cities to avoid harassment, leaving village schools without teachers. Schools have also been used as venues for protest campaigns and political indoctrination by political parties and their affiliated organizations. Teachers have to pay tax to Maoist as well. Due to these reasons, the attendance level is very low in rural areas. Children are systematically denied their rights to education as a result of frequent bandhs, educational strike and overcrowding in schools that are still functioning ( Watchlist, 2006 ). According to the Global Internally Displaced People (IDP) project, Maoist has forced to close many private schools in various parts of the country. This leads to increase in the number of students in government schools and make the class swarming. Thus, they have to compromise with quality education.

In global context too, the armed-conflict has affected the education of children of many countries. There are 30 conflict-affected fragile states and among them war is going on 17 countries. According to Save the Children Alliance, 115 million children can not go to school and at least 43 million – one in three – live in fragile states affected by armed conflict. In such countries, more than 250,000 children are exploited as child soldiers. They are used as combatants, porters, spies and sex slaves. Furthermore, these countries are less likely to meet Millennium Development Goals (MDGs) and achieve primary education. Education is very important in these reasons to break the cycle of poverty, conflict and destruction. But it is unavailable to them. There are more than five million primary-aged children (6-11 years) are out

of school in the Democratic Republic of Congo (DRC) and more than six million 12-17 year-olds have never been to school. (Save the Children Alliance 2006.)

In Darfur, in northern Sudan, only 39 percent of primary-aged children are enrolled in school. (Based on data from the OECD DAC On-line Database on Aid Activities, which includes both DAC members' official statistical reporting to the OECD as well as that of international organizations)

In many cases, parents are unwilling to send their children to school due to risks of armed attack, abduction or recruitment by militias. The quality of education is not good in countries where conflict persists because teachers themselves become the target of conflict. They are seen as the important community members and government employees. As a result, they migrated from their original places to protect themselves from violence. Finally, their posts are filled by untrained and unqualified teachers. Such teachers are paid less or unpaid at all. In Uganda, nearly 46 percent of the teachers are untrained and they have to manage class up to 200 pupils.

In many places, schools are used as shelter for people who have fled or lost their homes. In Liberia, approximately 80 per cent of schools were destroyed during 8 years long civil war from 1989–1997. (SCA 2006, Rewrite Future)

The war caused further destruction after 2003. In Nepal, both the Maoist rebels and government forces had used schools as battlegrounds and have also requested schools for use as barracks and other military purposes. This reduces total school days and finally hampers the education of the children. There is another peculiar type of problem in conflict-affected countries. The children of such countries are prevented from joining school at the right time. This leads to over-aged problem and increase dropout rates when there is no facility of post primary education or training, as they need extra time. It also discourages families from sending their younger children to school, especially their girls when there are over-aged boys in school. It was happened in Liberia. After 14 years of conflict, 60 percent of primary school students are over-age and it had increased drop out rate. All these are the negative consequences of armed-conflict. (Save the Children (2006) Rewrite the future)

The conflict-affected fragile states have to spend a lot of money in buying weapons, vehicles, helicopters and other necessary equipments for war. These materials are very expensive but unproductive. This leads to reduced expenditure in education and health sectors. Even the donors can not fund the money if the armed-conflict lasts for a longer period. Teachers and educational materials are not available as per the requirements. Similarly, all students are made to learn in single class due to unavailability of class. In such situation, a teacher takes the class of all subjects. The students have to appear for exams even if they hardly have any classes or for the subjects they have never been taught. These kinds of situations cause failure in educational management.

### **2.1.3 Effects of armed-conflict on health of children**

A decade long armed-conflict in Nepal had affected various sectors related to health of children. There was disturbance in the distribution of medicines and other medical equipments in the rural areas. The doctors and other health workers could not work properly in their respective areas due to fear of violence. The free distribution of medicines and food was also controlled by conflicting parties. In many cases, the children who had migrated become sick due to cold and diarrhea in the absence of basic requirements. The children who have become orphans could not pay attention in their health. Similarly, some children died due to lack of proper medical treatment as health posts became the target of armed-conflict. Even the vaccination program was not run smoothly. According to news published on 15<sup>th</sup> September 2004 in Nepal Samacharpatra, materials related to vaccination was taken away by a group of Maoist while transporting through Makwanpur to Okhaldunga.

A large number of children have been affected with psychological and psychosocial problems. People can not notice such kind of problems but these harms are more dangerous and affect children for a long duration of time. They can not concentrate in their study and other works. They lose their self-confidence, like to stay alone and become inactive than before. Some of the children also developed violent behaviour and indulge in the habit of taking drugs and alcohol. One can know about the depth of psychological problems by the news published in Annapurna Post on 5<sup>th</sup> April 2006. The bomb was blasted in the premise of proposed secondary school

called Saraswati. One teacher and sixteen students were victimized due to blast. The children still get fear with the noise of windows and doors. They become unconscious time and again, can not write and have the problem of deafness.

#### **2.1.4 Right-Based Approach to Education**

A right-based approach to education is based on internationally agreed upon human rights standards and promotes those standards in society. It ensures that all children receive good quality basic education. Quality education is not only concerned with learning, but also with the child's health, nutritional status, well-being, safety and protection from abuse and violence. It also is concerned with the child's environment and with what happens to children before entering and after leaving school.

Right-based approach to education provides positive experience for children and promotes a safe, secure, supportive, encouraging, healthy learning environment that protects the health (physical and psychological) and well-being of learners and teachers. However, children who are suffered due to armed-conflict are physically and psychologically not well. Many such children are even unable to go to school. In this way, their competencies, knowledge and potential abilities are not properly utilized and as a result they can contribute less to the society.

#### **2.1.5 Rights of Children in Armed Conflict**

Children have a right to survival, protection, development and participation. They need a protective, secure and stable environment to grow and develop. So their moral, psychological, social and spiritual development needs can be met by their family and community.

Children have right not to be used by any party in armed conflict in any way. Children have right to childhood. A child growing up in a conflict-affected environment has little time for carefree play and other childhood pursuits.

In addition to this, every child has right to be protected from any negative consequences of armed conflict, including the physical and psychological effects. They have the equal right to be helped and recovered from the effects of conflict. They have the right to be rescued from conflict, to be reunited with their families and to receive relief package as a priority. Moreover, the children have the right to live in peace, and to express their views even in conflict. However, many children have migrated from their birthplace due to fear of conflicting parties. In this situation, not only children but also no one can express their views in mass.

### **2.1.6 Declaring Children as Zone of Peace**

Children as Zones of Peace is a movement that advocated for children's basic right to survival, development, protection, especially during conflicts. The concept of developing "Children as Zones of Peace" was developed by Save the Children Norway-Nepal as early as 2001.(National Coalition for Children as Zones of Peace(2003) A National Campaign to Protect Children from Armed- Conflict and its Effects in Nepal.) Then this movement was followed by various institutions like CWIN, IHRICON and Save the Children US in 2002. At the present time, other NGOs and INGOs have followed this program by joining hands with like-minded community based organizations and cooperatives in different parts of the country. They support this program by organizing poem recitation, debate, elocution and song competition on peace theme. Some of the organizations like INSEC and Caritas Nepal have broadcasted Radio program in peace theme. They have been broadcasting different programs on awareness rising on child rights, grass root activism and unity against violation of child rights, and participatory activities for children in schools.

In addition to this, responsible political leaders, civil society institutions and interested individuals were oriented about Children as Zones of Peace. In order to take the movement in grassroots level, several rallies were organized in various parts of Nepal like Nepalgunj, Dang, Lalitpur, Surkhet, Shyangja, Bardiya, Gorkha and other places. Similarly, massive dissemination of printed material including posters, stickers and booklets was done in urban as well as rural areas. Thus, children as Zones of Peace have become a buzzword across the country. Early in

2003, a Child in Conflict Coordination Committee was established under the convenorship of the Central Child Welfare Board to promote children as zones of peace.

It is under the background of these efforts that a National Coalition of national and international organization is being launched. The coalition has magnified and strengthened the efforts to declare Children as Zones of Peace and urge the civilized citizen and their institutions to fulfill their obligations towards children. Nowadays, various educational organizations like PABSON and NPABSON have strongly raised these issues connecting with school environment. Finally, Children, as Zone of Peace movement becomes a strong, united, impartial and effective platform to advocate for the rights of a child.

### **2.1.7 Convention on the Rights of the Child**

The Convention on the Rights of the Child is a set of non-negotiable standards and obligations. It provides protection and support for the right of children. It is the most 'complete' human right treaty as it contains all the civil, political, economic, social and cultural human rights of the children. In addition to this, it also covers some areas usually associated with international humanitarian law. In adopting the Convention, the international community recognized that people under 18 years of age often need special care and protection that adults do not.

The United Nations General Assembly in 2000 adopted two Optional Protocols to the Convention to increase the protection of children from involvement in armed conflicts and from sexual exploitation. The initial protocol, which is related with armed-conflict, establishes 18 as the minimum age for compulsory recruitment and the state should do everything to protect the children below 18 to take part directly in war hostilities.

The Optional Protocol on the involvement of children in armed conflict establishes 18 as the minimum age for compulsory recruitment and requires States to do everything they can to prevent individuals under the age of 18 from taking a direct part in hostilities.

Nepal is also a state party to the Universal Declaration of Human Rights of 1948, the Geneva Convention of 1949, the Convention on the Rights of the Child (CRC) and its optional protocols. Being a state party to these international instruments, Nepal has an obligation to help all children who are affected by war. Nepal should not involve children in armed-conflict. But, human-rights organizations have claimed that both parties involved in the current conflict in Nepal have breached the provisions of international laws on the protection of the Rights of Children.

Machel (2001) presented her groundbreaking report to the United Nations in 1996 and set out the comprehensive agenda for the protection of children in armed conflict. The various experiences of armed conflict can destroy a child's world and leave emotional scars that last a lifetime. War affects every aspect of a child's development-physical, emotional, intellectual, social and spiritual. Children who have lived through conflict need psychological support. Article 39 of the Convention on the Right of the Child guarantees the right of children to psychological recovery and social reintegration following armed conflict or other abusive experiences.

She writes education can create a zone of security for children. Initially, education can be as simple as organized play. Recreational activities such as sports, drawing and music can help children cope with the trauma of conflict. Informal classes or play sessions help reestablish daily routines and give children more confidence in themselves, their families and their communities. Through education, children can enjoy the company and support of their while benefiting from regular contact with teachers who can monitor their physical and psychological health. Education gives children opportunities to develop lifesaving knowledge and skills and brings shape and structure to their lives.

Macksound (2000) states that children who are daily subjected to the extreme stresses of war and other forms of systematic violence show disruptive problem behaviors with which these children often respond to wartime. This makes parents and teachers helpless and discouraged. According to her, children increasingly become direct targets for violence. Some children witness the deaths of parents or friends: others suffer physical injuries or handicaps; other become soldiers and actively participates in the war. There is no doubt that the types of experiences children face during wartime are quite varied, and each child will be differently affected by a war.

Pradhan (2005) in his handbook “Balbalika Ra Santi” stated that there are thousands of children who has been affected directly due to armed conflict in Nepal. Hundreds of children have been killed and victimized. Most of the schools that were situated in conflict-affected area could not run systematically. A large number of children have become displaced with their parents due to fear of violence. In addition to this, many children have gone to various cities of India and other urban areas of Nepal due to fear of forceful joining into Maoist Army. This not only hampers in children’s education but this phenomenon also increases child labour.

He further writes school, childcare center, and other institution and organization that are associated with children should be zone of peace. It should not be place for doing warfare or the various activities related to war. Either state or rebellion should not take teachers and students from school in an illegal way. They should not put explosive matter in and around the school premises. Moreover, they can’t do any military or political activities that will enhance the conflict situation. Instead of this, they can perform various programs, which will reduce the mental tension of children affected by conflict.

### **2.1.8 Provision for Children in Interim Constitution of Nepal**

In the article 22 of part 3 of interim constitution that deals with fundamental right has clearly stated that helpless, orphan, mentally retarded, conflict victims, displaced, vulnerable and street children shall have the right to get special privileges from the state to their secured future. The same article has also stated that every child shall have the right against physical, mental or any other form of exploitation. Any such an act of exploitation shall be punishable by law and the child so treated shall be compensated in a manner as determined by law. As education and cultural right, it has affirmed that every citizen shall have the right to free education from the State up to secondary level as provided for in the law.

## **2.2 Empirical Literature**

The numerous scholars and researchers have studied about the children affected by conflict in and outside Nepal. Some of the studies are done by focusing on psychosocial counseling, resettlement and reintegration of the family. But, there is very little literature, which deals about effects of conflict on children's education due to lack of research in this regard. However a few literatures related to effect of conflict on children's education due to armed-conflict are reviewed as relevant reading materials. This provides some guidelines for the present study.

### **2.2.1 Armed-conflict and Migration of Children**

A decade long conflict has caused internal as well as international migration of children in Nepal. According to the study done by Save the Children Alliance and the Central Child and Welfare Board for the period for three months (July 3<sup>rd</sup>, 2004 to October 3<sup>rd</sup>, 2004), 24% of the children reported armed-conflict as one of the major causes for child migration from Nepal to India. However, the majority of the respondents (36%) believe that poverty is the main reason for migrating to India and the poverty was also caused due to armed-conflict to some extent. Only 7% of the outgoing children have mentioned studies as their primary purpose for leaving Nepal. They are mainly the children of doctors, lectures, high-ranking civil servants and staff of the Indian army. In addition to this, it is found that most of the districts from which large numbers of children have migrated are among the most conflict-affected places like Kailali, Dang, Surkhet, Dailekh and Accham. Among the outgoing children, Dalit children were disproportionately represented as the general population of Dalit is only about 13% and the percentage of children of this community going to India is 33%. Similarly, Chettry children were also over represented as the general population of the Chettry in Nepal is only 17% and the percentage of outgoing children is 30%. On contrary to this, Janjyati groups were under-represented.

This study further tells that 65% of children among the 17,583 outgoing children never attended school at all and majority of them had no plans to do so upon arrival in India. It tells that it is

generally the most impoverished sector of society migrating to India. It helps to increase child trafficking and child exploitation. Among children who have gone to school, 26%(4,494) have completed primary school.

The major finding of the study is that child migration from Nepal to India appears to be on the rise. The children are migrating to India even in low migration season. So, it shows that children are leaving Nepal at a faster rate than they are returning. The percentage of Dalit children is very high (33%) in comparison to the general population (13%). The migration was driven by poverty and Dalits are poorer than other communities. It may be because Dalit communities have been more heavily hit by the conflict than others. The Maoist has targeted Dalits for recruitment and other purposes. In result, security forces have put them in close supervision.

Many children migrated from their birthplace to different parts of the country and abroad as well. A large number of children have become orphans and a few of them have been living in different shelter homes of the country. According to data given by the Central Child and Welfare Board (CCWB) in 2008, there are 20 thousands children in various shelter homes of Nepal. There are 569 shelter homes that are operated by various NGOs in Nepal. These are further supported by various INGOs. The numbers of childcare homes in Kathmandu district are 230 and in Kathmandu Valley are 366 (CCWB, 2008). Similarly, there are 4 children welfare homes in different parts of the country like Butwal, Birjung, Biratnagar and Saptari. These are run by the government. In order to coordinate and cooperate for various activities related to children, Ministry of Women, Children and Social Welfare and Central Child Welfare Board (CCWB) play a major role in central level. Whereas in district women Development Office and District Children Welfare Committee are responsible for running various activities. Mainly orphans and poor children can live in these homes with residential and educational facilities. However, there is only one children reform home. It is located in Bhaktapur. Numerous conflict-affected children work in brick kiln, circus and homes as domestic helpers. They are not highly paid and other sorts of discrimination are done to them. As a result, they become street children.

### **2.2.2 Children killed, victimized, arrested and abducted during the period of armed-conflict in Nepal (1996-2006)**

It is the basic right of children to be protected during the period of armed-conflict. A decade long conflict has taken the life of many innocent children. Children are mainly killed in cross firing, aerial firing and explosion of landmines and unexploded ordnance. Landmines and unexploded ordnance can kill or maim children after the end of war because they are curious and likely to pick up strange objects they encounter.

During the period of ten years from February 1996 to December 2006, 4 hundred and 75 children were killed. Among them, 338 were boys and 137 were girls. Both the parties of conflict were equally involved in killing innocent children. Among those killed, 226 were killed by the state, 209 were killed by CPN-Maoist and 23 were killed during the cross firing. Similarly, 17 were killed by unidentified parties according to data given by (CWIN, 2007).

The majority of children were killed by bullets. The total number was 241. Likewise, 196 children were killed by explosion of bombs and ordnance and 24 by cross firing. Six children committed suicide, five were killed during aerial firing and three children died in the absence of medical facility due to bandha called by Maoist. After the agreement in 26<sup>th</sup> April 2006, 16 children were killed in different incidents.

In the same period, 5 hundred and 63 children were badly wounded. Among them, 157 were girls and rest of them was boys. After the agreement in 26<sup>th</sup> April 2006, 31 boys and 8 girls were hurt (Dhital, T. (2006). Sasastra Dhondako Chapetama Balbalika). This data is based on the record. However, the actual number of children who were wounded greater than this. Maoist had injured 4 hundred and 13 children, state had injured 96 and 29 were wounded during dual fighting. 23 were injured by unidentified parties. The highest numbers of children were wounded in 2004. The total number was 1 hundred and 69. Similarly, most of the children were of age 6-10 (CWIN, 2007).

Children are involved in all kinds of activities that occur in a country because they are also the part of the society. By nature, they are more curious and active. So, anyone can use them easily

in comparison to adults. That's why children are involved in all kinds of armed-conflict in the world. In case of Nepal too, children were involved in a significant number. Many children were abducted in a group or an individual from schools, homes and other places during the period of conflict. This is the serious violation of children right.

According to the information given by CWIN, 32,550 children were kidnapped by Maoist and majority of them were made free after the completion of program. But, some of them did not come. The actual data is still unavailable. The systematic record of such children is done after 2004. In this year, 14,919 children were kidnapped. Similarly, 15,048 and 1,981 children were abducted in 2005 and 2006 respectively. Later on, many children joined voluntarily in order to get some amount of money.

The children who were abducted in-group mostly returned after the end of program. On the other hand, those children who were abducted individually kept for doing various works like making food, carrying load, making bunker and others. Some of them used to carrying wounded people during war or giving information as spies and taking military training. After returning to home from abduction, majority of children have habit of gazing, becoming angry, fearing and other psychological and psychosocial problems.

Many children were arrested during this period from state side. They were arrested from home, school, exam center and other places. The security forces had tortured them physically and mentally. According to data provided by Child Right Organization called CWIN, 255 children were arrested. The highest numbers of children were arrested in the year 2004. Altogether 120 children were arrested in this year.

This study shows that a decade long armed-conflict has seriously affected the children. Political change and development can be brought through armed-conflict like in the case of Nepal. But, it is very difficult to cure physical and psychological pain occurs in innocent children induced by such conflict. So, it is the duty of all civilized citizen, state and rebellion to protect rights of children in every circumstance.

From the above review, it is known that many research works have been carried out on effect of conflict. But they are not directly focused on children's education, which is very important to build peaceful world. It is well known that children's education is seriously and negatively affected by the armed conflict between Nepal government and CPN-Maoist.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This study is based on descriptive and analytical research method. It is descriptive in the sense as all the variables use for the study are described and analyzed as findings of research. The numerical data have been analyzed and presented in the form of numbers and percentage. The findings have been analyzed through different perspective. It has been exploratory in the nature as the study tries to explore the relation of the educational situation of children affected by conflict and socio-economic factors affecting them.

##### **3.1.1 Study Area**

Various shelter home situated in Kathmandu district are the study areas. Since these shelter homes have conflict-affected children of various parts of the country, these homes are considered appropriate to conduct the research related to conflict. Therefore different shelter homes of Kathmandu city have been considered the study area for the research

##### **3.1.2 Sampling**

Out of 230 shelter homes located in Kathmandu district, 5 shelter homes are purposively selected for the study. The children who are affected by the armed conflict and are staying in the shelter homes have been considered population of the study. Each such child is the sampling unit of the study. As per the data provided by those shelter homes, the universe of the study is 200 and 30 samples were selected following the simple random sampling method. Thus the sample size is 15 percent of the universe.

## **3.2 Data Sources and Collection Methods**

### **3.2.1 Nature and Sources of Data**

The nature and source of data needed for this study have been obtained from both primary and secondary source. Both primary and secondary data have been required to complement and supplement each other.

Primary data have been gathered from Interview and Field observation. Likewise, Focus Group Discussion has been done to collect information based on prepared checklist. The interview have been done with children living in shelter homes, caretakers and teachers of the schools, staffs of the Save the Children –Norway, US, CWIN, and other local NGOs like CONCERN-Nepal, INSEC, CVICT and TPO Nepal.

Secondary source of data have been used to know psychosocial problems and educational condition of the children living in the shelter homes and other similar places. In order to know the various evidences, secondary data have been obtained by reviewing published and unpublished books, journals, research reports, dissertation and public records and statistic.

### **3.2.2 Data Collection Methods**

#### **3.2.2.1 Primary Data Collection**

Various tools have been used to collect the primary data required for the study. The basic techniques, which were used for collecting primary data, are semi-structured Interview, structured questionnaire and participatory observation. Focus group discussion have been done according to prepared checklist among the school attending children, their performance in academic sector, their participation in co-curricular and extra curricular activities. FGD have also been done with the teachers and caretakers of the shelter homes.

### **3.2.2.2 Secondary Data Collection**

Secondary data have also been extensively used for the study. This study has involved an extensive review of published and unpublished literature like journals, books, reports and workshop proceedings from libraries and resources centers. Extensive Internet surfing has also been done to collect the relevant information. Literatures have been reviewed mainly to draw a conceptual framework of the study, formulate questions for interviews and to aid analysis of the data obtained from the interviews.

## **3.3 Data Analysis**

Data are analyzed using descriptive statistics at large. Descriptive statistical tools like frequency and percentage have been used to interpret the data. Computer programs like Statistical Package for Social Scientist (SPSS) 13.0 and \Microsoft Excel 2000 are used for the analysis of data.

### **3.3.1.1 Data Processing**

The data collected have been processed and analyzed to suit the need of the study. Data collected have undergone two stages of editing: field editing and central editing. Field editing is done immediately after taking data in the field to check the missing of data and for triangulation purpose whereas central editing is done at the central level after collecting all the data to ensure the consistency and uniformity of the data. The data then are coded, classified and tabulated to make it suitable for the data analysis.

### **3.3.2 Data Presentation**

The results have been explained under various topics and presented in the form of tables and charts.

## CHAPTER 4

### RESULTS AND DISCUSSION

Results and discussion of the study has been divided into four parts. The first part contains general characteristics of respondents. The second part deals with armed-conflict and its effects. The third part contains academic interest and performance and fourth part discusses about personal motivation and social life. All data source are collected by the researcher using questionnaire, unless otherwise stated. Questionnaire is attached in Annex 1. It was basically difficult to have access to these children in the shelter homes but after repeated requests the owner of the shelter homes did not allow to talk more then 30 minutes with the children. Also the child was hugely unexpressive and thus the researcher has to ask many questions repeatedly.

#### 4.1 General characteristics of respondents

##### 4.1.1 Age

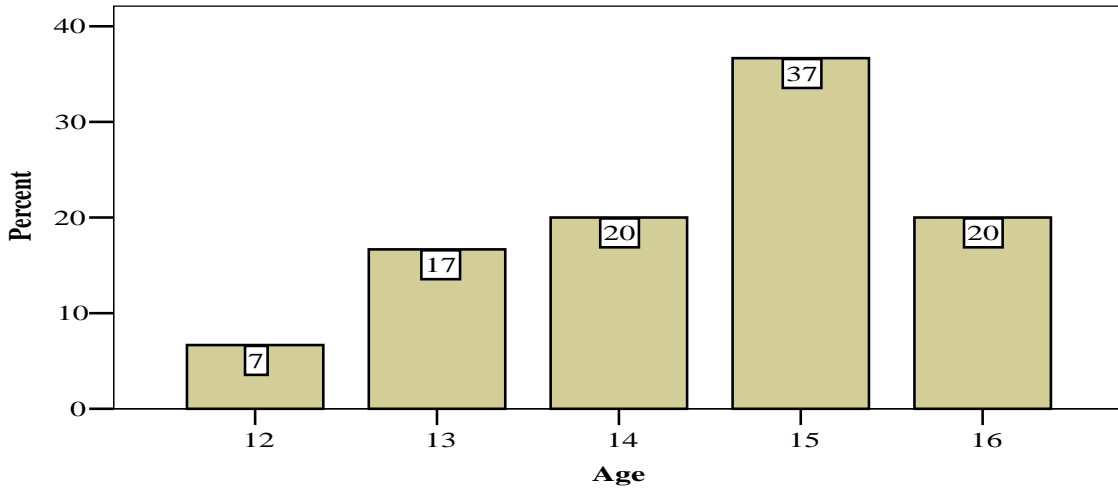
Age is one of the important factors to consider separately as age affects the understanding capacity of a child, the way he or she reacts to it and the way he or she absorbs the help that is offered.

Table: 4.1.1 Distribution of respondents by Age Difference

Age	Number	Percent
12	2	7%
13	5	17%
14	6	20%
15	11	37%
16	6	20%
Total	30	100%

Source: Field Survey 2010.

Figure 4.1.1 Distribution of respondents by age



*Source: Field Survey 2010*

It has been found that the highest number of respondents i.e. 37 percent is of age 15, followed by the 14 and 16 years, which make 20.0 percent each of the total respondents (Figure 1). The respondents of 12 years are least in number i.e. 7 percent and next to this are 13 years old respondents who make 17 percent of the total. The 17 percent of respondent is of age 13 and the 7 percent of respondent is of age 12.

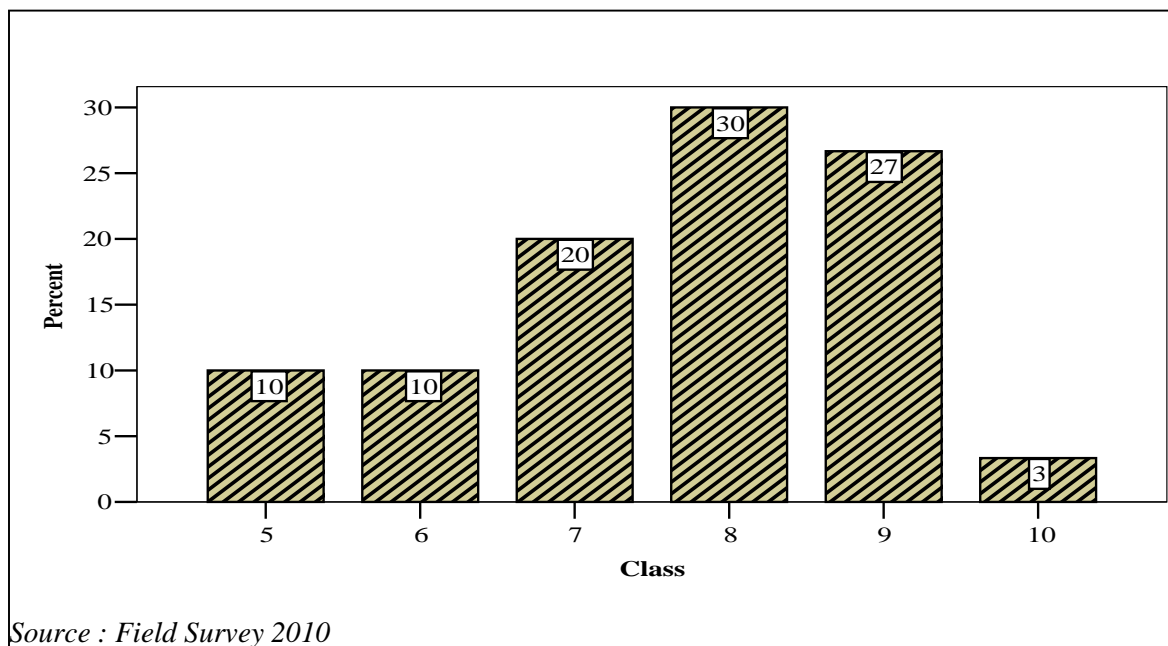
#### **4.1.2 Sex**

All the respondents taken for the study are male because the shelter homes where I have conducted a research contain only male members. The shelter homes that have both male and female members do not allow female members to take part.

### 4.1.3 Education

Education always helps to widen the knowledge of an individual and to develop the skills of a person. Therefore, education is always considered important for the human beings. Hence, education is taken as the birth right of a child

Figure 4.1.3 Distribution of respondents by class



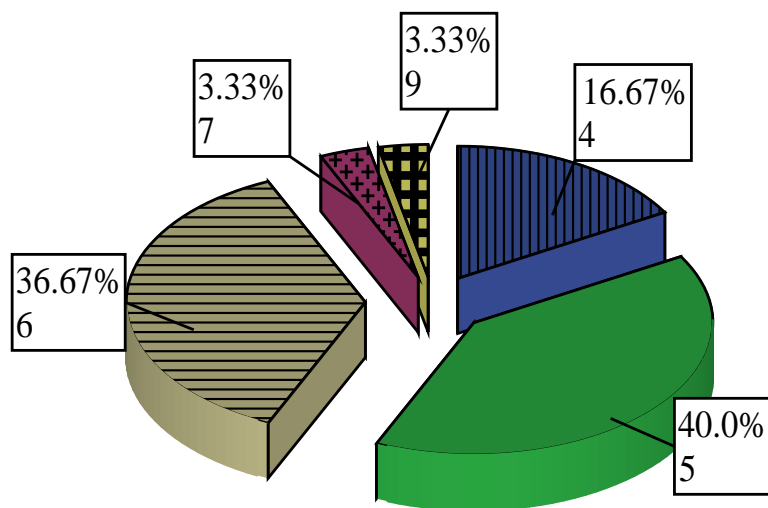
The study shows that 30 percent study in the class 8, 27 percent in class 9 and 20 percent in class 7 (Figure 2). But only 3 percent respondents are studying in class 10 and 10 percent each in class 5 and class 6.

#### 4.1.4 Family Size

If there is good environment in family with presence of most of the members, it helps to reduce stress and rapid recover from trauma.

40 percent of respondents live in a family who has 5 members. The 36.7 percent of respondents live in a family who has 6 members and 16.7 percent has only 4 members. Similarly, 3.6 percent live with 9 and 3 percent live with a family having 7 members.

Figure 4.1.4 Distribution of respondents by family size

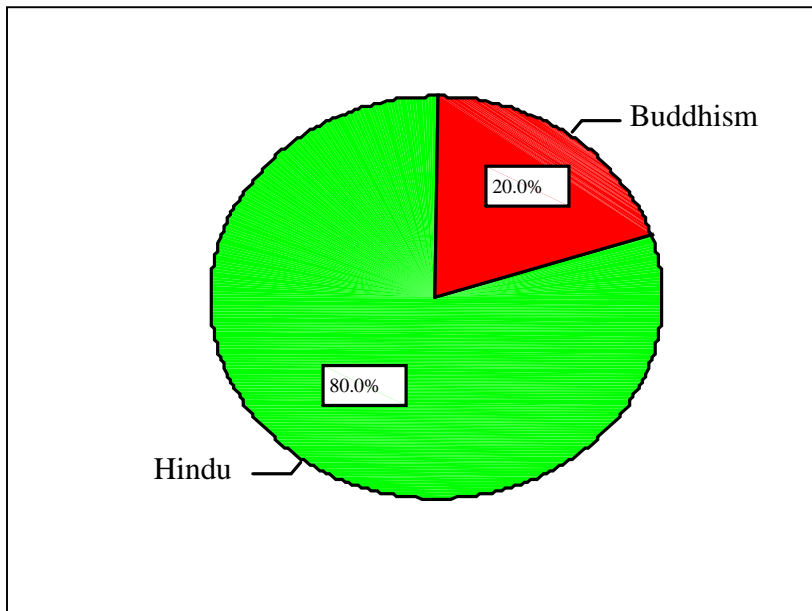


Source : Author Calculation from primary data

#### 4.1.5 Religion

Figure 4 shows that 80 percent respondents were Hindu and remaining 20 percent respondents were following Buddhism.

Figure 4.1.5 Distribution of respondents by religion



Religion of the Respondent

Source: Field Survey 2010

## 4.2 Armed-Conflict and its effects

### 4.2.1 Occurrence of tragic incident due to armed-conflict

The decade-long conflict has caused many pains to many people. However given their mental and psychological state, children are considered most vulnerable and fragile. This is so because children can't forget the incident and have the less capacity to calm themselves.

All the respondents taken for the study have suffered from some kinds of conflict-induced incidents. As shown in Table 1, 73.3 percent of respondents have suffered the unbearable loss of family members. Those members are killed either by insurgent groups or by security personnel. 13.3 percent respondents have borne the brunt of abduction of their family members whereas 10.0 percent respondents' family members have been disappeared and only 3.3 percent respondents have been trapped in cross firing between insurgent groups and security forces.

Table 4.2.2 Distribution of respondents by the types of tragic incidents occurred due to the conflict

Types of tragic incident	Number	Percentage
Abduction of family members	4	13.3
Killing of family members	22	73.3
Disappearance of family members	3	10.0
Trapped in cross firing when in Maoist Army	1	3.3
Total	30	100.0

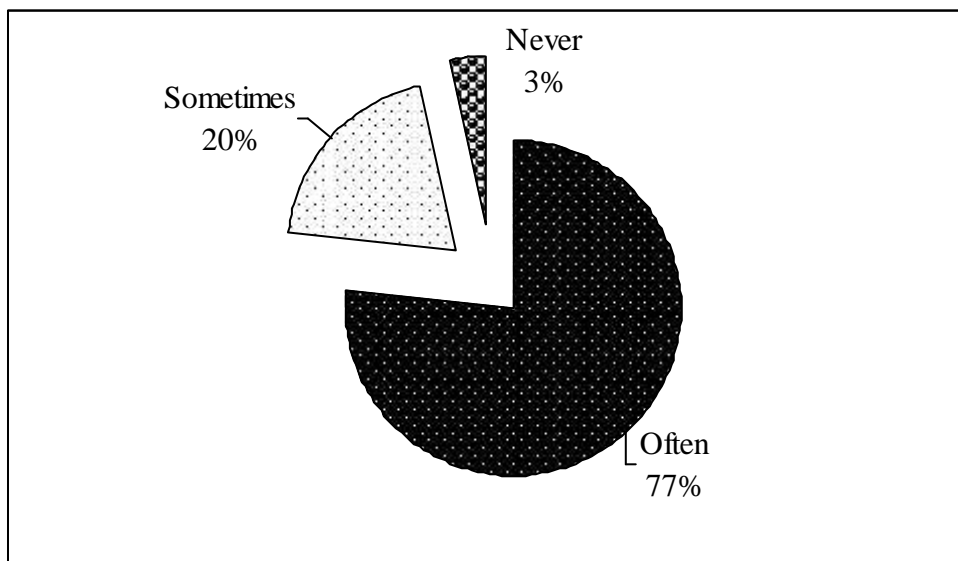
Source: Field Survey 2010

### 4.2.3 Flashback and nightmares

Children who have suffered from such incidents often have flashbacks of those incidents. These incidents often haunt them and terrify them. This brings stress and psychological disturbance in children. It has been found that flashbacks do come to the respondents. Respondents have said that they will go in to the flashback when they listen to news or read newspaper. Besides that, while reading conflict related stories or article, or when family members or relatives or friends talk about the conflict also remind them of such tragic incidents. Sometimes when they see combatant, they remember those horrible incidents. It has been found that when such flashback occurs, they feel tensed, worried, feared and will have no interest to do any things. Sometimes, the effect of flashback persists for three/four days as well. This disturbs their whole activities.

Similarly about the occurrence of nightmares, as displayed in Figure 5, 77 percent respondents have said that nightmares occur to them very often whereas for 20 percent respondents, nightmares take place only sometimes. But 3 percent respondents have never seen any kind of nightmares. It has been found that nightmares are often related with the tragic incident caused due to the conflict.

Figure 4.2.3 Distribution of respondents by the frequency of occurrence of nightmares



Source: Field Survey 2010.

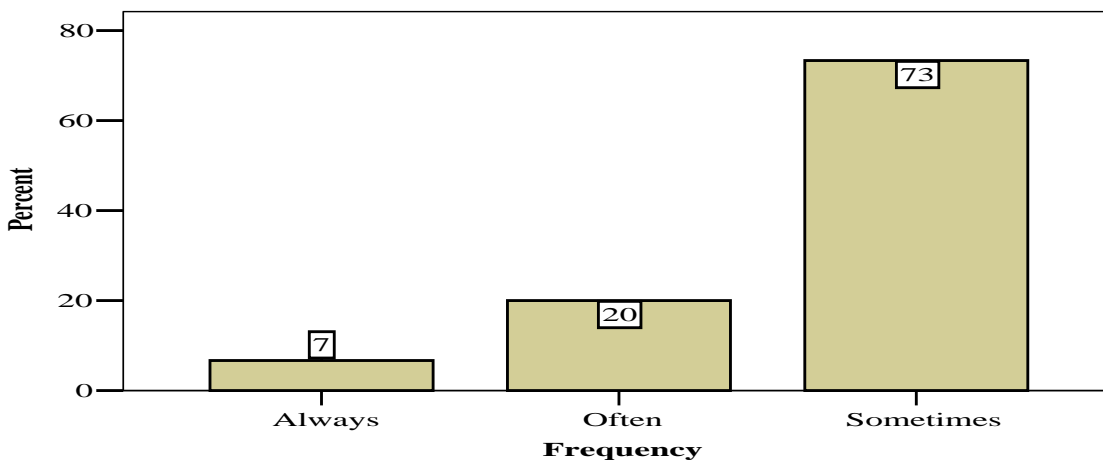
The effects of violence (e.g. homes or huts destroyed, parents killed or injured, parents seeking safer places) all increase children’s anxiety levels. As a result, some children develop a range of phobias and fearful reactions. Moreover, such children have pressure to understand a very stressful event while awake and during sleep. So, nightmares and night terrors are common occurrence among such children of young age.

### 4.2.3 Sound Sleep

The occurrence of nightmares, night terrors, dreadful dreams and flashbacks disturbs the children even in their sleeping. This implies that nightmares and flashbacks disturb the sound sleeping of a child and hence a child can’t have sufficient rest that may produce stress and tension.

It has been found that only 7.0 percent respondents always have sound sleep whereas 20.0 percent respondents often have sound sleep (Figure 6). But the huge portion of the respondents i.e. 73.0 percent respondents has sound sleep only sometimes. This means that only small share of respondents remain unaffected in sleeping due to the nightmares and stress of flashback whereas many of the respondents can’t always have sound sleep due to the nightmares and flashbacks. Thus the reminiscence of past tragic incidents often disturbs the respondents and do not let them have sound sleep.

Figure 4.2.3 Distribution of respondents by the frequency of sound sleep



Source: Field survey 2010

#### 4.2.4 Sadness and loneliness

The flashback of incidents often leaves the children tense, sad and bored. Sometimes sadness persists for such a long time that a child can't get out of it for a long period and can't return to the normalcy.

It has been found that the respondents often feel bored or sad. As displayed in Table 2, 90.0 percent respondents sometimes feel boring or sadness whereas 10.0 percent often feel so. This shows that children are disturbed by the incidents. During this stage, they don't like to do any kind of regular activities such as studying, playing or talking with friends.

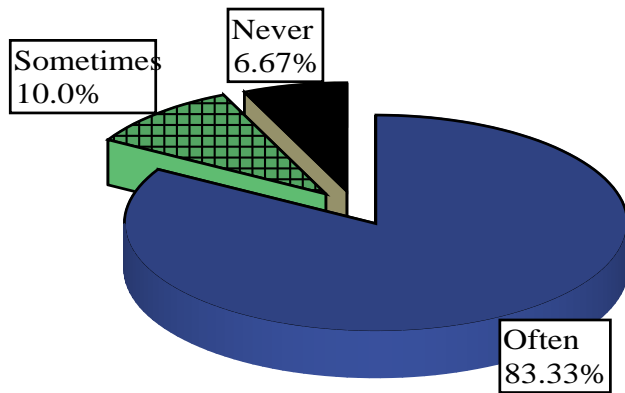
Table 4.2.4 Distribution of respondents by the frequency of feeling of sadness

Frequency	Number	Percent
Often	3	10.0
Sometimes	27	90.0
Total	30	100.0

Source: Field Survey 2010

The feeling of such sadness often results in the loneliness. The study shows that 83.3 percent respondents often like to stay alone whereas 10.0 percent respondents sometimes like to stay alone (Figure 4.2.4). However, for 6.67 percent respondents such feelings of staying alone never come.

Figure 4.2.4 Percentage compositions of respondents by the frequency of staying alone



Source: Field Survey 2010

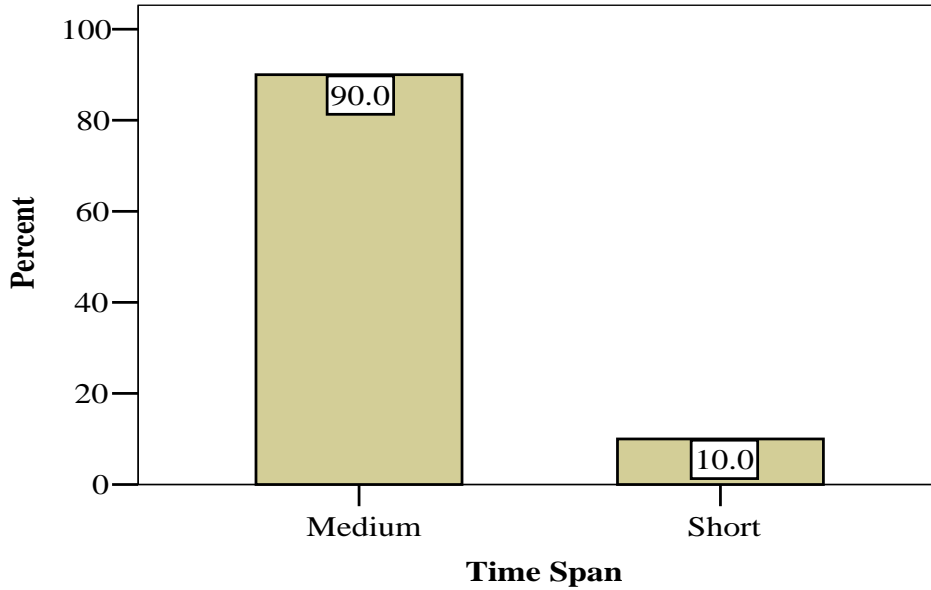
It can be said that the loneliness and the feeling to stay alone is generally common among the conflict-affected children.

#### 4.2.4 Recovery time from sadness and loneliness

Though the sadness and loneliness generally engulfs the children, they do come out of this stage but with the varying time span. Those who are comparatively strong by psychological state, they come out within short span of time and those with less strong psychological state take longer time. The longer the time they take, the more they are sad and bored for a long period.

It has been found that 90.0 percent respondents do take medium time to come out of this stress whereas only 10.0 percent come out of it in very short span of time (Figure 8). Medium span of time here refers to the duration from 5/6 hours to a day whereas short period time means less than medium. As found in the study, most of the respondents take medium period of time. This implies that on an average a child affected by conflict spends much time in sadness and loneliness and in the recovery process. These periods are cut off from the daily normal activities. In such delicate age, if a child feels more stress and tension then it will have serious effects in the mental growth of the child.

Figure 4.2.5 Distribution of respondents by the time taken to recover from the stress



Source: Field Survey 2010

#### 4.2.6 Fear factors

Another effect of the conflict is that many children feel scary to stay at home. The home environment very often reminds the same incident. Therefore, they feel scared to stay at home.

The study shows that most of the children do feel scared to stay at home. As shown in Table 3, only 13.3 percent respondents do not fear to stay at home whereas remaining 86.7 percent respondents fear to stay at home. The reason behind it is that the homely environment reminds the presence of family members who have either been abducted or been killed or gone missing. However, only 3.3 percent respondents often feel fear to stay at home and 83.3 percent respondent feel scared only sometimes to stay at home. This finding clearly shows that the terrible incident often haunts them. After very stressful experience, some children become very fearful of their environment and of others. If they have seen serious injury during the time of

war, such children's sense of personal safety is shattered and they are left harboring intense feeling of vulnerability and of constantly expecting negative things to happen to them.

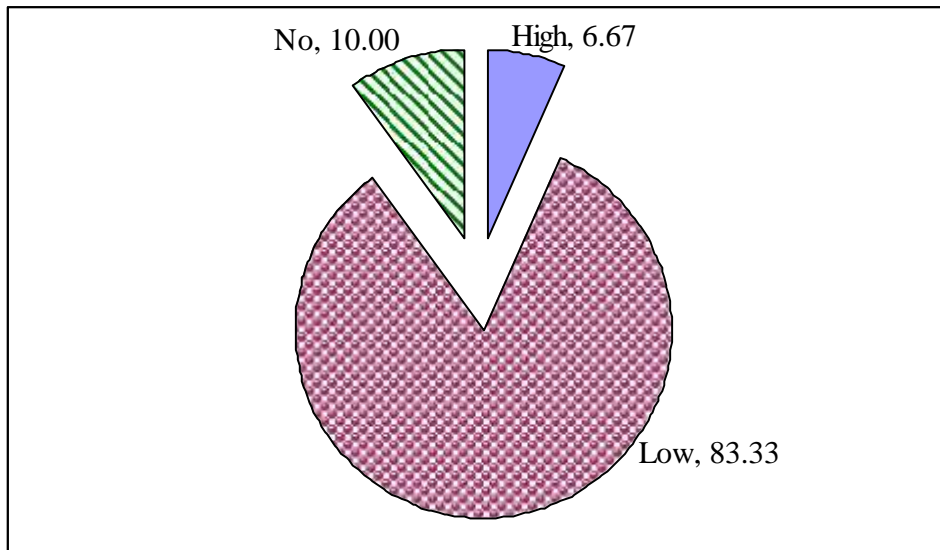
Table 4.2.6 Distribution of respondents by the frequency of feeling scared to stay at home

Frequency	Number	Percent
Often	1	3.3
Sometimes	25	83.3
Never	4	13.3
Total	30	100.0

Source: Field Survey 2010

Similarly, the tendency to feel fear without any reason is also high. It has been found that 90.0 percent respondents feel fear without any reason whereas only 10.0 percent respondents do not feel so (Figure 9). Among those who feel fear without any reason, 6.67 percent respondents feel high level of fear whereas for 83.33 percent respondents, the level of fear is low. This implies that most of the respondents feel fear without any reason. Thus the incidence of mental stress on the conflict-affected children is high and these things put extra mental stress on them. This sometimes cost the education of the respondents and sometimes their regular daily activities.

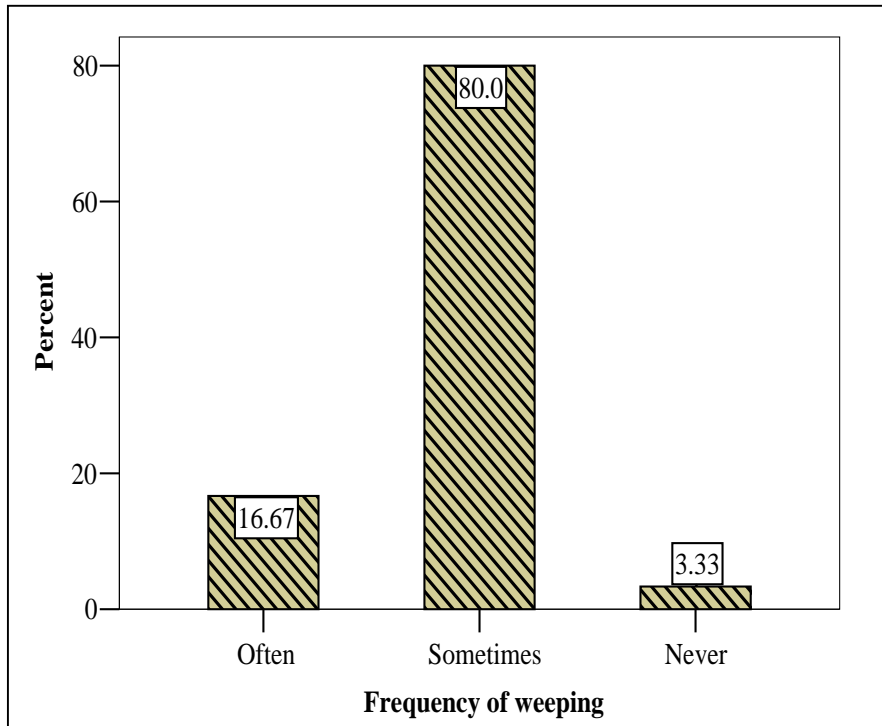
Figure 4.2.6 Percentage distributions of respondents by the level of fear without any reason



Source: Field Survey

Due to these all tension and mental stain, tendency to weep is high among them. Feeling scary, loneliness and sadness all compound together to make the children weep. The study shows that only 3.33 percent respondents do not weep whereas remaining 96.67 percent respondents weep (Figure 10). But among those who weep, 80.0 percent respondents weep sometimes only but 16.67 percent respondents often weep. This means the frequency of weeping is high among the respondents. This directs that among the conflict-affected children, tendency to weep is high because the tragic incident often haunts them.

Figure 4.2.7 Distribution of respondents by the frequency of weeping



**Source: Field Survey**

Thus, it underlies the fact the loneliness, sadness; scary feeling and weeping are common among the conflict-affected children.

#### 4.2.8 Anger and feeling of revenge

Since the tragic incident has either taken away the family member or has affected their family members, the children very do not forget the responsible hands behind those incidents. Sometimes even when they have not seen the responsible hands, they take certain group or person responsible on the basis of family talk or talking with friends. This very often results in the feeling of revenge among the children.

The study has found that 96.7 percent respondents feel angry with the person/group who has allegedly been involved in making tragic incident and 3.3 percent respondents do not feel such (Table 4). This means that almost all the respondents feel angry with the alleged person and this incidence is high among those children. Due to this, the feeling of revenge is also high.

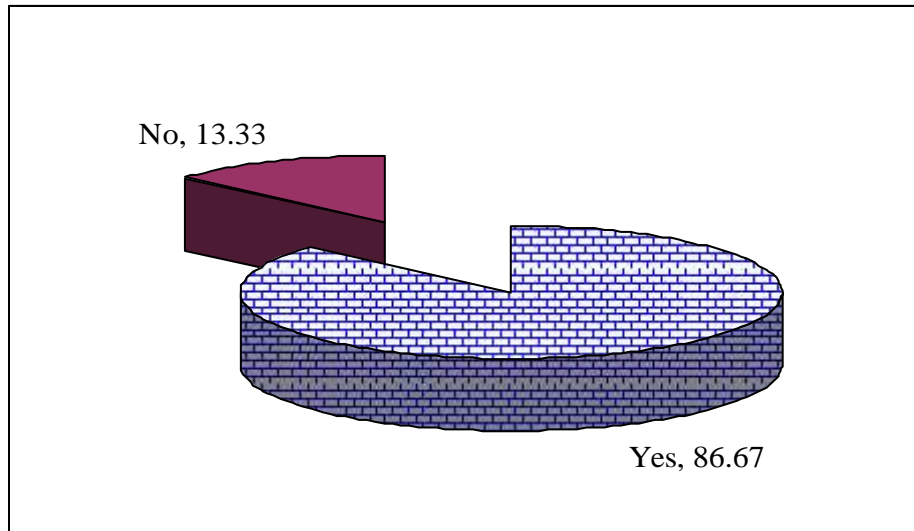
Table 4.2.8 Distribution of respondents of by the category of feeling angry

Category	Number	Percent
Yes	29	96.7
No	1	3.3
Total	30	100.0

Source: Field Survey

The figure 11 shows that feeling of revenge is also high among those respondents. 86.67 percent respondents have said that they like to take revenge with the alleged person responsible for the incident whereas only 13.33 percent respondents do not feel so. This means that most of the conflict-affected children like to take revenge. They harbour the feeling of revenge with themselves. This may result in the development of violent attitude in those children. Feeling of hatred and anger slowly flourishes on those minds and results in the violent attitude. Some of them, they want to be army, police, or rebellion for the same purposes.

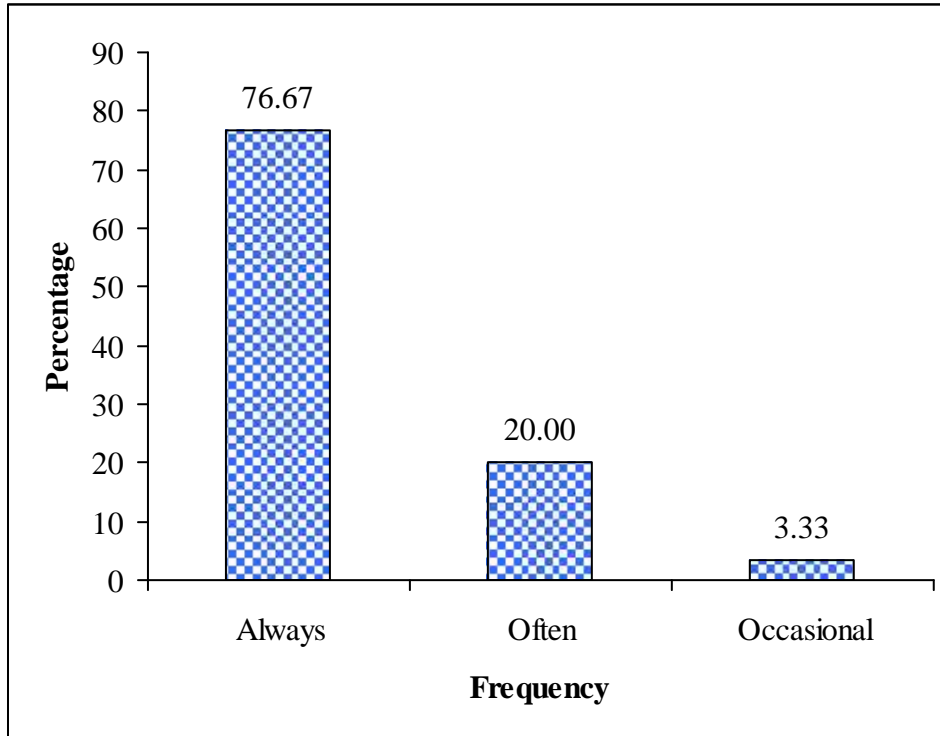
Figure 4.2.8 Distribution of respondents by the feeling of revenge with the alleged person



Source: Field Survey

However, those who have said that they feel like taking revenge have various degree of such occurrence. It means that all children do not feel same level of feeling of revenge. As displayed in Figure 12, 76.67 percent respondents have said that they always have the feeling of revenge whereas 20.0 percent respondents often have such feeling and only 3.33 respondents have such occasional feeling. Feeling of revenge and aggression come to dominate such children's thought when they read newspaper, article, listen radio or watch TV related to armed-conflict. This means that occurrence of such feeling is common among the conflict affected children. The persistent occurrence of such feeling may result in many violent consequences such as violent behaviour.

Figure 4.2.8 Distributions of respondents by the frequency of occurrence of revenge feeling

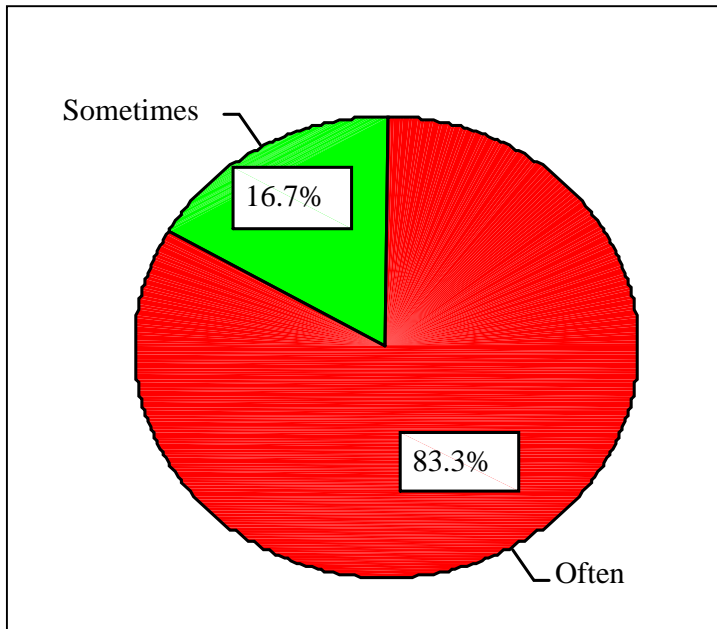


Source: Field Survey

#### 4.2.9 Recurring feeling passed on due to the armed- conflict

The figure 13 shows that 83.3 percentages of respondents often suffer from recurring feeling. They suffer from recurring feeling about conflict when they read books, play games, talk with friends, watch TV or listen radio. Thus they can't concentrate in their specific work. When these things happen for a long time, become very intense and alter the way family, teachers, peers or others respond to the child, these stress reactions are considered severe. Similarly, 16.7 percentages of respondents have recurring feeling related to armed conflict when they encounter with such things in T.V, radio, newspaper or somebody talk about such things. This means they have such feeling only for sometimes. This is not so harmful for them as it happens only sometimes.

Figure 4.2.9 Distributions of respondents by the frequency of occurrence of recurring feeling passed on due to armed-conflict



Recurring Feeling Passed on due to Armed-conflict

**Source: Field Survey**

#### **4.2.10 Imagination of violence**

The 93.3 percent of the respondents have the imagination of violence for sometimes (Table 5). This is not so much harmful as it happens only sometimes. Similarly, about 6.7 percent of respondents often have the imagination of violence. This is harmful as it happens most of the time. Such children are exposed to armed conflict and it contributes to a child's internalization of the culture of violence. However, the 4 percent of students have no such imagination of violence. It shows that they have already recovered from such trauma. The process of recovering depends upon individual student.

Table 4.2.10 Distributions of respondents by the frequency of occurrence of imagination of violence

Frequency	Number	Percent
Often	2	6.7
Sometimes	28	93.3
Total	30	100.0

Source: Field Survey

The above study shows that there are negative effects of armed-conflict on children’s state of mind. They can not forget various tragic incidents which have happened to their family and in their own life. They are often haunted by feeling of hatred and revenge to those alleged killers. This kind of negative feeling has made them difficult to concentrate in their study and other activities. It is described in a separate heading as academic interest and performance.

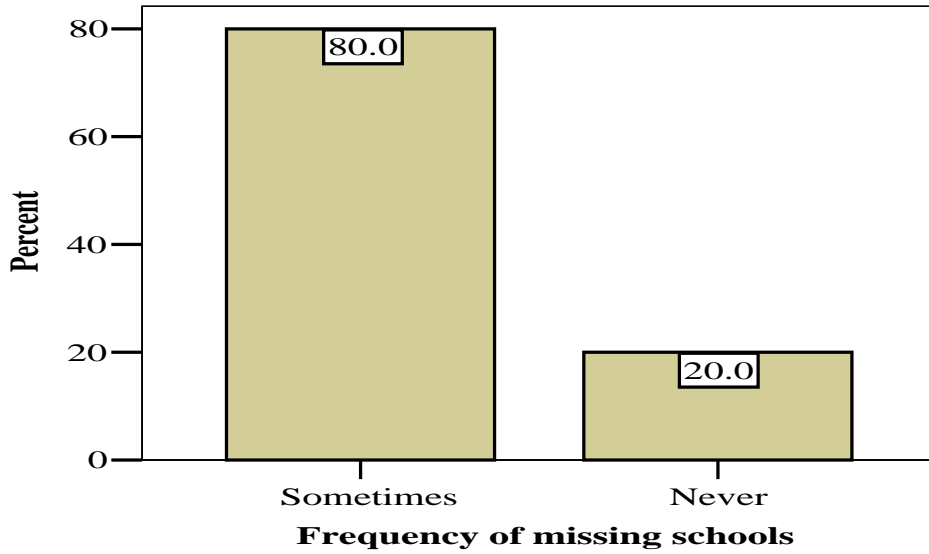
### **4.3 Academic interest and performance**

#### **4.3.1 School absenteeism**

Frequent missing of school results in the poor academic performance of a child. However, at their tender age; many children suffer from different types of difficulties such as poor health, unwillingness and quarrel among the peers that disturb their school days.

The study shows that 80 percent respondents miss school only sometimes whereas 20 percent never miss the class (Figure 14). This shows that school absenteeism is quite low among the respondents.

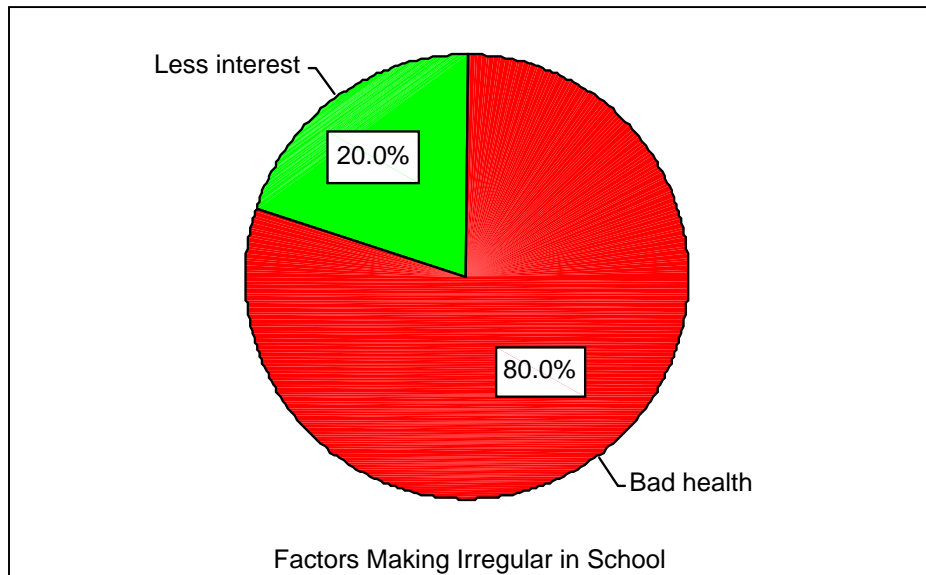
Figure 4.3.1 Distribution of respondents by the frequency of absence in school



Source: Field Survey 2010

However the reasons for the absence are different. As shown in figure 15, 80.0 percent respondents miss the school due to bad health and only remaining 20 percent do so due to the lack of interest. The study reveals that among those who missed school due to bad health, they suffer from various diseases like diarrhea, cholera, pneumonia, malnutrition and so on. The 20 percent of such children are not regular in school due to less interest. They like to attend various vocational trainings.

Figure 4.3.2 Distribution of respondents by the factors that make them irregular in school

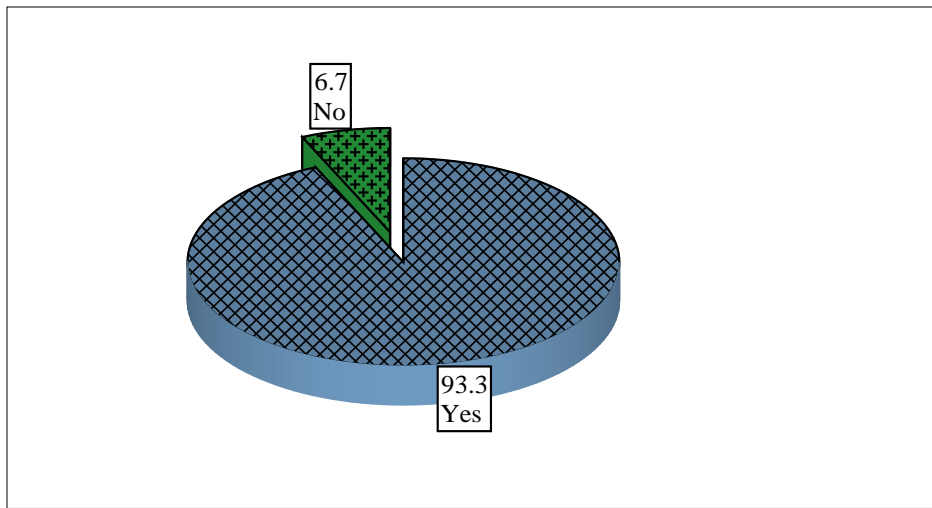


**Source: Field Survey 2010**

### **4.3.3 Participation in class activities**

Participation in class activities shows the willingness of a child for the study. Not only this, the class participation means a child is more active and interactive in nature. Therefore, class participation is also taken as one of the indicator to assess the enthusiasm, interest and willingness of a child for the student.

Figure 4.3.4 Percentage compositions of respondents who like to take part in class activities



Source: Field Survey 2010

The 93.3 percent of respondents have said that they like to take part in various class activities (Figure 16). The 6.7 percent of respondents say that they do not want to take part in various class activities. The class activities include drawing, reading, story-telling, model making and other projects.

However, those who like to take part in class activities have varying degree of willingness to participate in class activities. As Table 5 reveals, only 6.7 percent respondents always like to participate in such activities and 30.0 percent often like to participate. But higher numbers of the respondents i.e. 63.0 percent like to participate but sometimes only.

This shows that interest towards participation in class activities is moderate as many of them like to participate only sometimes.

Table 4.3.4 Distribution of respondents by the frequency of participation in class activities

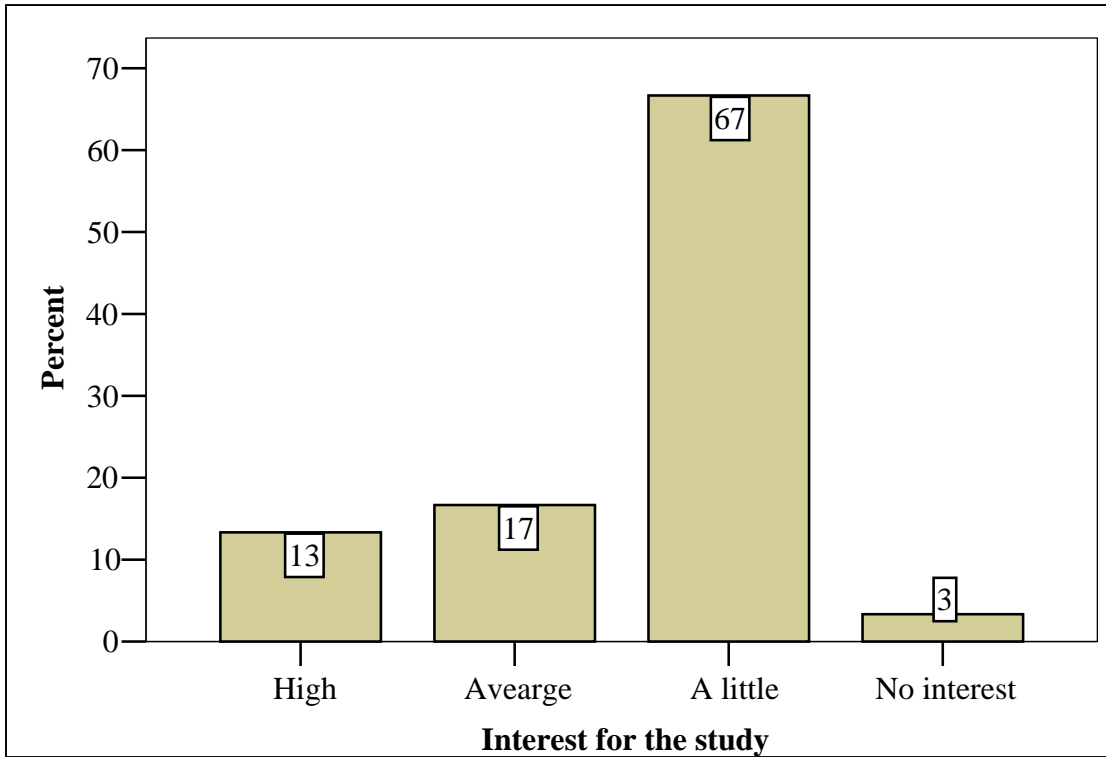
Frequency	Number	Percent
Always	2	6.7
Often	9	30.0
Sometimes	19	63.3
Total	30	100.0

Source: Field Survey

#### 4.3.5 Interests for study

The consequence of conflict on a child is visible in terms of his or her study. Those who are severely affected show less interest to study. The study shows that 67 percent respondents have a little interest to study whereas 17 percent have average interest to study and 13 percent respondents have strong interest to study (Figure 8). Only 3 percent respondents have no interest to study at all. This shows that many of the respondents have little or no interest to study. Those who have little interest or not interest to go to vocational training. They think that vocational training is more interesting because it is comparatively funnier and more practical than the study at school.

Figure 4.3.5 Distribution of respondents by the interest for study



Source: Field Survey

#### 4.3.6 Cooperation with teachers

Cooperation with teachers is a must for the learning process. Students who interact with teachers progress much than those who do not. However the tendency to interact with teachers is influenced by various factors such as interest for study, interactive nature of a student, willingness for study and so on.

As shown in Table 7, 76.7 percent respondents have average level of willingness to consult teachers, cooperate with them for the learning process. Similarly, 13.3 percent respondents have said that they always like to consult with teachers for the learning process whereas 10.0 percent respondents approach their teachers occasionally for the learning process.

Table 4.3.6 Distribution of respondents by the degree of willingness to cooperate with teachers

Degree of willingness for cooperation	Number	Percent
Highly	4	13.3
Medium	23	76.7
Occasional	3	10.0
Total	30	100.0

Source: Field Survey

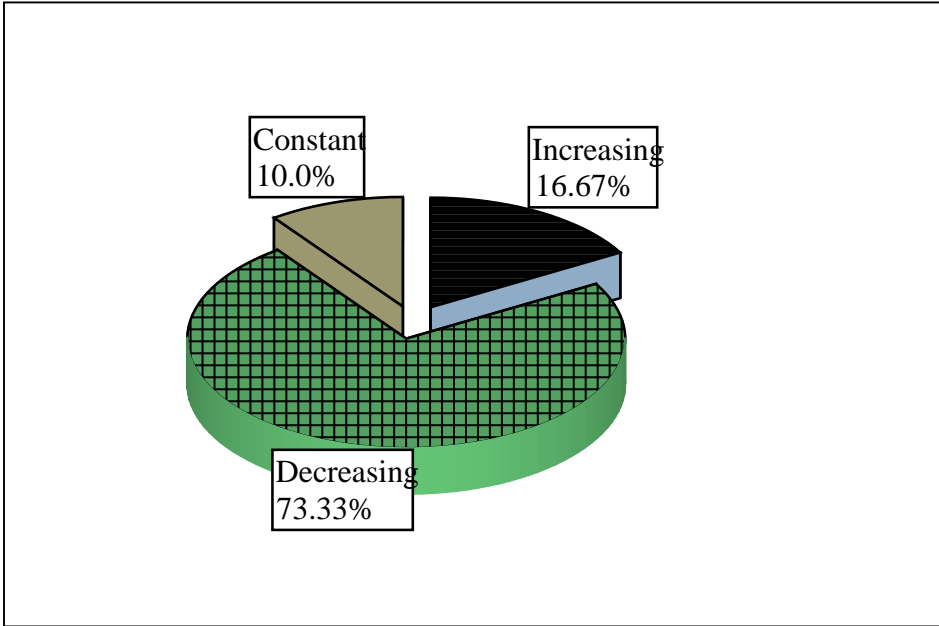
This study shows that many of the students have medium level of willingness to interact with teachers.

#### **4.3.7 Participation in co-curricular and extracurricular activities**

Co-curricular and extracurricular activities are intended for the overall development of a student. These activities help the students to polish their talents in the sectors other than study. Therefore, the interest of students in these activities helps to understand the motivation, willingness and desire for the excellence. Co-curricular activities mean the activities such as essay competition, spelling competition whereas extracurricular activities mean games and sports.

However it has been found that 73.33 percent respondents have decreasing level of interest in co-curricular activities whereas 16.67 percent respondents are getting more interested in those activities (Figure 18). But 10 percent respondents have found no changes in their interest level in co-curricular activities.

Figure 4.3.7 Distribution of respondents by the interest level in co-curricular activities



Source: Field Survey

Regarding the interest in extracurricular activities, the study shows the similar results. As revealed by Table 8, 76.7 percent respondents have said that their interest in extracurricular activities is decreasing whereas for 13.3 percent it is increasing. 10.0 percent respondents have said that there is no change in the interest level. As in the case of co-curricular activities, the study shows those here also majority of respondents are losing their interest in the extracurricular activities.

Table 4.3.7 Distribution of respondents by interest in extracurricular activities

Interest level	Number	Percent
Increasing	4	13.3
Decreasing	23	76.7
Constant	3	10.0
Total	30	100.0

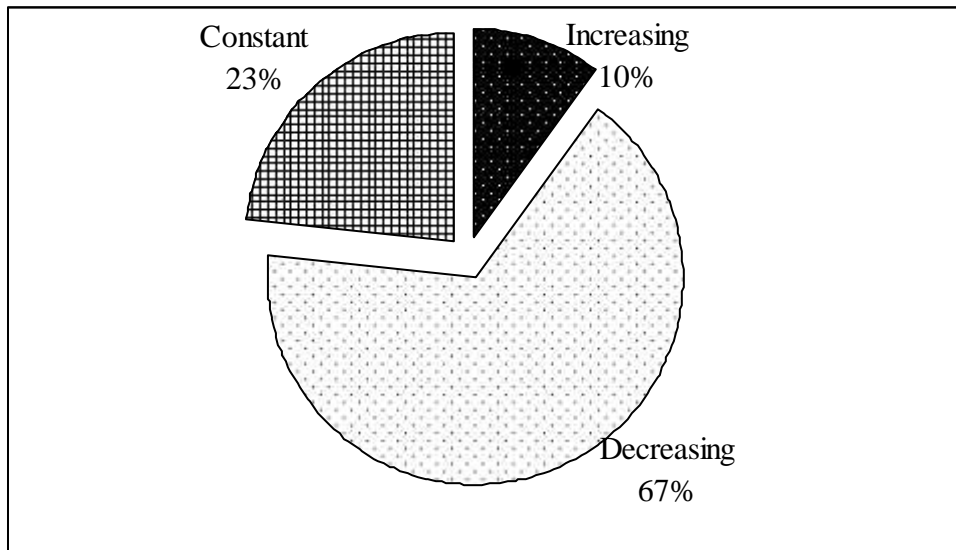
Source: Field Survey 2010

#### **4.3.8 Concentration in the study**

The conflict-affected children often get distracted by the pains, sorrows and nightmares. This may reduce their interest in activities and eventually the concentration level.

As shown in Figure 19, the concentration level is found decreasing among those respondents. 67 percent respondents have said that their concentration level is decreasing whereas for 23 percent respondents, the level of concentration is at constant level. Only 10 percent respondents have seen their concentration level increasing.

Figure 4.3.8 Percentage distributions of respondents by the status of concentration in study



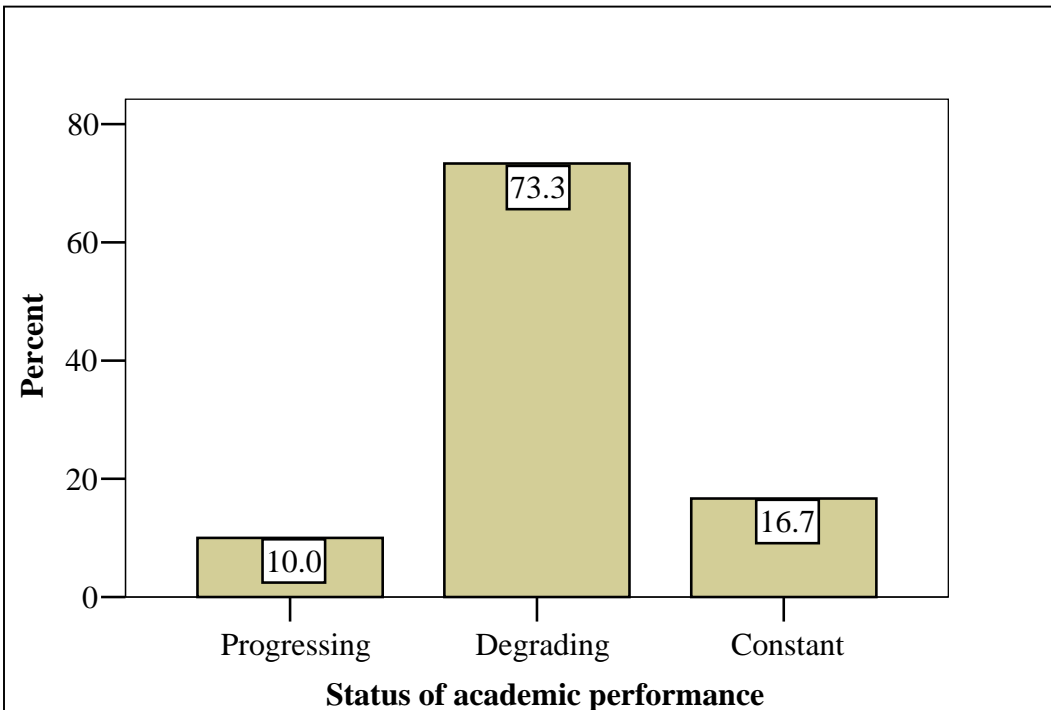
Source: Field Survey 2010

#### 4.3.9 Academic Performance

Children with lots of mental stresses and strains feel disturbance in their academic performance. The continuous haunting of the incidents, the developing feeling of anger and revenge, sadness and loneliness will hamper the academic performance.

As figure 20 shows, many respondents show such kind of academic performances that are disturbed by such incidents. 73.3 percent respondents have said that their academic performance is degrading whereas 16.7 percent respondents have felt constancy in their academic performance (Figure 20). Only 10.0 percent respondents have felt progress.

Figure 4.3.9 Distribution of respondents by the status of academic performance



Source: Field Survey 2010

The study shows that the major factors responsible for deteriorating academic performance are flashback of tragic incidents and, the sadness and loneliness that very often haunts them among others.

## 4.4 Personal motivation and Social life

### 4.4.1 Enthusiasm

Highly motivated people feel themselves enthusiastic. Those people enjoy their daily activities, study energetically and mingle well with their friends and relatives.

It has been found that 83.3 percent respondents often think that they are enthusiastic person whereas 13.3 percent always think that they are enthusiastic person and only 3.3 percent respondents sometimes think that they are enthusiastic. This shows that every respondent feels enthusiasm at least at certain moments of daily life. This means their activities are full of energies and fun.

Table 4.4.1 Distribution of respondents by the frequency of feeling enthusiastic

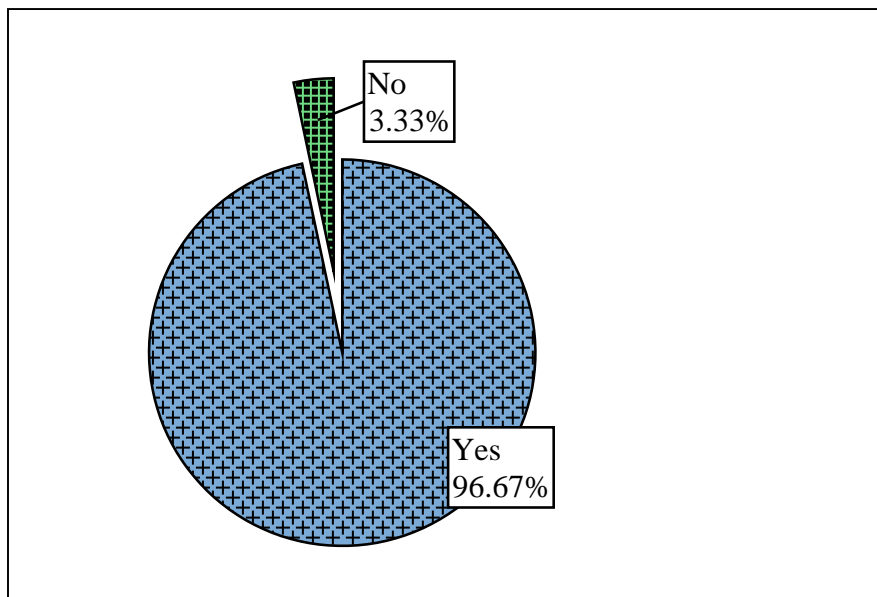
Frequency	Number	Percent
Always	4	13.3
Often	25	83.3
Sometimes	1	3.3
Total	30	100.0

Source: Field Survey 2010

#### **4.4.2 Relationship with friends**

Relationship with friend is one of the indicators of social activities of a child. A child often likes to interact and mingle with friends. In school, they play with friends, study with friends and while coming back to home they always come with friends. However this may not happen with the child who has many tensions, stress and pains.

Figure 4.4.2 Distribution of respondents who like to return home with friends

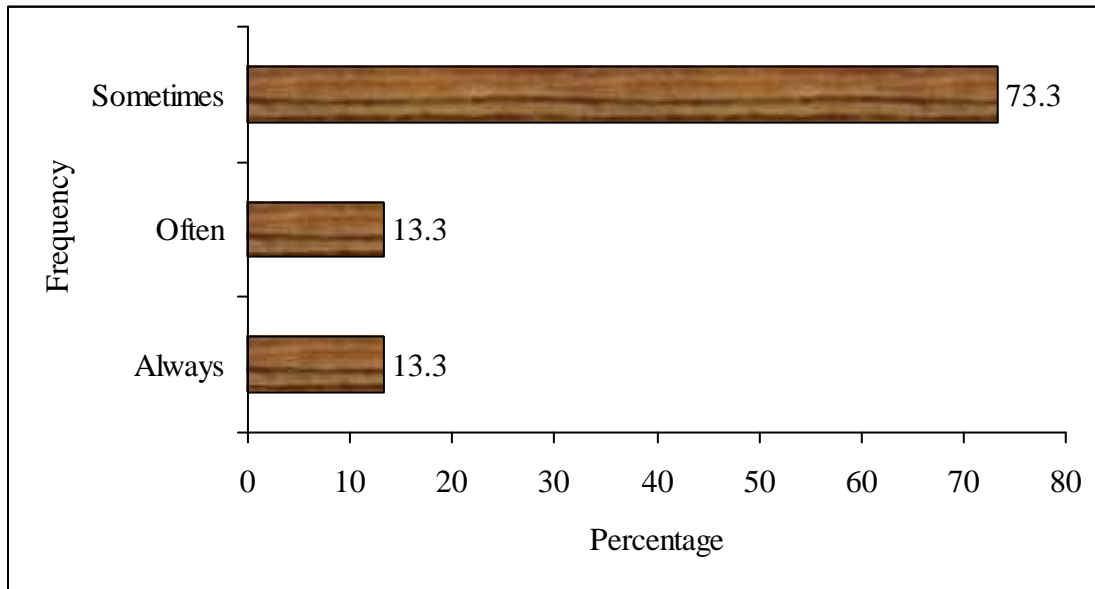


Source: Field Survey 2010

The study shows that 96.67 percent of respondents want to return home with their friends and the remaining 3.33 percent say that they prefer returning home alone (Figure 21). While returning home with friends, they can share their feeling and reactions to stressful experiences and to express their concerns and worries about their future. This helps such children to realize that they are not alone and that caring friends and classmates share their concerns.

Among those who like to come with friends have varying degree of liking as portrayed in Figure 22. 73.3 percent respondents sometimes like to come back with friends whereas 13.3 percent respondents always like to come with friends and same numbers of respondents also often like to come with friends.

Figure 4.4.2 Distribution of respondents by the degree of liking to come with friends



Source: Field Survey 2010

#### 4.4.3 Help in the study

Children often seek help in the study. This help ranges from understanding the lessons to doing homework and class work. But students who like to interact less with friends and other seniors are less likely to take help. This help is not only limited to the taking but sometimes they help their friends and juniors in doing homework.

As Table 10 shows, 60.0 percent respondents do not take help from others and, instead, they study themselves whereas 36.7 percent take help from the teachers of shelter and only 3.3 percent take help from their friends. This shows that many respondents do not take help from others.

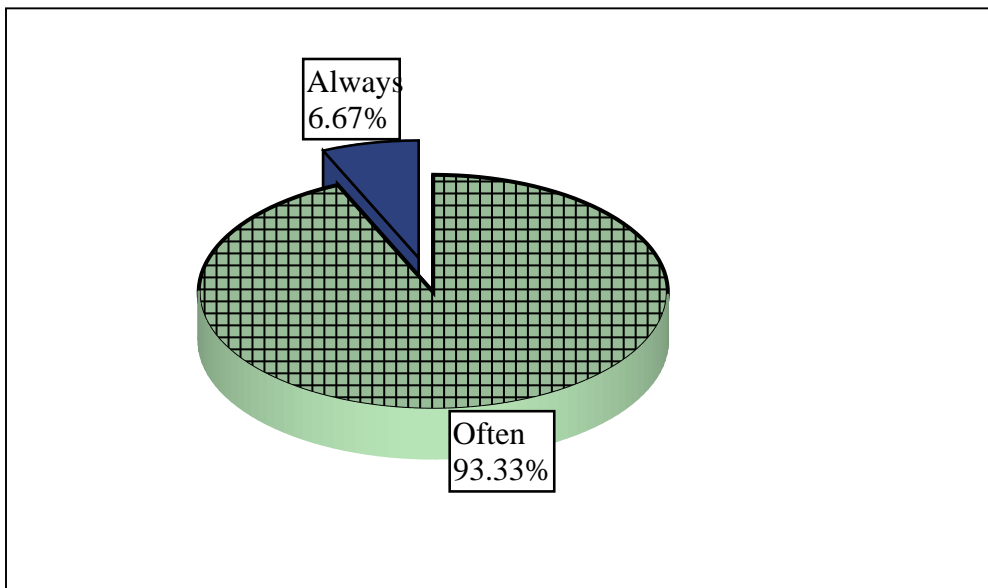
Table 4.4.3 Distribution of respondents as per the help they received in the study

Help	Frequency	Percent
Friends	1	3.3
Teacher of shelter	11	36.7
Self	18	60.0
Total	30	100.0

Source: Field Survey 2010

Though many respondents do not like to take help from others, they like to help their friends in the study. It has been found that 93.33 percent respondents often want to help their friends in their studies whereas 6.67 percent respondents always like to help their friends in the study (Figure 23).

Figure 4.4.3 Percentage compositions of respondents by the frequency of helping friends in study



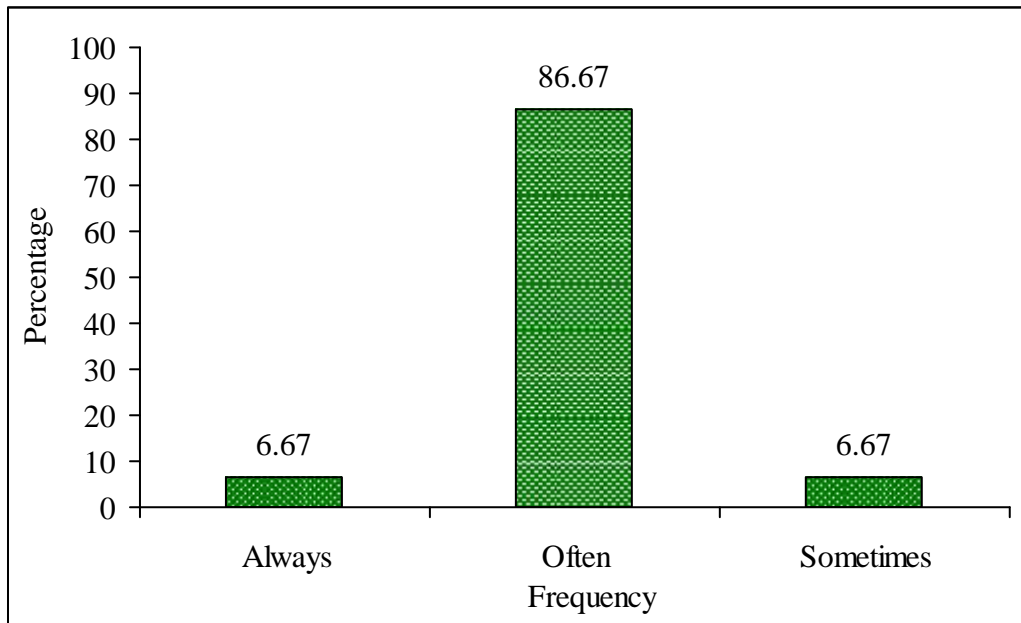
Source: Field Survey 2010

#### 4.4.4 Tiffin sharing with friends

Children generally share their Tiffin with their friends in school. However, the sharing is restricted to the close ones only. Therefore, Tiffin sharing is also one of the indicators of a child that how well they are close to their friends.

All the respondents have been found sharing their Tiffin with their friends at school. However the degree of sharing is different. As shown in Figure 24, 86.67 percent respondent often share their Tiffin with their friends, 6.67 percent respondents always share Tiffin while 6.67 percent respondents also share but sometimes only.

Figure 4.4.4 Distribution of respondents by the frequency of Tiffin sharing with friends



Source: Field Survey 2010

#### 4.4.5 Staying with elders

The 53 percent of respondents prefer to stay with elders because such children often find themselves saddled with more weighty responsibilities than they are prepared for (Table 11). They behave like matured people all of sudden. This is called unreal matured behaviour. Similarly, 7 percentages of students want to stay with elders for most of the time. About 10 percentages of respondents like to pass their time with elders for sometimes. This can be taken as normal behaviour.

Table 4.4.5 Distribution of respondents by the frequency of staying with elders

Frequency	Number	Percent
Always	2	6.7
Often	25	83.3
Sometimes	3	10.0
Total	30	100.0

**Source: Field Survey 2010**

## CHAPTER 5

### SUMMARY, CONCLUSION AND SUGGESTIONS

#### 5.1 Summary

A decade long conflict has affected almost every sector. Many innocent people have lost their lives and others have become disabled for their whole life. Among them, children have been the most affected groups in two ways: first they have born the trauma of family member's death or abduction of disappearance, and second is the consequences in their education. Almost, 6,000 children have been orphaned, and a large number of women have to live as widows in Nepal (CWIN, 2007).

It has been found that 73.3 percent children have lost their family members and 13.3 percent have faced abduction of their family members due to the armed conflict. This has affected them psychologically. They feel intense stress due to these incidents. Conflict related news, newspaper often remind them of past incidents. Due to this, 97.0 percent respondents have been haunted by nightmares. Due to this, 96.7 percent respondents feel angry against the alleged person or group and 86.67 percent like to take revenge against them. This incident has its toll even in the sleep of the respondents. It has been found that 73 percent respondents have sound sleep but sometimes only. All the respondents feel sadness and loneliness. This feeling of loneliness and sadness lasts for a long time as well. For majority i.e. 90.0 percent respondents, it takes 5/6 hours to recover from such feeling. This has caused negative effects in academic performance of such children.

The educational performance has also found going down. 67.0 percent respondents have little interest in study. Instead they like to go for easy vocational trainings. Similarly, 73.33 percent have said that their interest and participation in extracurricular activities are decreasing. It is so because they find these activities less appealing to them. They are also losing their concentration. 67.0 percent respondents have said that they are losing their concentration level. They often feel occupied with some past incidents or the reminiscence often leaves them tense for a long period. This has cost their education performance. 73.3 percent respondents have felt that their academic performance is decreasing due to all these factors.

However it has been that they are quite comfortable with their friend circles. It shows that 86.67 percent respondents often like to share their Tiffin with their friends. This process of mingling well with friends helps them forget the tragic incidents. Similarly, 96.67 percent respondents like to return home with their friends from school and 93.3 percent respondents always like to help their friends in their study. This shows that they have mingled well and like to spend time with their peer groups.

## **5.2 Conclusions**

The conclusions of the study are as follows:

- ) The children of the school-going age are also affected by the armed conflict. Since they are mentally and psychologically immature, they can't handle the trauma efficiently. Hence, they are likely to be affected much severely than other groups.
- ) Conflict related incidents such as kidnapping, disappearance and, even, deaths have affected children very much. The reminiscence of such incidents often leaves children tense, stressed and sad. The feeling of loneliness often grips them. Therefore, they can't feel comfortable for a long time and they need a lot of time to recover from this incident.
- ) Conflict affected the children in their academic performance as well. Due to the recurring feeling of terrible incidents, they are losing their interest in their study. They find study no more interesting. Instead, they want to get engaged in vocational trainings of short period. This has indicated that they are slowly losing their patience. As a result, the participation in extracurricular activities and co-curricular activities is decreasing.
- ) Conflict has even cost the academic performance of the student. On the one hand, the high frequency of the school closure has kept students at home for long time and on the other hand the conflict-hit children have not been able to cope with the stress and tension. Consequently, they lose their concentration. This, ultimately, ushers in the degrading academic performance.

### 5.3 Suggestion

Based on the analysis of the questionnaire, interview and the studies on effect of armed-conflict on children's, some of the suggestions that would help to reduce effect of conflict on children's education are as follows:

- ) Education sector can be declared as zone of peace to ensure that no clashes between the warring sides will take place.
- ) Establishing counseling centers in each health post for displaced, other children affected by conflict.
- ) Practicing Yoga and meditation by the affected children.
- ) Rehabilitation and reintegration program for families affected by conflict.
- ) Practicing yoga and meditation by children affected from armed-conflict.
- ) The government, UN bodies and civil society should promote a "culture of peace" through peace education programme. The new curriculum should be made focusing on peace education and human rights.
- ) Civil society should play an important role in prevention of arms, awareness rising and in monitoring government policy.
- ) A special educational scholarship program with residential facility should be made to ensure education of children affected by conflict up to higher level.

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# ANNEX 1

## Questionnaire

### A. General Information

Code No.....

Age.....

Sex: M/F

Class.....

Address.....

Family size.....

Shelter Home.....

Religion.....

Caste.....

### Family Composition

S.N.	Name	Age/Sex	Education	Occupation
1				
2				
3				
4				
5				
6				

### B Education Related Information

1. What is the name of your school?

.....

2. Where is it?

.....

3 How often do you go to school?

(a) Regular (b) Occasionally (c) Never

If occasionally, why?

(a) Friends (b) Teachers (c) Bad health (d) Others please specify

4. Is there a regular class in your school?

(a) Yes (b) No

If No, why?

- (a) Irregular classes due to periodic bandh
- (b) Lack of proper management
- (c) Absent of teachers
- (d) Other please specify

5. How often do you want to keep away from school?

- (a) Always
- (b) Often
- (c) Sometimes
- (d) Never

6. What are the main factors that make you irregular in the school?

- (a) Bad health
- (b) Uncompleted task
- (c) Other please specify.....

7. Do you think that joining shelter home has helped you in your study?

- (a) Yes
- (b) No

8. Are there any training and skill development program conducted in your shelter home?

- (a) Yes
- (b) No

If yes, then what kind of training and skills development program are conducted?

- (a).....
- (b) .....
- © .....
- (d) .....

9. Has the outcome from these types of training been worthy?

- (a) Extremely worthy
- (b) Worthy to some extent
- (c) Not worthy

10. How often do you think that you are enthusiastic person? ( eg. While reading )

- (a) Always
- (b) Often
- (c) Sometimes
- (d) Never

10. Do you like to return shelter home with your friends?

- (a) Yes
- (b) No

If yes, how often do you like to return home with friends?

- (a) Always
- (b) Often
- (c) Sometimes
- (d) Never

11. Do you like to share your food with your friends?

- (a) Yes
- (b) No

If yes, how often?

- (a) Always
- (b) Often
- (c) Sometimes
- (d) Never

12. Do you participate in class activities?

- (a) Yes
- (b) No

13. How much do you like to study?

- (a) Extremely
- (b) Quite a bit
- (c) A little
- (d) Not at all

14. Who help you more in doing your HW/CW?  
 (a) Subject teachers      (b) Friends      (c) Teacher of shelter home      (d) Self
15. How much do you like to cooperate with your teachers regarding learning process?  
 (a) Extremely      (b) Quite a bit      (c) A little      (d) Not at all
16. How often do you like to help your friend in study?  
 (a) Always      (b) Quite a bit      (c) A little      (d) Not at all
17. What is the condition of your education?  
 (a) Progressing      (b) Degrading      (c) As it is  
 If degrading, why?  
 .....  
 .....
18. How is your level of concentration while studying?  
 (a) Increasing      (b) Decreasing      (c) As it is  
 If decreasing, why?  
 .....  
 .....
19. What is the condition of interest level in your study?  
 (a) Increasing      (b) Decreasing      (c) As it is  
 If decreasing, why?  
 .....  
 .....
20. How is your educational performance in school?  
 (a) Improving      (b) Decreasing      (c) As it is
21. How is your interest toward extra-curricular activities?  
 (a) Increasing      (b) Decreasing      (c) As it is
22. How is your interest toward co-curricular activities?  
 (a) Increasing      (b) Decreasing      (c) As it is
23. What are the main factors that make you irregular in school?  
 (a) Bad health      (b) Uncompleted task      (c) Others please specify.....

**B. Psychology related Information**

1. What is the most tragic incident that has occurred in your life?

.....  
.....  
(e.g. Torture to your family members, cross firing etc)

2. When did it happen?

.....  
3. Have you had any flashback of those incidents even when you did not want to remember them?

.....  
.....  
4. How many times did you have nightmares?

(a) Always (b) Often (c) Sometimes (d) Never

5. How often do you have recurring feeling passed on due to armed conflict?

(a) Always (b) Often (c) Sometimes (d) Never

If occurs, what kind of feeling is that?

.....  
.....  
6. Do you get angry with them?

(a) Yes (b) No

7. Do you have feeling of revenge to anyone?

(a) Yes (b) No

8. How often do you have feeling of revenge to anyone?

(a) Always (b) Often (c) Sometimes (d) Never

If always, with whom and why?

.....  
.....  
9. How often do you have sound sleep?

(a) Always (b) Often (c) Sometimes (d) Never

10. How often do you have an imagination of violence?

(a) Always (b) Often (c) Sometimes (d) Never

If always, could you explain in short?

.....  
.....  
11. How far do you like to talk with your family?

- (a) Always            (b) Often            (c) Sometimes            (d) Never

12 How often do you like to stay alone?

- (a) Always            (b) Often            (c) Sometimes            (d) Never

13 How often do you want to stay with elders than your friends?

- (a) Always            (b) Often            (c) Sometimes            (d) Never

14. How often do you feel sad or bore?

- (a) Always            (b) Often            (c) Sometimes            (d) Never

15. How much time do you take to recover from sadness?

- (a) Long            (b) Quite a bit            (c) Short

16. How often do you want to weep?

- (a) Always            (b) Often            (c) Sometimes            (d) Never

17. How often to you feel fear to stay at home?

- (a) Always            (b) Often            (c) Sometimes            (d) Never

18. How much do you feel fear without any reason?

- (a) Extremely            (b) Quite a bit            (c) A little            (d) Not at all

#### D. Socio-economic related information

1. Has anyone visited you?

- (a) Yes            (b) No

If yes, who and when?

(a) ..... (b) .....

© ..... (d) .....

2. Do you visit your relative house when you have holidays?

- (a) Always            (b) Often            (c) Sometimes            (d) Never

3. How often do you visit your relative's house during festivals?

- (a) Always            (b) Often            (c) Sometimes            (d) Never

4. Who is helping economically in your study?

- (a) Family            (b) Relatives            (c) Neighbour            (d) Government            (e) I/NGOs