

## CHAPTER – ONE

### INTRODUCTION

#### 1.1 Background

Education is a primary need in this era of globalization. Education not only gives insight, but also grooms the personality, inculcates moral values, add knowledge and gives skills. Education is necessary owing to the atmosphere of competition in the world market. In every field highly qualified people are needed. As Battle and Lewis (2002) state: due to technological revolution it is only through education that can help a person to survive. Education is very vital in the human existence because the society and education are interrelated and inter-dependent. This can also be seen in the nature and development of a child born in a given society. It is through education especially education a person can be able to be independent. It is the most basic formal education and is valued very highly for preparing learners for the world of work, scientific and technical application of knowledge and life skills.

Assaid, ‘necessity is the more inventions’ human started exploration form new knowledge. Through formal and informal ways. Since the very beginning, people realized education is the foundation of development and made the slogan, ‘education for development. Education is the birth rights every individual. It is the fundamental right of all. Most of the countries of the world have guaranteed this right to their people. However, Nepal being poor country has not been able to this fundamental right to their people. According to the different data half of the conflict victim people were illiterate.

It is the duty of the government to provide the required education to these illiterate conflict victim people. It is the duty of the concerned to conduct mass literacy campaign to train the children, youths and the old age people.

Though, it is the duty of the concerned government to conduct developmental works in the concerned countries, it is a big challenge for many countries of Asia, Africa, South and central America. These countries have not been able to tackle the challenge and provide the required education to the conflict victim children. Therefore, the Nepalese Government has established five different schools in each developmental region. They are established in following districts: Sunsari, Pokhara, Doti, Jeer and Dang. I have selected Sunsari district because there is mass population of conflict victim children in Sunsari district.

It provides ability to understand all the human rights, social rights, duties and responsibilities towards country. Education is very important tool for conflict victim children and everyone to succeed in their life and get something different. It helps a lot in lessening the challenges of difficult life. Knowledge gained throughout the education period enables each and every individual confident about their life. It opens various doors to the opportunities of achieving better prospects in life so promotes career growth. Many awareness programmes have been run by the government to enhance the value of education for all the victim people. It brings feeling of equality among all people in the society and promotes growth and development. In such competitive world, it is must for all to have good education. The importance of higher education has become increased in getting good jobs and position. Proper education creates lots of ways to go ahead in the

future. It makes all the people strong mentally, socially and intellectually by increasing people's knowledge level, technical skills and good position in the job. Each and every victim children has their own dream of doing something different in the life.

Education is very vital tool that is used in the contemporary word to succeed (Sinha Ramsworpp, 20063 BS). It is important because it is used to mitigate most of the challenges faces in life. The knowledge that is attained through education helps open doors to a lot of opportunities for better prospects in career growth. Education plays important role to improve the condition of all victim families. I have been carried out the research on topic "Conflict Victim Children and their educational condition of sunsari district" for the purpose of finding the educational condition.

### **1.1.1 Modern trend of education**

Along with the passage of time, situation and human civilization, a new trend, feelings and elements developed. Similarly education system as well, a new concept developed altering the old ones. The new ideas, system, concept approaches and modern thinking in the education pattern is known as modern trend education. Such trend in education is possible through the direct and indirect support of many factors such as, cultural, social-economic, political, religious, as well as the educational itself. After the first and second world war, people began to feel for humanity and started to feel and take education as one the best elements to develop national unity and internal understanding after 1960s, people started to take education as an element to develop peace, human relation and humanity. The concept of "Education for conflict victim children" developed

all over the world. However, there emerged several problems in the education system and in order to get relieved of such obstacles, different process were developed.

It is believed that education solves the different types of problems existing all over. It creates equality of status solving the ever existing problems of social justices. It terminates the gap between the rich and poor people, high and low and develops the feeling of fraternity. It helps the social, economical, industrial, technical and scientific problems by creating quality man power in the country. The quality man power is believed to utilize the means and resources of the country properly and take up the speed of the development. It is believed to solve the existing problems of terrorism and develop the feeling democratic ideals. Educational is regarded as democratic need and it is much needed to make it worldwide and of the common people. Realizing the importance of education in different system of educational programmes is initiated. They are:

### **1.1.2 Trend of education**

- a. Open learning
- b. Life-long education

#### **Open learning**

Everyone should get education of equal standard (Educational Statistic of Nepal, 1926). Everyone should get facility of education irrespective of their ages, religion, ethnicity, sex and standard. Only formal and traditional education is not sufficient and effective to meet the need of education. Education must be the democratic rights of every

individual, (San Antonio in 2009). It must reached to every individual and everyone should get equal opportunity in order to provide opportunity of education that are economically, socially, culturally, politically, religiously and geographically oppressed and backward, the concept of open learning system developed. This concept enables the individuals to get education as per the necessities and to develop the personality and adjust in the society. This concept provides the facility of education as per the situation, expectation, need and will of the student.

### **Life-long education**

According to the modern concept, education is limited but wider a continuous process. It is believed that education begins from one's cradle and end only in grave. It means every human is influenced by different factors at different factors at different factors at different time and place. From the birth till to death, an individual comes through many up and downs and learns many things formally, informally and non-formally. According to this concept education is continuous process, change and development corresponding to each other and education must be related for development and change.

### **1.2 Statement of problem**

The beautiful and peaceful country unfortunately suffered from internal war, for the establishment of republicanism in Nepal along with qualitative and sustainable development of the country. Maoists started the internal conflict science 2052/11/01. The war lasted for eleven years. And during this time, nearly fourteen thousand people have

been killed. In this movement, many children lost their parents. They become alone and did not get the opportunity for the fulfillment of their basic needs. Many children came to the road. They did not get chance for the education although they were the pillars of the nation. Education is the core of national development. It produces quality manpower and help in raising the standard of the people and the country. However, the educational system and the quality of education in Nepal is not satisfactory. It has not been able to provide the quality education for all the conflict victim children. It has not been able to produce quality human resources to meet the demands in the national and international markets. Education is possibly the best tool for taking poverty, (Wilson and Jackie Dugard, 2011).When someone gets educated, they will eventually earn more and be better able to support their family. More than half of all out of school children live in the areas affected by war and conflict. Education can bring protection can stability and potential to start building a more peaceful and prosperous society. Many children are focused to drop out of school, unable to go to the school due to the lack of education and poverty. Hence, realizing the value of education, the government of Nepal has lunched different educational campaign to eradicate illiteracy and poverty in the country.

The responsibility of training a child has been always in the hand of the parents regardless their economic status. It is not out of place to imagine that parental socio-economic background can have possible effects on the children access to school. It is the fact that many conflict victim children are now excluded from an education because of poverty. Challenges to making sure all children receive education are many, some of them being costs associated with education like school uniforms, personal text books; child labour, need to work or help out parents at home. For example, children have been

looking after ill family members, and helping out on market days. Also, regardless the fact that secondary schools are nowadays available in almost every ward, in sunsari district so as to enhance students' access to education, still there are other factors that hinders its accessibility. One of them is family socio-economic background. Therefore, this study aimed to investigate how socio-economic factors of pastoralists affect students' access to education in Sunsari district.

Further, I tried to find out the effectiveness of education for conflict victim children campaign in sunsari district and raised these questions.

- Are all the conflict victim children of sunsari district having educational access?
- What type of educational programme conducted in this district?
- How effective has been the conflict victim children campaign in this district?
- What are the educational provisions for martyr family and their children?
- What is the socio economic status of them?
- Is there any facility is given for uplifting their economic condition by government?

### **1.3 Significance of study**

Studies have proved that education is the foundation of development. Human development depends upon the quality of education that they get. The quality of education of the country depends upon the formal, informal and non formal education

system. The development countries of the world have the better provision of education and are developed. The developing and the under developing countries of the world have not been able to focus towards educational development and hence they are backward.

Human beings are the real assets of a country,( Human development Report,2015)  
The development of the country depends upon the quality manpower. The better the quality of education, the better the quality of manpower. Similarly the better the quality of manpower, the better acceleration of development in the country. Thus, this research will through the light on the present educational situation of sunsari district for education for conflict victim children. This research will be an asset for the municipality and rural municipality members, planners and administrators intending to prepare the national plan and policies. By carrying out the research on the above mentioned topic the educational well wishes, politicians, educationist, students, parents, teachers and social members would get the recent educational condition of conflict victim children. And it helps to make the necessary rules and regulations for the better education them.

This research will present an analysis to the effectiveness of education for conflict victim campaign launched all over Nepal. It also provides prospects for future strategies in the following ways.

- Identification of the effectiveness of EACVC campaign
- Identification of problems of EACVC campaign
- Preparation of future strategies for education development
- Drawing the attention of the individuals, society and the government for the promotion of education for EACVC.



#### **1.4 Objective of the study**

The objective of my research study will be to identify the effectiveness EFCVC and find out the recent educational condition of victim children who are living in sunsari district. However, the rate of educational development in the developing countries is not satisfactory. So that for the pedagogical implementation the following general objectives are as follows.

The objectives of my research work are to find out the effectiveness of EACVC (Education for Conflict Victim Children) campaign in sunsari district and to give the pedagogical implications for the improvement of their education.

#### **The specific objectives**

The following are the specific objectives of my research work:

- a. To find out access of CVC children in education
- b. To find out the economic Status and lively hood of their family
- c. To explore the causes related to EACVC problems and
- d. To find out the possible measures to solve the EACVC problems.

### **1.5 Research Question**

The study was based on the following research questions:

- a. What is the educational access of conflict victim children in sunsari district?
- b. What is the economic condition of conflict victim family?
- c. What problems are facing by conflict victim children and their family?
- d. What are the possible measures to solve the problems?

### **1.6 Limitation of the study**

Due to limited time and budget, this research work will be confined within sunsari district.

- This study has been limited to sub metropolitan, Dharan, Itahari, three municipalities, Duhabi, Bhasi, Inaruwa and two sub municipalities, Bishnupaduka and Barahakashetra.
- This research will be conducted in five different non-formal educational unities of the above mentioned areas.
- This study will be conducted to find out the effectiveness of EACVC campaign in sunsari district.
- The researcher will carry out the data only to fulfill the needs of objectives.

## **CHAPTER – TWO**

### **REVIEW OF LITERATURE**

Many research studies have been carried out in the field of education from all over the country. Basically, many research studies have been carried out in the effectiveness of education in the country. The researcher has not found any specific research conducted in sunsari District with regard to the effectiveness of EACVC (Education for Conflict Victim Children) campaign. However there are sample article and research works I the related field.

#### **2.1 Thematic Literature**

Despite the challenges, a number of studies into the effects of war and complex humanitarian emergencies on children (and adults) have been conducted, many of those focusing on the prevalence of PTSD and related mental illnesses. Allwood et. al. (2002) studied the relationship of violent and non-violent war experiences to children's trauma reactions and adjustment in a group of children from Bosnia. Bolton and Ndogoni (2000) made an assessment of trauma-related mental illness across cultures, finding prevalence of depression among Rwandan people, although not recognized locally as a distinct syndrome..

Beside the religious teaching, the pupils were also provided professional skills non formally, As we know, the        The educational history of the world speaks that there were better examples of schooling in Greek city states. Athens had better provision of education to the students. However, the education was imparted only to the male

students. In Sparta, there was compulsory military education to all the citizens and academic qualification was not given much importance. There were greater teachers and philosophers born in the Greek.

In Nepal, the educational development is the recent initiative. There was no better provision of education in the past. Only the interested people learnt something and it was also not possible within the country. They had to go to India and had to get education in the foreign language. There is a risk of a long term effect on the expected expenditure by a high increase I expenditure due to carrier development and facilities of teachers of the higher secondary level education, for the achievement of objectives in the higher education sector. (Three year Interim Plan, Nepal, 2064 BS)

By the end of 2006, around 50 governments had established specific national plans of action for victim children. Some of these are explicitly aligned with the world fit for children goals, as for example, 'A Canada fit for children.' 'A Finland fit for children and 'A Latvia fit for children'. In many cases, these plans have involved through extensive participatory processes. In the occupied Palestinian. Territory, for example, the plan of action for Palestinian children was developed with the participation of 112 institutions working in the field of the conflict victim children's rights. Some countries have also produced child-friendly versions of their plans.

## 2.2. Theoretical Review

Nepal has made a firm commitment to achieve the goals of educational for all, EACVC. The National plan of action outlined specific objectives, programmed , targets, strategies and financial provision and set the national targets of universal access to primary education The other objectives includes eradication of illiteracy and elimination of their problems. In Nepal, millennium development report, 2005 A.D., regarding the eradication of poverty illiteracy and the problem of victim children, the different plan had declared and proposed various supportive provisions to improve the quality of education and access of conflict victim children in education at grass root level. (Nepal Millennium Development Report, 2005 A.D.) The education history of the world speaks that there were better examples schooling in Greek city states. Athens had better provision of education to the problematic children. However, the education was given those who are able to afford it other was not given much importance. There were greater teachers and philosophers born in the Greek city states.

In Nepal, the educational development is the recent initiative. There was no better provision of victim education in the past. Only the economic able students learnt something and it was not possible within the country. They had to stay home and went to India and other countries for labor. However, educational development of the country in Nepal provided facilities for victim children by opening different martyr school in the five development region in 20066 B.S.

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for children goals, as for example, 'A Canada fit for children.' A Finland fit for children' 'A Latvia fit for children.' In many cases, these plans have involved through extensive participatory process. In the Occupied Palestinian Territory, for example, the plan of action for Palestinian victim children was developed with the participation of around 112 institutions working in the field of victim children's rights .Some countries have also produced child friendly versions of their plans

This study strives to elucidate some fundamental problems of war and peace from the Marxist viewpoint. War and peace are understood exclusively as social phenomena, not manifestations of any super-natural power outside human society. The study emphasizes the explication of concepts used, and points out confusions on some terms in Marxist literature.

The author examines the problems of war and peace, both in terms of relations among states and of national liberation and civil wars. Here he attempts to elucidate the relationship of war and revolution, notably the Marxist attitude to the so-called 'export of revolution' and the Marxist conception of peaceful and non-violent forms of revolution. He further deals with the avoid ability and unavoidable of wars in our times and the problems relating to peaceful coexistence.

The author points out that the tremendous changes in today's world make impossible any solution of these problems in terms of timeworn attitudes. The study also emphasizes the role of thermonuclear weapons in the structure of social phenomena. The emergence of nuclear missile war techniques has changed the social function of wars.

Only non- nuclear wars have in essence retained their original social function; but even these involve new elements, and can easily grow into nuclear missile wars.

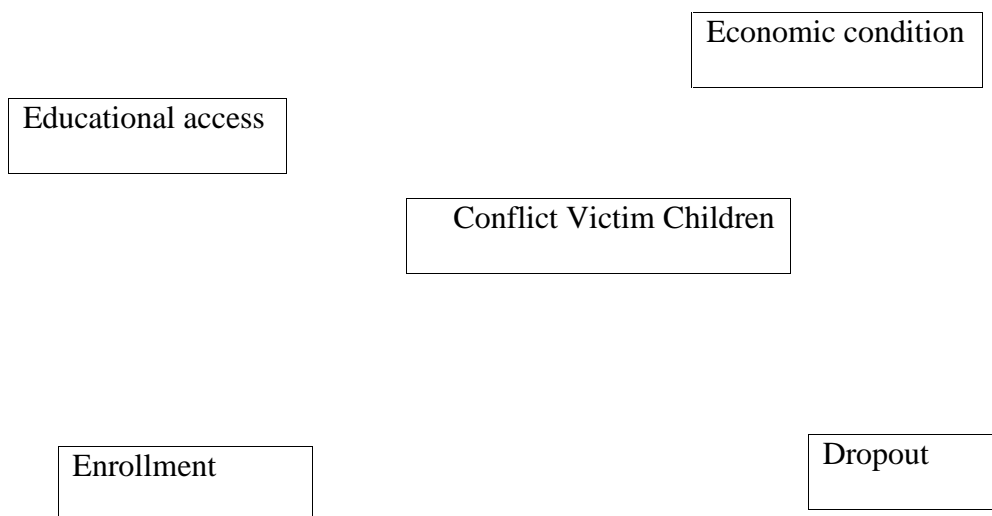
The author concludes that peace and peaceful co-existence among states is not only possible, but a historical necessity. He outlines the views held by various groups in the international Communist movement on some basic issues and also confronts the Marxist conception of war and peace with the views of some non-Marxist scholars.

The United Nations Children's Fund (UNICEF) reports children are the main victims of war, with many suffering mental stress that will last a lifetime. Children worldwide are subjected to multiple forms of abuse on a daily basis, but the U.N. Children's Fund says these forms of physical and psychological violence pale in comparison to what children are forced to endure in situations of conflict. UNICEF Child Protection Programs chief Susan Bissell says far too many children around the world are caught in situations of conflict, where they are killed, maimed and subjected to untold horrors.

"We are saying at present, though I suspect this is an underestimation, that about one billion children live in countries and territories affected by conflict. It sort of feels like the world is falling apart for children," said Bissell. Since the war in Syria broke out in March 2011, the United Nations estimates more than 100,000 people have been killed. At least 10,000 were children, with many more maimed.

## 2.3 Conceptual Framework

Only one method, i.e. formal method imparting methods obviously is not sufficient to impart education to the problematic and conflict victim children of the country. On – formal education is the best method of providing education and necessary life skills to the conflict victim children. Open education, distant education, is the different forms of non-formal education. It emphasizes decentralization in educational system and ensures maximum participation of the mass. It allows more autonomy to the leaders. This system has been very much popular in different countries in the world. This system favors the involvement of district, local members in the administration, supervision and learning. Similar to other countries, Nepal too has proposed various supportive provisions to improve the educational access of conflict victim children by involving the following in the grass root level.





## **CHAPTER – THREE**

### **METHODOLOGY**

#### **3.1 Research Methodology**

The study had been totally based on mixed methods.

#### **3.2 Population of the Study**

The study was conducted at different non – formal centers Dharan sub metropolitan, Itahari sub metropolitan, Duhabi municipality, Inaruwa municipality and other municipality and rular municipality of sunsari district. The focus of the research work will be among the facilitators, students, parents, resource teacher and the local community and the local community members.

#### **3.3 Method of Sampling**

Kothari, C. R. (2004). Research methodologies. Methods and techniques 2nd revised edition Purposive sampling was chosen for the convenience as the other sampling methods were difficult due to time, budget and material constrains

##### **3.2.1 Selection of District**

Sunsari District of Koshi zone was chosen for the research work. The study will base on qualitative methods.

### 3.2.2 Selection of Sub Metropolitans and Municipalities

Dharan, Itahari, Inaruwa, Duhabi, Vhasi and Bishnupaduka rular municipality was chosen to carry out the research work.

### 3.2.3 Selection of Institution

At least two non-formal education units from each sub metropolitans, municipalities, rular municipalities and Sahid Smriti Secondary School was chosen as sample units for the convenience within the periphery of sunsari district.

### 3.2.4 Selection of Participants

Authenticity of the data refers to the quality of the data and data collection procedures. Elements to consider include: I was selected martyrs family, resource teacher, teachers and social leader of sunsari district.

**Table 3.1 Composition of the Sample**

| S/N | Categories                   | Number    |
|-----|------------------------------|-----------|
| 1.  | Students                     | 25        |
| 2.  | Teachers                     | 5         |
| 3   | Parents                      | 10        |
| 4   | District Educational officer | 1         |
| 5   | Social worker                | 4         |
|     | <b>Total</b>                 | <b>50</b> |

Source: Field data, 2018

### **3.3 Sources of Data**

Sources of information for the study were the followings.

#### **3.3.1 Primary Sources**

The information was collected through the direct contact with the population groups by using questionnaire, interview and FGD.

#### **3.3.2 Secondary Sources**

The information was collected through the books, journals, unconcerned people, the text books, educational reports, journals etc. will be used to collect the secondary data.

### **3.4 Tools Construction**

To conduct the study following tools was constructed and used.

#### **3.4.1 Interview Schedule**

An interview schedule is basically a list containing a set of structured questions that have been prepared, to serve as a guide for interviewers, researchers and investigators in collecting information or data about a specific topic or issue. It is easier to carry out and complete the interview. It measures the live hood of collecting accurate

information or data. I was conducted an interview to the person in the local community, leaders and teachers, who has dealt with issue.

### **3.4.2 Questionnaire**

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from the respondents. It is a set of questions used to conduct a survey, which is the process of gathering, sampling, analyzing and interpreting data from a group of people. It is important to find out the qualitative and quantitative data from the respondents. Questionnaire is prepared for the family members of martyrs.

### **3.4.3 Focus group Discussion**

It is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. Focus group research is used to develop or improve products or services. The main purpose is to provide data to enhance change the condition of the martyr family. I used it for different martyr families in sunsari district.

## **3.5 Tools Validation Process of the Research**

According to the Neville (2007), validity means the extent to which the data accurately measures what they were intended to measure and it is also refers to the truthfulness of the measurement. The tools for the data collections were verified by testing conflict victim children through the expert judgment. Similarly the questions were

further verified through the testing with the victim families and their education status and result.

### **3.6 Data Collection Procedure**

The researcher himself had visited to the sample site and collects primary data with the consultation along with the concerned sample people and martyr family. The process such as unobtrusive observation, unstructured questionnaire for the facilitators and guided unstructured interview were conducted with the concerned sample people in conflict victim people.

## **CHAPTER – FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

Under this chapter, the findings about this study are analyzed and discussed in detail based on the field data and available related literature. This study aimed to investigate the educational access of conflict children in Sunsari District.

#### **4. Background of the Study Area**

Unstructured questionnaire will be used among the ten facilitators of five non – formal educational institutes of sunsari district to assess the effectiveness of EFCVC campaign. Similarly, unobtrusive observation will be conducted among the twenty conflict victim children of sunsari district. Likewise, guided unstructured interview will be conducted among the twenty parents of non – formal institute and conflict victim family of sunsari district. The facilitators, parents and students will be happy to take part in the discussion and interview and revealed their inner feelings with regard to EACVC campaign. All the concerned people will be agreed that EACVC has been very effective in every education institute. They were of the opinion that such programmes should have begun twenty years before, the condition of the people and the society would have automatically risen-up. They feel that non – formal classes not only help them to learn simple learning and writing skills but also help them to acquire other qualities of life. It adds up the necessary life skills like income generating skills, health, skills, raising children, environment preservation, first aid training etc.

The beautiful and peaceful country unfortunately suffered from internal war, for the establishment of republicanism in Nepal along with qualitative and sustainable development of the country. Maoists started the internal conflict since 2052/11/01. The war lasted for eleven years. And during this time, nearly fourteen thousand people have been killed. In this movement, many children lost their parents. They become alone and did not get the opportunity for the fulfillment of their basic needs. Many children came to the road. They did not get chance for the education although they were the pillars of the nation. Education is the core of national development. It produces quality manpower and help in raising the standard of the people and the country. However, the educational system and the quality of education in Nepal is not satisfactory. It has not been able to provide the quality education for all the conflict victim children. It has not been able to produce quality human resources to meet the demands in the national and international markets. Education is possibly the best tool for taking poverty. When someone gets educated, they will eventually earn more and be better able to support their family. More than half of all out of school children live in the areas affected by war and conflict. Education can bring protection can stability and potential to start building a more peaceful and prosperous society. Many children are focused to drop out of school, unable to go to the school due to the lack of education and poverty. Hence, realizing the value of education, the government of Nepal has launched different educational campaign to eradicate illiteracy and poverty in the country.

To find out the education condition of conflict children I have visited the different places of Sunsari District. At that time I had met martyrs family. During this time I have found very miserable condition of martyrs' family. One of the facilitators responded that

more than 30 percent students are not attending at school. He said that most of the children involved in work because of their low economic status. Further, he added that the government does not provide sufficient facilities for them. So that most of martyrs children are unable to attend the school.

As far as benefit is concerned, if they have strong economic status they wanted to go to school to learn. Many of the children of martyrs' family, s children have really done better. A few of them have no progress because of low base of education. If they can get chance to attend the school regularly, they do better but if they remain absent they can't uplift their education condition. Many of them feel it's not their job and are concentrated in other household core and just admitted and leave coming .In general there is much benefit when people of martyr family are lit erate.

#### **4.1.1 Access of Conflict Victim Children in Education**

Another, facilitators Saraswati Pokharel said that there are around fifty six martyr family are in sunsari district. Among them most of the family are very poor in economic condition, so that their children are unable to get education. She added most of the children of school age group involved in work instead to go to the school. Further, She added the government provided ten Lakhs for every martyr family, though they unable to rise strong their economic condition. Similarly, the government established Sahid Smriti Aawsiya School in the five development region to provide them quality education. But we are unable to collect all the children of conflict victim children because of family's economic condition. Again She Said that the government should raise the economic



status of martyr family and should conduct educational campaigning program in the different place.

They generally poor in economic condition. They do not have any concept to send them to school for education. Basically, they send them to work for run the family. When I had visited the martyr family I found a few old women staying at home because of old age. They are old and they cannot carry on hard works at home.

Further, another facilitator replied that we basically directed to teach the students about the formation of simple sentences and able to make write their name. It is not easy task. The students of martyr families are varied ethnic, religious, cultural, social background come to attend the class. Some are punctual and some are not. We can't do strict because they are from martyr families. Moreover, they have to come keeping aside their important works. Many of them are lost their head of the family. So they have to manage all the things themselves. Therefore, being able to fulfill the above mentioned task is really a great work.

As far as limitation is concerned, there is no limitation of learning anything for martyr family. Life is learning process and it continues from our birth till death. If the children of martyr families will progress, if they have will to learn new things we obviously be glad to teach new things for them. There are many things are needed to be taken them to school regularly to be thought. However, to teach them for income generating skills to raise the economic status of conflict victim families. For this activity, we too require the support of the society and government. If we provided quality education and other necessary things. It can be done.

The next facilitator Mani Ram Giri answered I have the experience of working in the field of education. So I have collected many students from martyr families and conflict victim children to teach them at Shaid Smriti Aawasiya School sunsari. At that time most of the children they did not have any concept about the education and they have not any idea about Shaid Smriti Aawsiya school. We visited many conflict victim families in sunsari district to collect the children those who are under the educational access. Again he added more than 20 percent students of conflict victim children are under the educational access in susari district. He said that the government should conduct various programme to aware all the victim families and victim children. And we can give them education.

As far as their obedience and regularly is concerned, few of children are obedient as well as punctual. Some of the students are helpless in sunsari district. We cannot complain guardians because they themselves guardians and head of the family. They lost their parents during the different movements of Nepal

Similarly, I have visited in one of the conflict victim children's home of sunsari district at that time I asked one of the martyr family members she said that " we are very poor so we are unable to send our children to the school. We have many problem to send them to school because my husband Dil Bahadur B.K. Was martyr. She added when my husband was died at that time we lost the head of the family. And we lost all our dreams. She said that the government should provide the education for children but they should not provide any help for us. We need support from the state to provide education to our children. At last she said that the government should provide free education, provides

free and sufficient health facilities and should give opportunity to involve job to all the martyr families.

As far as time is concerned, there is a limitation of the time of learning anything. Life learning process and it continues from our birth till death. If the conflict victim children progress, if they have will to learn new things we obviously be glad to teach new things for them. There are so many problems at victim families home. Therefore, so many things to be thought. To teach them many educational campaigning should be conducted in the different places in Sunsari district.

The next facilitators responded that, as per the learning capacity is concerned; It depends upon their economic statutes. She added that most of the conflict victims children are spend their time to work at home of sunsari district. They are unable to go to school because of low economic status. So that children are engaged in domestic works and don't get free time at all. They have several tasks to perform at home. As far as the ability of learning is concerned, in my experience, other children are attending school regularly in comparison to conflict victim children. The problem reason may be the domestic work, low economic status, and lack of sufficient facilities from government.

The next facilitators, Tanka Prashed Pokheral answered that as far as I have heard and known, it is an international campaign. It was started in different countries in the world to bring the benefits of education to every conflict victim children in sunsari distric, in order to to realize the importance of education. 'Education for conflict victim children 'is a massive international campaign lunched to eradicate the problem of

education in conflict victim families in sunsari district. This campaign has not reached in all martyr's family in Sunsari district.

The next facilitators responded that education is the core of national development. Without education and educated people develop is impossible of country. The martyr's children are not taking education because they don't know about the importance of education. The government never conducts any educational awareness programme in sunsari district. Most of the conflict victim children are parentless so that due to lack of guidance they are unable to go to school. To improve that the government should conduct the different programme to help such type of victim children. If the government is able to conduct and implemented any programme to help them, the conditions of conflict victim children are improved. Only education programme may not be suitable for the eradication of problem of conflict victim children in sunsari district. To eradicate such problem, poverty eradication is the most. "Hungry people do not learn anything". They require the basic to be fulfilled first. There must be better provision of food, clothes and shelter for all. If the parents are able to fulfill the basic needs of victim children, they can go for education. When there is provision of some basic needs, the aged people to can have extra time for educational programme. In my view, the poverty should be eliminated through sustainable employment opportunities for victim families.

Similarly, to the question asked to the martyr family of purba kusha, I have interviewed with the Sunita Uraw . She is also the wife of martyr Umesh Uraw. I have asked her about the condition of children, she replied that "*we are very poor so it is very difficult to fulfill our basic necessities so that my children are not attending the school*".

Because they have to go to work for join the hand on the mouth. She added they also want to go to school like others but it is my compulsion to send them to work. Again I have asked another question, the question was do you agree with government? She replied we do not agree with the government because the government does not provide sufficient facilities for us. If the government provided any facilities for education our children also can get chance to go to school.

In terms of other children ratio, the conflict victim children ratio is very low in education. Out of 56 martyr families there were 35 families are able to send their children for education. It shows that most of the conflict victim families are low in economic level. So, that they are backward in every field. To provide them education, the government should collect the data of such type victim children and help them to provide the education.

Dharan Municipality is one of important educational centre in the sunsari district. I have visited in conflict victim families in Dharan. I have found very miserable condition of conflict victim families. While visiting I have seen many conflict victim children were playing in school time. So I have asked their families about their education and they replied we do not have sufficient money to send them school. Our economic level is very low so, every day we have to go to work to feed them. The next victim family responded that education is the core of national development. Without education and educated people, the infrastructure of development is possible to development Nepal is underdevelopment country because of lack of quality manpower and low economic status. The available means and resources cannot properly mobilize in sunsari district

without skilled manpower. To provide quality education for them, quality manpower is needed. She added, In Dharan many victim children have many problem in the field of education. Many children are engaged in household work to fulfill their basic needs.

Only education programme and literacy programme may not be suitable for the education of conflict victim children. To eradicate that problem education for victim children is the most and poverty eradication is also most. Poor and low economic level families do not learn anything. They require the basic to be fulfilled first. There must be better provision of food, clothes, and shelter for all. If the parents of victim families are able to fulfill the basic needs of the children, they can go for education like others. When there is provision of some basic needs, victim children can have extra time for to conduct the educational programme. Therefore to eradicate illiteracy problem of victim families, in my view, the poverty and low economics status should be eliminated through sustainable employment and conducting the awareness campaign in different places of Sunsari district.

#### **4.1.2 Gross Enrolment**

EFWVC Campaign is a national wise campaign. Its main intention is to eradicate illiteracy from the country. Sunsari district is one of the members of the country, too has shown its firm commitment to launch this campaign in the Sunsari district. Still around 25 percentage of the victim children of Sunsari district are illiterate and it is the duty of all the concerned to take necessary step to solve this problem. To provide the basic facilities of education, the Nepal government has too established Sahid Smariti Aawasia Secondary School in 2066BS. These Schools are in different districts of Nepal. Among

them one of the Sahid Smriti School has establish in sunsari district. However, they do not know about that school. Most of victim families are unknown about the Sahid Smriti School. And they do not satisfy about those facilities.

#### **4.1.3 Regularity of Conflict Victim Children**

As far as physical facilities of conflict victim children educational units are concerned, it is very limited they do not have sufficient school for them. I have visited different schools during my research at that time I have found most of the children from victim families are irregularity. So I asked to the principal and teachers they said, Most of the conflict victim children should pay money to study; therefore they are unable to send their children to the school. Most of the victim families are low in economic status so that they involved to work instated of to go to school. To send them to school, the government should provide free education for them to raise the education condition of victim children. The students are required to cover a larger distance to come to the school. There is not enough number of such educational centers in each and every community of sunsari district. They are not even provided enough books and copies as well. The students do not get admission if the number of victim children is high because of lack of sufficient facilities and lack of awareness programme.

#### **4.1.4 Dropout Rate**

In every victim families, the enrolment of the victim children seems to be satisfactory in the some places but due to several reasons, the numbers of the victim students are decreases drastically. Most of them are low economic status and they cannot

continue the class regularly. For some of the students, the educational centers are so far therefore, they cannot come to school every day. Most of the victim families are illiterate so they do not have any idea to send their children o school. They send them to work instated to go to school. Many of the students cannot come to the school regularly because of the family constraints. The dropout rate in average will be all most 40 percentage when these students are irregular and cannot not continue to complete their course. Among the dropout students, the maximum are poor conflict victim families who need to go to work to fulfill their basics needs.

#### **4.1.5 Educational Attainment**

The basis of human development is education (Jaw 2009).It is the education and only education which has separated human beings for animals. Though, most of the conflict victim children are under the access of education. Education in Sunsari district is free and mandatory between the ages of 6 and 11. This is not enforced, however, and many children leave school before their 11<sup>th</sup> birthday. Because of this, only 75% of Sunsari district's children attend school due to poverty and lack of education large gaps exist between the attendance of victim children and others. The educational system is also in a poor state. Factors such as mediocre teachers and a lack of buildings, materials, and personnel, all hinder the chances of attending school. They have their own problems. It is very difficult to fulfill their basic needs. It is very difficult literate students. All the victim students to join the class the class do not pass. They get dropout because of their economical problems.



#### **4.1.6 Role of Government and Local Community to Solve the Problems**

EACVC is a massive literacy campaign. It is to create literate children by removing the problems of illiteracy. Only one's effort is not sufficient to conduct this programme. It needs the wider participation and consternation of everyone. Right to education is everyone's fundamental right and it ought to be claimed. The government must be responsible to provide this right to all the victim people. It must be sincere enough to plan and implement good EACVC policies. It must create congenial environment for everyone to provide opportunity of education. However, the government is not sincere to do all this. Similarly, only the government's effort is not sufficient to carry out this massive task. The role of NGO's is also crucial. The nongovernmental Organizations and local Politician leaders must co-operate with the government to carry out the task but, the government seems inactive to create such environment. Further, the local community is of great importance in such campaign. To make any programme a great success, the local community plays the vital role to provide them education effectively.. The effectiveness of any programme depends on the support of the community. The programme to be conducted in the entire district depends on the response and support of the districts people. The role of the districts members and the community members is also not very effective in the EFCVC campaign in sunsari district. As added by one of the parent that:

#### **4.1.7 Management**

The concerned management should be conscious enough to implement proper plans and policies to achieve the goals. In order to assess the EACVC campaign in sunsari

district, I had used different tools. These tools were unstructured questionnaire to the victim families , facilitators , Social leader, Teachers , guided unstructured interview to the victim children parents and Sahid smriti Aawsiya Secondary school's students of sunsari district, The questionnaire revealed the fact that EACVC campaign has been the most effective developmental activities not only the sunsari district but of the whole Nepal. It is one of the important programme. This programme has a mission to eradicate illiteracy from the sunsari district in conflict victim's family. It is the most meaningful and significant educational activities to equip the illiterate mass with the basic skill of education in the victims' family.

The facilitators, the parents and the students of the concerned educational unit were of the common option that this programme is the best way of eradicating illiteracy and dropout students from the victim families. They revealed the fact that there are several problems related to EACVC campaign in sunsari district of Nepal. Despite the fact, it is a worthy programme. They responded that if the concerned government becomes responsible and take require initiatives to improve, it surely achieves the goal.

#### **4.2. Economic Status of Conflict Victim Families.**

At the time the research was being conducted, I have found very low economic status of victim families of sunsari district. A large majority of the missing are men, the traditional breadwinners in Nepali society, and a large number of these are of an age where their economic contribution to the family is crucial. Whilst having a missing relative does not necessarily condemn a family to poverty, the loss of a man of earning age necessarily reduces the economic security of the family.

The overall livelihood of families *A Conflict victim woman with Five Children*

The fact is that most of the households fail to incur cost of not only sending their children to school but also to supply basic necessities of life like food, shelter and cloths. The picture below shows a woman with five children.



Source: The field study, 2018

Some of the missing is reduced by disappearance: families that were coping may begin to struggle, and families that were already struggling are plunged into extreme poverty. As a result, many of the needs discussed here are the same as those of the poorest in Sunsari district, whatever the reason for their poverty. Many victims of the families have been displaced. This has typically resulted in the complete loss of livelihood through a lack of access to land: a group of victims in Sunsari district displaced to Liwang, the district headquarters, are completely dependent upon daily

labour to support their families. Some families have spent considerable sums of money that they can ill afford in searching for their missing loved ones. Where someone had been taken by Maoists, local cadres often demanded money from families as a ransom, even though this rarely resulted in the release of the abductees.

I asked one of the victim family She responded, *In my case, my husband was killed during movement and they also took all my property with them, even my husband's Clothes. They took 3-4 lakhs rupees; they came to me from time to time and told me that they needed more money for their bosses to please them so that he could be released. I sold my all lands and gave them the money they demanded to please their bosses. In this way, everything was taken away, my husband and the property.* Therefore, I now I have great problem to run the family. We had a very big change in our life because of that incident. I have too many responsibilities to fulfill the basic needs. I have to handle all the Work outside and inside the house, taking care of the land and household needs. My kids were still very young. I got sick and weak because of the tension. My daughter got sick and couldn't get good treatment. The whole house was in shock. My weak Father in-law became tried himself to take care of us but it wasn't useful. The land also didn't give us anything that year even though my husband died. Everything became dry in our life that year. The joint family that is the building block of Nepali society can offer great support, both economically and emotionally. However, the family can also become the greatest single stressor if individuals are alienated from it. Within traditional families there are power relationships that are dominated by older men and in which the younger wives are at the bottom of the hierarchy, expected to be subservient to their mother-in-law. Young women are dependent for their status within

the family on their husband or their children, notably boys. The greatest problems with families are thus seen when younger women's husbands are missing, where their status may be less well established. There is substantial stigma in a woman leaving the family home and/or remarrying, which is seen as a betrayal both of her in-laws' family and of her husband. Remarriage is further complicated by the fact that many women do not believe that their husband is dead, and so they may not consider it an option. In many cases where a woman has no children she will indeed leave and remarry, and the wife of a missing son will consequently often be perceived within the family as seeking an opportunity to leave it, typically through elopement with another man. This often leads to the stigmatization of wives of missing persons. As women have no opportunities to work and earn money, they are unable to make an economic

Contribution to the household. As a result, they are perceived as bringing in nothing to the family, but simply being another mouth to feed. Furthermore, this situation of economic dependence prevents them from leaving their family home when the situation becomes too difficult for them. They will be quiet if we leave their house and don't show our faces to them; For most families the greatest sacrifices they have to make concern health care and education. Many families have seen their health decline as a direct result of their relative being missing, and yet this is accompanied by a financial inability to afford health care. Support received by families

Again I asked another conflict victim member Krishna Ghimire he lost his son during the movement of Nepal. And he said *"I still can't control myself when I remember those times, when I had two sons and a daughter with me. I had a happy family. Can you*

*imagine, now I beg in the village? I became a beggar when once I had everything in the house and two earning sons".* They have great problem. They don't have money to fulfill their basic needs so their other children should go to work to run the family in place of to go school. They are unable to pay the fee to go to the school. They are unable to manage their economic problem, unable to treat if they sick.

The solution as far as families are concerned is to give them a sustainable way to pay for the necessities of life. This could mean that the government guarantees education and health care for families of the missing, or that families are given jobs that guarantee an income and thus provide them with economic security for the future.

#### **4.2.1 Socio-Economic Factors and Access to Education**

Normally, human beings engage in different occupations according to their skills, professional, environment, beliefs and culture. The parents' occupation can be divided into those who are employed by the government and those employed in private sector. Most of employed ones have professions and higher education, their income depend on the level of education skills, knowledge and the position. This was added by the teacher of Sahid smriti Aawsiya Schoo who also found out that children from parents who are employed are free from the risk of dropping out of schools because they have ability to give their children all school requirements. Furthermore, maintained that persistence of truancy and school dropout in any given area depends upon the degree to which that area had been developed and people's general level of education including students themselves as well as parents. Parents' education has an influence on the knowledge on how to do various businesses in the sense those children from the business class with big

capital such as those who own big companies, shops, and have the advantages of attending in schools and having good education, because they have ability to meet all school requirements. On the other hand, those who are with low capital even their incomes are low. They cannot sufficiently provide basic needs for their children, this leads students into engaging in economic activities such petty business and wages supplement their family income which results into poor attendance at school and finally dropping out of school in Sunsari District.

#### **4.2.2 Economic Needs**

I still can't control myself when I remember those times, when I had two sons and a daughter-in-law with me. I had a happy family. Can you imagine, now I beg in the village? I became a beggar when once I had everything in the house and two earning sons for the families of the missing, the various means of livelihood are often insufficient. The families met are evaluated as to the extent of their economic defined almost universally by families as food, medical treatment and the education of children of conflict victim in sunsari district. For the families of the missing, the various means of livelihood are often insufficient. The families met were evaluated as to the extent of their economic insecurity. Here "necessities" are defined almost universally by families as food, medical treatment and the education of children. They are unable to afford some necessities and reduced to begging for food. Summary of the economic status of conflict victim ' families met in interviews. The most extreme cases are those where families are left with no economically active individual to provide support, notably older people who have no other children than the missing one to support them, or women heading households who have little capacity

to earn a living. In such cases, families are dependent upon the kindness of their community or are driven to begging. Everything is difficult because of low economic condition. One of the victim family responded, it's very difficult to live and run the family. No one will support me with money if I get sick. People won't give me a loan because I don't have my man to work and pay them back. My neighbors, my community doesn't give me any help. So I have big trouble to send my children to school.

For most families the greatest sacrifices they have to make concern health care and education in the conflict victim family of sunsari district. Most of the victim family's problems are same .Many families have seen their health decline as a direct result of their relative being missing, and yet this is accompanied by a financial inability to afford health care. The solution as far as families are concerned is to give them a sustainable way to pay for the necessities of life. This could mean that the government guarantees education and health care for families of the missing, or that families are given jobs that guarantee an income and thus provide them with economic security for the future. Whilst families did not mention the concept of a pension, this too would appear to satisfy their needs in sunsari dstrict.

What conflict victim families need most is an opportunity to raise their status within the family in such a way that they can satisfy the social obligation of living with their in-laws, but be respected as an equal family member. With economic independence comes the opportunity to make a free decision to stay or leave. This has dramatic implications for the type of compensation or reparation scheme that should be adopted for such families: whilst the family may well take the money from the wife if she is given



compensation in a lump sum, a regularly paid pension offers the hope of raising her status within the home as someone who contributes. There are not good relations with community members. When I go to ask for something from anybody, others say there may be some illicit relations with me and therefore nobody comes to help me anymore because of poor economic condition.

One of the conflict victim family's members Sukuni Guring, said that "*The life of a person cannot be compared with money. So it cannot be adequate even if paid a lot of money.* Therefore, first and foremost our loved ones should be declared national martyrs and the Government should provide us letters of recognition as a Martyr's family, the government should provide all the facilities to the Martyr's family members of sunsari district such as a pension to the old persons, appropriate job or unemployment allowances to the unemployed members, free education to the children up to higher classes, etc.

#### **4.3.1 Explore the Factors Affecting an Access in Education of CVC Children**

EFCVC (Education for Conflict Victim Children) is one of the important programme to bring the benefits of education to every conflict victims families of Sunsari district. In order to realize this aim, a broad coalition local community, civil societies, developmental agencies, social worker and government were called together to work jointly to achieve the mission. To fulfill the goals the social workers, developmental agencies and government are established five victims schools among them one of the such victim schools, one of the victim school in sunsari district. There are more than four hundred students are reading from the conflict victim families.

Although, there has been steady progress towards achieving many EFCVC goals, several challenges remain to be solved. Today, there are more than than fourty five percentage children of school age from conflict victim families, who are still not in school due to economic, financial and social problems.

We know, EACVC Campaign is totally a literacy campaign. Nepal too, being a member of the international community and developing countries has launched a EACVCC campaign in the different countries. It has set up target to eradicate education problem from the country. However, it seems to be a Herculean task to our country to achieve its target. There are several problems connected to this campaign. In order to realize such problems, I had conducted a research in conflict victim families in sunsari district. I had used different tools to connect necessary data and information from the facilitators, victim families, social worker, teachers and resources teachers in sunsari district. The facilitators, families and children were happy to take part in such discussion and revealed that EACVC, despite it being a glorious and important campaign has several hurdles. They revealed that the problems related to their place are different. However, there were several problems common to all victim families. These problems are:

- Shortage of economy
- Problem of unstable government
- Problem of lack of free education
- Domestic problem
- Personal problem
- Problem of guider

➤ Problem of school

Still, 35 percentages of victim children are not getting education due to lack of parents, poverty, low economic level, lack of counseling from social workers and government polices etc. As long as the people remain not going to the school, to solve the problems only the community people may not be able. For the development of the country, qualified manpower is required. Without quality main power and social counselors exploration of the resources and development of infrastructure is not possible. Unless, educational targets are not met, to get the education, it may be the only dream for victim families' children.

The next victim families said that, *“If the conflict victim children can get chance to get education, the whole family is educated”*. Main remains busy I outside work. She/he goes out to play and work early in the morning and comes lately. They spend their spare time without going to school and reading book. Most of the children of victim children are spend the days only playing because there is no one to guide them to read. Some of the victim children they do not have their parents to guide and help them. Therefore, they should go to work to run their life.

Similarly, the next victim family member spoke, that most of the other students are attending school. We don't have support to fulfill basic necessities. I feel, it is not to good to expect too much in the beginning stage itself. We are victim and poor therefore we are unable to raise our economic condition. Sometimes we feel we are lonely in the society because nobody looks after our problems.

The differences of education access rate among these communities are generally due to poverty, low economic level, unemployment and lack of awareness. Further, lack

of suitable programmes and policies of education from the government to encourage privileged class too is responsible for these big differences.

The other conflict victim family member Ram koirala, said that *I too feel conflict victim children are a big problem in the path of conflict victim education*. Until and unless, the needs of these conflict victim children are addressed by the government, the mission of EFCVC shall remain unachieved. These victim children of sunsari district are also part of our society and as long these children are remain educated, the society cannot claim full educated. There are some Social organizations, schools and associations established to address the needs of conflict victim children, it is yet not solved. CWIN , Bal Ashram, SOS children village, Sahid Smriti Aawasiya Secondary School Sunsari etc. are established to address the needs of the conflict victim children's problem but instead of addressing the problem, it is increasing.

It was one of the guardians, who was interviewed and he answered, in our old age there are several opportunities of learning new ideas and skills. In the olden days, there were nothing no school, there were few schools and only the privileged ones got those opportunities. Today, the world is changing very fast. We need to change ourselves along with the changing world.

Literacy ultimately is a step towards civilization in the individuals, families, societies and the nation. In a way. It is causes related a step towards knowing the global world. Education helps individual to expose and mingle them in the wider world.

This research work is target to find out the access of education of conflict victim children, its problems and possible ways of solving the problem related to CVC in Sunsari district. A detail survey was conducted in different places of sunsari district using

different tools and techniques. I have used unstructured questionnaire for the facilitators, guided unstructured interview for the conflict victim families, teachers, social workers, community leaders and unobtrusive observation for the victim children to explore different causes and effect of EACVC along with its effectiveness in sunsari district.

#### **4.3.2 War and Conflict**

Anthropological studies have revealed that conflict is deeply rooted in primitive customs and cultures that have integrative functions. The theory of evolution tells us about the struggle for existence and survival of the fittest. Political philosophers have considered that conflict occurs. Economic power controls society and social control is associated with the interests of particular groups or classes. Marx further says that dominant culture stems from the dominant group in society. Class is one of the major factors of clash or conflict in society.

#### **4.3.2 The Possible Measures to Solve the CVC Children Problems.**

Right to education is the fundamental and birth right of every citizen all over the world. Education is regarded as the foundation stones every human being. Education helps to develop rational and creativity of every individuals. It is also the base of distinction of human beings with other animals. When human beings realize the need and importance of education in human life, the society had been already divided. During this study, it was also observed that, there is a need to propose various solutions so as to rescue the situation of students in access to secondary education. For example, most of respondents from this study agreed that, there should be the removal of school fees on secondary schools. It was also recommended that parents should be enabled with capital to be able to employ themselves in various sectors of economy. Moreover, students

should be educated on the importance of education. More NGOs are needed so as to rescue the situation of students failing to access secondary education as NGOs' in Sunsari has been catalysts for education due to their assistances to the community. The government should make sure that, it enacts laws against those parents who fail to send their children to school because of lacking of school fees and other contributions especially in this society. The Non-governmental Organizations regardless of supplying financial aids to these societies should also supply education on the importance of education. Thus, education should be provided to parents on the importance of education for their children, as it was said above, the problem is not about money, but awareness of education value. On top of that, the community should change their attitudes towards investing in their children's

Poor learning outcomes and low quality education also remain over riding concerns in the education sector. For example, in developing countries, less than 50 percentages of conflict victim children are unable to afford to send them to school in sunsari district. One of the facilitators said, as far as this campaign is concerned in sunsari district, It is lunched more successfully and effectively in the sunsri district. This campaign has not reached to many remote parts of sunsari district where there is much necessity. There may be different problems related to it, however, there is no equal emphasis and implementation of this program all over the sunsari district. Further, the matter of eradication of conflict victim children problem of sunsari district is really a critical task it could eradicate the education problem of victim children if it is well implemented with equal emphasis in all parts. It could eradicate and eliminate, if all victim children take equal concern about it. It could eradicate, if possible measures are

well adopted. I don't think the other ways or measures suitable for eradication of victim children's problem except mass literacy campaign with planning and implementation. The most suitable ways in the firm is commitment from all. Further, the plan for employment opportunities and eradication of poverty can be the other ways.

I don't think the other ways or measures suitable for eradication literacy programme may not be suitable for the eradication of victim family's problem. To eradicate the educational problem and poverty eradication is the most. "*Hungry people do not learning anything*". They require the basic to be fulfilled first. There must be better provision of food, clothes and shelter for all victim families in sunsari district. If the parents are able to fulfill the basic needs of the victim children, they can go for education. When there is a provision of some basic needs, the aged people too can have extra time to get education. Therefore to eradicate the different problems of victim children, different types of programs should be conducted in sunsari district. Conflict victim children want to inculcate all the required quality in a human. If the people take it positively, If the government makes it effective. If everyone feels its need, it is obviously effective and helps to upgrade the status of victim families and their children in the society by developing necessary qualities.

One of the facilitators spoke that the exact data of uneducated children in Dharan is not revealed as the report of 2068 B.S has not been published. However, as per the previous data around 35 percentages of the victim children are out of the school. These percentages uneducated children might have fallen, as the victim people are more

conscious and employed. I guess so because, there are many victim families are great problems to send their children in the school.

I don't think this conflict victim children campaign can achieve its target goal. It is not possible to eradicate to victims problem easily. Many poor people are not interested to come and learn to school. Even the middle aged people are not much concerned about the same as they have to earn and look after the family. However, it is big mission to solve this problem. There are many conflict victim children, who are unaware of such classes. Moreover, there are no attractions for the victim children. They required big project to handle them. To address victim children's problem government should conduct various programs in the different areas in sunsari district.

The facilitators, the parents and the students of the concerned educational units were of common option that this programme is the best way of eradicating educational problems of conflict victim children. They revealed the fact that there are several problems related to CVC campaign in sunsari district. Despite the fact, it is worthy programme. They responded that if the concerned government become responsible and take required initiatives to improve, it surely achieves the goal. We should provide free education to all the victim children in sunsari district.

The other facilitators spoke that conflict victim children's problem in the path of CVC campaign until and unless, the needs of these conflict victim children are addressed by the government, the mission of CVC shall remain unachieved. These children are also a part of our society and as long as these children remain educated. There are some social organizations and associations established to address the needs of the victim children of



sunsari distric, it is yet not solved. CWIN, Bal Ashram, SOS children Balgram, Sahid smriti Aawsiya secondary school etc. are established to solve this problem.

Similarly, all the conflict victim families are uneducated so, they are unable promote and upgrade their educational status. Until and unless the conflict victim people are made to feel the importance of education, they don't participate maximum. As far as the works of conflict victim families' education in such situation is concerned, the facilitators carry on the given work. If the conflict victim children come, they teach, if not, they leave. There must be local and national programmes concerned to these problems. The concerned government, authorities must bring attractive plans and policies to the conflict victim children of sunsari district.

One of the social worker said that the main objective EACVC campaign is to increase the educational level in the sunsari the district.it is not only one local plan bu it is national problem. In sunsai district, it is lunched as a national programme. We believe this campaign obviously helps in increasing the educational level high. It may be able to eradicate the educational problems of conflict victim children of sunsari District.

The main target of this plan is to eradicate the educational problems of conflict victim children from sunsari district as educational problem is taken as a hurdle in the path of the development. It is believed that, the educational problem of conflict victim children rate leads to increment of education percentage. Educated man power is the needs of the time. The chief target is the increment of educational problem of victim children rate however, there are several sub targets. The educational people know the value of education, means and resources. The means and resources are properly utilized.

The economic problem is reduced in sunsari district. Conflict victim people don't be the victim of very common basic needs like education. If this programme is well planned and implemented all over the sunsari district effectively, it will certainly help in upgrading the quality of life of conflict victim families. Education opens everyone's eyes and helps them to think broadly. It increases the horizon of their thinking, working and adjusting capacity anywhere and any places of sunsari district.

The next conflict victim family member Kalawati Uraw said that still 40 percentages of conflict victim people's children are uneducated because of poverty, unemployment, lack of parents support, lack of stable government, policy etc. as long as the victim children remain uneducated, national develop is not possible. For the development of the sunsari district and whole the country, qualified mainpower is required. Without quality main power exploration of the resources and development of infrastructures is not possible. Unless, educational targets are not met, national development is merely a dream.

One of the social worker Ramesh Bhattarai said that still 40 percentages of conflict victim children are illiterate because of poverty, unemployment, and lack of heir parents. Therefore, Education for Conflict Victim Children programme should focus to every conflict victim families of Sunsari district. Though, it ought to be given to the conflict victim children. If we provide better education for victim children. We can develop the sunsari district.

The following are the possible measures to solve the conflict victim children educational problems of Sunsari district.

- Stable political system, consensus oriented stable government system
- Public awareness
- Equality of opportunity
- Quality and trained facilitators
- Establishment of educational units in every places or ward
- Focus to remote areas
- Provide free education and other facilities
- Provision of providing other income generating skills
- Universal recognition
- Support from NGO's And INGO's

The fourth objective of this research work was to find the possible measures of solving the educational problems of conflict victim children in sunsari district. This research work revealed that there are several problems connected to EACVC. Further, it also explored out the different ways of solving the seen and unseen problems of conflict victim children's education in sunsari district.

“Man is the architect of his destiny”. He can construct road both for his success and failure. Most of the conflict victim family's problems are self created. For the man made problems, there are manmade solutions as well. EACVC is a worldwide educational programme carried different corners of the world in different ways and phases. It is also carried out in sunsari district of Nepal. There are several problems connected to EACVC in sunsari district but there are solutions for these problems. These problems require a

joint venture of to eradicate it. “A drop dries thousand drops flow”. One’s effort is undone; little effort from all makes the work done. EACVC is providing educational opportunity to all the victim children in sunsari district.

Komba, W. L. (2009). Increasing education access through open and distance learning in Tanzania: A critical review of approaches and practices, while exploring out the possible measures to combat the EACVC challenges in sunsari district, I had used different tools and techniques for their different facilitators, conflict victim families, social workers, teachers and victim children. The possible measures could be participation of all. Stable government and stable EACVC policies, political commitment and honesty among the political parties in ensuring effective EACVC programmes, better remuneration and awareness programmes, training to the facilitators could be a good support to make the EACVC programme success. Similarly, Public awareness, improve economic status, provide free education for victim children etc are other possible measures to be taken to make it success.

## **CHAPTER – FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Findings**

This chapter presents the summary of the study and research findings based on the three objectives used in this study. The chapter also presents a conclusion based on the findings obtained from this study. Several recommendations are also presented in this chapter. As we have decided to carry on a research work entitled, "Education for conflict victim children" Campaign in sunsari district we have set up three specific objectives. Major findings of this study are as follows:

##### **5.1.1 Access of CVC in Education**

As the first objectives, "To find out access the of CVC children in education", we conducted field works and concluded Unstructured Questionnaire for the facilitators, Guided Unstructured Interview for the parents or the guardians of conflict victim children and Unobtrusive Observation for the conflict victim children of sunsari district. On whether there can be a model that ensures children access to education in Sunsari district, the findings shows that, there should be a solution on this problem. For instance, parents should be enabled with capital, students should be educated on the importance of education, there should be a removal of school fees, enacting law and more NGO's are needed so as to rescue the situation of conflict victim children access to education in Sunsari district. NGO's in Sunsari have been a catalyst for education due to their assistances to the community. The general results thus, suit the conceptual framework

developed earlier that the socio-economic activities in Sunsari district prohibit children to access education.

In order to realize those five objectives, we had set three tools for data collections. We had set three specific tools such as Unstructured Questionnaire for the facilitators, Guided Unstructured Interview for the parents or the guardians of conflict victim children and Unobtrusive Observation for the conflict victim children of Sunsari district. These tools were used during the field work to collect the reliable data to explore out the effectiveness of educational access of conflict victim children in Sunsari district. In general we studied facilitators, conflict victim families, Social workers and students using the qualitative data and collected information which showed that there is much need and use of EACVC in Sunsari district. However, there indeed the need of information in EACVC campaign in Sunsari district.

The research work helped us to explore many of the realities of EACVC in Sunsari district. It enables to understand possible benefits of education for conflict victim children in the different places in Sunsari district. We had interviewed at least 15 facilitators and 25 conflict victim families in Sunsari district such as Dharan, Itahari, Duhabi, Inaruwa and Ramdhuni. The research revealed the positive effectiveness of EACVC. It has helped to increase the literacy percentages of the Sunsari district. All the concerned people are of the opinion that this research has really improved the lives of the ignorant mass.

### **5.1.2 Economic Status and Livelihood of Their Family**

For the second objectives, ‘to find out the economic consider and lively hood of their family’ we had similarly ways of collecting information, through facilitators, martyr families and the different places in sunsari district. The research work revealed the solution as far as families are concerned is to give them a sustainable way to pay for the necessities of life. This could mean that the government guarantees education and health care for families of the missing, or that families are given jobs that guarantee an income and thus provide them with economic security for the future. Whilst families did not mention the concept pension, this too would appear to satisfy their needs. After taking out the research I will show the findings,

- Stable political system, consensus and stable government system
- Public awareness
- Quality education
- Establishment of educational units in every village and wards
- Focus to remote areas and victim families
- Scholarship and encouragement conflict victim children
- Support from NGO’s and INGO’s, etc.

### **5.1.3 The Cause Related to EACVC problems**

Study investigates the cause of educational access of conflict victim children in Sunsari district are influences of socio-economic factors on children access to education. Based on objectives of this study, regarding the influence of existing socio-economic factors on children access to education, findings show that the data from questionnaire as well as from interview have supported the statement. It was proposed that various socio-

economic activities have been in one way or another (e.g., by making these children to be the source of labour) influencing this problem of lacking access to education in unsari district. With these points of view, more assistance is highly needed for these parents to change their ways of life.

#### **5.1.4 Possible Measures to Solve the Problem of CVC Children**

It has been revealed that most of conflict victim children' parents do not prefer to send their children to get education, there is a tendency where by parents tend to force their children to attend school the belief that, to continue with studies could make a particular parent to lose someone who can take care of their cattle and on top of that it does not mean that, being a pastoralist it becomes one of the factors for not sending children to school, and this depends upon personal characteristics. The findings from this study show that, majority of respondents agreed with the statement that, the only solution to children access to education is education to parents. To solve that problem the government should provide education and financial support to the parents to reduce poverty in Sunsari disteict. A further positive note is that more NGOs are needed so as to provide assistances like education to various rural areas.

## **5.2 Conclusion**

The basis of human development is education. It is the education and only education which has separated human beings from other animals. Human beings can don planned activities which help them find out solutions to their problems. Education is the core of human and national development. It helps to produce the quality manpower, which in turn can explore and utilize the national resources for the national development.



As per the level of educational development, developmental activities of the countries take place. On the basis of developmental activities, nations of the world are divided into three different categories. They are the first world or the developed, the developing, and the underdeveloped countries. Sunsari is also less developed district. The level of conflict victim children's education is not satisfactory. Around 35 percentages conflict victim children in sunsari district are yet away from the educational rights. Until and unless, education is provided to all, it made free and compulsory; Sunsari district cannot make achievement in any field. In the different countries, educational activities are carried on in planned basis. A major portion of the national budget is utilized in educational development of conflict victim children in sunsari district. It is the major duty of the concerned government to create congenial environment to provide free and quality education to the general public and produce quality main power in Sunsari district.

Realising the necessities of the education to all the conflict victim children, Nepal government established Sahid Smriti Aawasiya Secondary School in 2066BS, advocated to lunch a massive educational programme called education condition of conflict victim children to eradicate educational problems from the sunsari district and the whole nation; we had conducted a research work.

In this regard, we conducted Questionnaire for the facilitators, victim families, social workers, guided unstructured interview to the parents and unobtrusive observation to the conflict victim children to find out educational problem in sunsari district. I found more than 35 percentages of conflict victim children are not continue their education in sunsari district because of their low economic status and lack of facilities from the government.

Further, similar tools were used to clarify the third objectives to explore the causes of conflict victim children education in Sunsari district; during this research I have found many problems to achieve the education in Sunsari district. Because most of the children are parentless and they have big challenges to go to the school. Therefore, 35 percentages of conflict victim children are not attending school in sunsari district. They have compulsion to go for work in place of go to school because they don't have to solve their problems and basic necessary things. During the research I have fund they have big problem in the field of education but nobody coconscious and try to solve their educational problems.

Similarly, to achieve third objective, to find out the possible measures to solve the educational problem of conflict victim children education, different tools were used for different conflict victim families, social workers, teachers and children in sunsari district. The research work explored out that there are several problems connected to EACVC but be solved with the initiatives of all. The following are the possible measures to solve the educational problems of conflict victim children in Sunsari district:

- Stable political system, consensus and stable government system
- Public awareness
- Quality education
- Establishment of educational units in every village and wards
- Focus to remote areas and victim families
- Scholarship and encouragement conflict victim children

### 5.3 Recommendation

This study investigated entitled, Educational Access of Conflict Victim Children Education In Sunsari district. Based on objectives of this study, the followings are the recommendations:

- There are a large number of conflict victim children out of the school. So it is obligatory to lunch the programmes for free education and awareness.
- War affected children and their parents should be facilitated with economic and physical opportunities.
- It is fact that all the students with varied interest capacity cannot be nurtured with the formal education systems, short term training courses and technical education should be provided to to selected ones.
- We found economic condition of conflict victim families were very low, so the government should provide economic help to the victim families to rise the economic condition of victim families in sunsari district.
- We found health and educational problem therefore; education and health facilities should be free to conflict victim children.
- Martyrs' families have very poor economic condition. So to improve this condition, the nation should ensure the job opportunities to the conflict affected families.
- Local representatives should distribute the facilities without any discrimination to those families.
- Students should be facilitated with job oriented technical education because general education left the students unemployed even after twelve classes.

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**Annex 1**

## Questionnaire for martyr family

## Thesis Questions

1. Name.....3.Address.....
2. Sex..... 4. Religion/Ethnicity.....
3. Would you tell me all your children are attending school? If not why?
4. Do you know any children dropped out of school? Why they dropped out?
5. What types of facilities are you getting from government in education?
6. Do you have any trouble to take your children in school?
7. Who was martyr in your family?
8. What are your dreams for your children?
9. Does your family have any circumstance or support needs?
10. Do you satisfy from government?
11. What would your life be able to achieve from the state?
12. At last, what do you want to say for government about education?

## Annex 2

Interview question for politician leader in sunsari district

Name..... Address.....

Sex..... Religion/Ethnicity.....

1. What types of work did you do for martyr's family to provide the education?
2. Would you tell me about the numbers of martyr's family in your district?
3. Would you tell me about the educational condition of martyr family?
4. What things are most important to provide education for them?
5. How do you motive martyrs family for education?
6. What challenges are you facing to provide education for them?
7. Would you tell me the number of martyr's children under the access of education?
8. How can be solved the educational problem?
9. How can be uplifted the economic status of them?