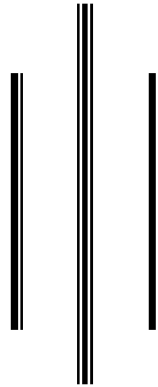
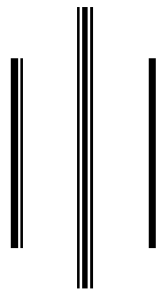


**IMPACT OF CONFLICT ON CHILDREN IN NUWAGAON VDC,  
ROLPA DISTRICT, NEPAL**

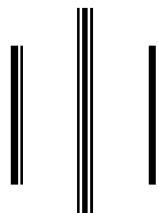


**A DISSERTATION SUBMITTED TO THE FACULTY OF HUMANITIES  
AND SOCIAL SCIENCE CENTRAL DEPARTMENT  
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**BY**

**AJAY KUMAR MAHARA**



**CENTRAL DEPARTMENT OF SOCIOLOGY/ANTHROPOLOGY  
TRIBHUVAN UNIVERSITY, KIRTIPUR  
KATHMANDU, NEPAL**

**2007**

## **LETTER OF RECOMMENDATION**

This dissertation entitled "**IMPACT OF CONFLICT ON CHILDREN IN NUWAGAON VDC, ROLPA DISTRICT, NEPAL**" has been prepared by Mr. Ajay Kumar Mahara under my guidance and supervision. I hereby forward this dissertation for evaluation and acceptance.

Approved by

---

**Dr. Padam Lal Devkota**

Supervisor

Central Department of Sociology/Anthropology

Tribhuvan University, Kirtipur

Kathmandu, Nepal

## **APPROVAL SHEET**

The evaluation committee has approved that the dissertation entitled **"IMPACT OF CONFLICT ON CHILDREN IN NUWAGAON VDC, ROLPA DISTRICT, NEPAL"** submitted by Mr. Ajay Kumar Mahara for the partial fulfillment of the requirements for the degree of Master of Arts in Sociology/Anthropology.

### **Evaluation Committee**

---

**Dr. Padam Lal Devkota**

Supervisor

---

**Dr. Keshab Shrestha**

External Examiner

---

**Dr. Om Prasad Gurung**

Head of the Department

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Ajay Kumar Mahara

December 2007

## **ABSTRACT**

*This research study on the impact of conflict on children in Nuwagon VDC of Rolpa district explores causes of armed conflict and its consequences on the local people. The study has been primarily targeted for the study of children living in the turmoil of conflict. The specific objectives of the study are following: (i) to analyze the causes conflict into Nuwagaon VDC, (ii) to assess consequences of conflict in the study area and (iii) to find out the impact of conflict on children.*

*Data have been collected through primary and secondary sources. The primary data have been collected through field visit and secondary data have been collected from official sources and publication. The research design to this study has both descriptive and analytic. Data have been collected through questionnaire, key informants, focus group discussion and interview. The collected data have been analyzed through tabulation, percentage and pie-chart. The limitation of this study has focused in specific areas that is Nuwagon VDC with limited time framework.*

*It has been found in Rolpa district that children have been suffered more or less in area due to conflict. There have been prevailing different problems as social, educational and conflict. Due to conflict, they are psychological distributed.*

*Different types of threats, social isolation, sleep disturbance, shouting after seeing the crowd are the psychological factors, which have been faced. They have not got the rights of health educational and survival right properly. There have been hampered due to conflict. They have not been escaped from physical torture also. Their families have been compelled to donate subscription to Maoist in the name of 'People's war'. Children have faced different types of risks as separate from parents, orphaned, abducted, sign of trauma, physical exploitation, forced to laborer and out of school. They have been afraid to speak out about the armed conflict and compelled to tolerate it silently.*

*Finally, most of the children have suggested to safe land the conflict. After the ceasefire and solved through negotiation, still they are suppressed. From this we can say that they were observed the conflict with near. Because we all civilian human right activist, politicians, socialists, have viewed on the favor of ceasefire, negotiation are peace talk, with out negotiation, peace talk, there is no safe land of armed conflict.*

*This research study has presented findings with a set of recommendations, in addition, suggested issues for further research.*

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## **ABBREVIATION/ACRONYMS**

CBS	:	Central Bureau of Statistics
CPN	:	Communist Party of Nepal (Maoist)
CRC	:	Convention on the Rights of the Child
CWIN	:	Child Workers in Nepal Concerned Center
CZOP	:	Children as Zone of Peace
et. al.	:	And other
GO	:	Government Organization
HRC	:	Human Right Commission
i.e.	:	That is
ICRC	:	International Committee of Red Cross
IHRCON	:	Institute of Human Rights Communications Nepal
ILO	:	International Labor Organization
INGO	:	International Non-Governmental Organization
INPED	:	Institute of Peace and Developmetn
INSEC	:	Informal Sector Service Sector
NGO	:	Non-Governmental Organization
T.U.	:	Tribhuvan University
UN	:	United Nations
UNDP	:	Unite Nation Development Program
UNICEF	:	United Nations Children's Emergency Fund
VDC	:	Village Development Committee
WHO	:	World Health Organization

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Generally the term 'conflict' has been interpreted as the opposite of peace (Warner 2000). Conflict is inevitable and a reality of human society. Many people interpret conflict as undesirable and destructive to society and that has to be avoided, contained or eliminated. Conflict occurs when two or more ideas/people oppose one another because of the different in their needs, wants goals or values. Conflict is almost accompanied by feelings of anger, frustration, hurt, anxiety or fear. (Upreti, 2004)

"Conflict can be either constructive or destructive, depending on the way it is deal with (Fisher et. al, 200:151).

Conflict is an indicator of a changing society. Rapid changes due to new technologies, commercialization of common property resources, privatization of public services, growing consumerism, and government policies all are contributing to emergence of conflict (Warner, 2001). The conflict worker has the third role as preserver, transforming the conflict by avoiding violence and promoting development. Thus for positive change and overall advancement of the society conflict is essential but it should be purposive directional and managed well for the welfare of one and all people living in a given community.

It is not deviant or pathological perse, nor does it necessary result in serious harm; its man infestation may be revealing expression of injustices or strains in the social system which demands attention. Left alone however, conflict behavior can be destructive, and destructive behavior can be self-reinforcing and self escalating (Dukes, 1996: 189). However, conflict cannot

be treated as the negative reality. Similarly, it can also not always be regarded as a tool for positive change. It has negative outcomes which do not take part in social development rather devartate integrity and harmony, create more violence and atrocities.

Every gun that is made, every warship launched, every rocket fired signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed. This world in arms is not spending money alone. It is spending the sweat of its laborers, the genius of its scientist, the hopes of its children. This is not a way of life at all, in any true sense. Under the cloud of threatening war, it is humanity hanging from a cross of iron (Mc Govern, 2001: 112).

Conflict and leded to anger, avoidance, shiping, shouting frustration, fear of failure, sense of personal inadequacy; with hold critical information; lower productivity from wasteful conflict. Side track carrers; relationship ruined; disrupted' patterns of work; consume money and time which loss productivity; escalate to violence and disintegrate social harmony (Upreti, 2004:b).

Conflict is an important issue for development. Conflict checks development of the other hand development checks conflicts. This double causation give rise too virtuous and vicious circle. Where development succeeds, countries become progressively safe from violent conflict making subsequent development easier, where development fails, countries are at high risk of becoming caught in a conflict trap in which conflict destroys the economy and increases the risk of the further conflict (Subedi, 2004).

Worldwide, 200,000 children are killed in the armed conflict related violence every year. Among them 8,000-10,000 childre are killed every year in course of using carrying and stock pilling of land mines. 600,000 children are wounded every year in armed conflicts. About 300,000 children have

been recruited and mobilized as soldiers in 30 countries until now. The United Nations endorsed an optional protocol to the convention on the Rights of the Child in 2000, with provision that the children below 18 years of age cannot be used in any armed conflict with whatever motive. (UNICEF, 2004)

The children are especially the first affected by conflict, whether directly or indirectly. Armed conflict alters their lives in many ways and even if they are not killed or injured, they can be orphaned, abducted, raped or left with deep emotional scare and psychological trauma from direct exposure to violence, dislocation, poverty or the loss of loved ones. In the context of Nepal's social, economic and cultural context and status, the children are directly or indirectly involved in violence. Schools are regularly used as centers for proposal and recruitment by the opposition to the government. Attacks on and abductions of teachers and students are frequent (UNICEF, 2005).

In a world of diversity and disparity, children are a unifying force capable of bringing people to common ethnical grounds. Children need and aspirations cut across all ideologies and cultures. The needs of all children are the same; nutritious food, adequate healthcare, decent education, shelter and a secure and loving family. Children are both our reason to struggle to eliminate the worst aspects of warfare and our best hope for succeeding at it. Concern for children has brought us to a common standard around which to rally. In the convention on the rights of the child, the world has a unique instrument that almost every country ratified. The single most important resolve that the world could make, would be to transform universal ratification of this convention into universal reality (Machel, 2002).

Thousands of schools going children are hampered in their education. Hundreds of schools have been closed down and the frequent striking have disturbed the pace of education greatly. Though some human rights activities and journalists have claimed that the Communist Party of Nepal (Maoist) is using thousands of children as a military. (CWIN, 2001)

## **1.2 Problem Statement**

Conflict originates in the society. Life is a never ending process of one conflict after another. Conflict has occupied man's time more than any other. Since time immemorial conflict brings revolution as well as destruction in the society. The people's was, socio-cultural movement, political power and abduction of the people are the main issues of conflict in Nuwagaon. In the conflicting process there are many events of violations of people's civil fundamental and human rights and dignity. It explains origin of the impact of conflict on children (Sharma, 1996).

The present situation shows that one decade insurgency has influenced all the society the use of children as armed forces has raise the risk of child right violation which can be observed in the case of Nuwagaon. It is difficult to get proper information about children affected from armed conflict and to reach them. Though, this has affected various aspects of their life. It shows that mainly school children are always involving in any kinds of conflict in the society. Others who are living in the involvement of terror, fear or are heavily and watching violent incidences are also found to be psychologically distributed. It has increased terrifying situation among the children and they became mentally imbalanced.

Nuwagaon has remained as one of the most sensitive places for the origin of armed conflict in Rolpa District. People of Nuwagaon are affected on their occupation, living style. Children are using as the messenger for their information about opposite forces. Children are conscripted, kidnapped

or pressured into joining armed groups. Not all of them take part in combat, though the proliferation of light weight weapons has made it possible for even children under 10 to become effective killers. Media reported that children are also forced into sexual slavery and to become laborers, cooks or servants or spies. For all such children whether they are forcibly recruited, join in order to escape support a cause, the first loss in their childhood.

- ) What are the causes of being Nuwagaon as sensitive place to conflict?
- ) What kinds of various impacts occurring among the children of the study area ?

### **1.3 Objectives of the Study**

The general objectives of the study is to analyze the condition of children in conflict affected area. However, the specific objectives of this study are :

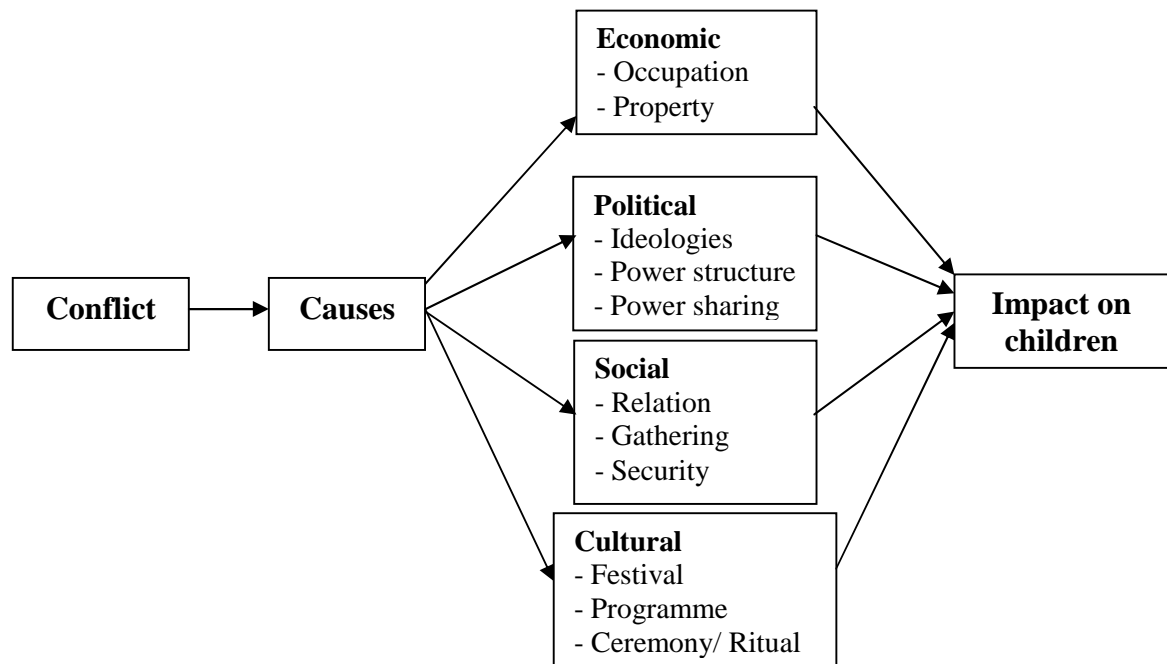
- ) To analyze the causes conflict into Nuwagaon VDC.
- ) To assess consequences of conflict in the study area.
- ) To find out the impact of conflict on children in Nuwagaon.



## 1.4 Conceptual Framework/ Theoretical Framework

The conceptual frame work developed in the form of a flow chart is presented in figure 1.

**Fig. 1 : Conceptual Framework**



The frame work included the characteristics of conflict affected children. Here exist a relationship between the conflict affected children and emergence of the notion of movement leading to conflicts of all forms including effects of armed conflict on children. The conceptual framework was treated as an abstract to describe the incidences of conflict affected children on their working conditions, education, ceremony, occupation and living standard.

### **Theoretical Framework**

Conflict theory includes the sociological theories that tend to explain social life or human life through conflict. There are many attempts in contemporary sociology to develop a unified mode of sociological analysis so that the integral features social behaviour might be covered. The

foundations of conflict theory were laid by various philosophers, thinkers and statesmen, although sociological conflict theory is a recent origin.

**(i) Theory of Polybious**

Polybious (dna) has the credit of explaining the conflict first time. He explained an explanation of human society on the basis of conflict. According to him human society destroyed in the past due to conflict. Those who were remained out of the destruction, realized an organized unit of government, and thus monarchy was introduced. When the aristocrats also neglects his duty to establish peace and justice, some aristocrats displace him and in this way aristocracy is introduced. When the aristocrats also neglect their duty, democracy when the rulers deceive the people, they are displaced as a result of conflict. In this way the cycle of change of power is being continued Polybious says that the only solution of this problems of conflict is to establish such a government in which the features of monarchy, aristocracy and democracy are included.

**(ii) Hegal's Ideology**

Hegal's (1770-1804) ideology regarding conflict is directly oriented to idea or thinking and it gives importance to human thinking. The progress of human society is the consequence of continuous dialectic between/ among various thinking. According to Hegal every thing in the world surely depicts the opposite or contradictory element. In this way, "Thesis" appears firstly, "Antithesis" emerges secondly, and as a result of conflict between thesis and antithesis, a third element emerges as "Synthesis", that consists of the features of thesis and antithesis both. Synthesis is excellent in comparison with thesis and antithesis but it is notable that its excellency is temporary because after some time as a result of progress, it again becomes thesis, followed by another antithesis and synthesis and so on.

### **(iii) Theory of Karl Marx**

Karl Marx (1818-1883) postulated the theory of dialectical materialism regarding conflict. He also postulated the theory of historical materialism along with the theory of surplus value in the context of capitalism. Marx regards the existence of exploiter and exploited classes in society and says that class struggle is a compulsory and continuous process. Historical development is the consequence of class struggle, Marx accepts the predominance of economic factors and says that economic factors determine other aspects of society. There is interdependence between mode of production and social structure. In the context of class struggle and historical development Marx classified five eras like Early Communist Era, Slavery Era, Feudal Era, Capitalistic Era and Socialistic Era. He interpreted that all the eras are the consequence of class struggle between labourers and masters.

However, Marxism is criticized for giving too much emphasis on production system and economic factors. But the existence of struggle or conflict between the interests of the individuals in the society cannot be rejected.

### **(iv) Theory of Ratzenhofer**

Gustav Ratzenhofer (1842-1904) explained the sociological theory regarding conflict on the basis of individual interest. The main factor or cause of conflict in human society is personal interest. There are some innate instincts in the living beings: rearing offspring's, self-defense and enjoying to see one's own welfare and prosperity. Man keeps harmony with other and also cooperates but the central point in this context is that he does so in order to fulfill his own welfare. When there is any hindrance or disturbance in his welfare, he forgets the feeling of cooperation and starts to conflict. However the tendency of caring one's own interest and conflicting

with another is not equal in everybody because the ratio of passion or feeling of self-interest is different in all people.

#### **(v) Theory of Oppenheimer**

Franz Oppenheimer (1864-1943) conceives society as an organism with an ascertainable normal state. This state is one organized and dominated by justice. According to Oppenheimer, the main cause of conflict in society is lack of equal distribution of justice. There are two factors of conflict: economic factor and political factor. Conflict due to economic factor arises when the fulfillment of economic necessity or satisfaction of a group or an individual is hampered by another group or individual. Likewise, conflict due to political factor arises when the ambition of conquering or ruling the other occurs to one's mind. Sometimes conflict arises due to an effort or fulfilling one's economic targets through political means. Therefore the state, as a class-state, can have originated in no other way than through conquest and subjugation.

### **1.5 Significance of the Study**

The study is based on collected information regarding socio-economic condition of causes and consequences of impact on conflict, and how children are suffering from the impact of conflict. So, the study is very important because, the topic is appropriate in today's condition. By this children are mostly affected. Rolpa district is one of the most conflict affected district. Therefore, to find out the study are expected to be useful for NGOs, INGOs, investigators and other agencies.

## 1.6 Operational Definitions of Key Terms used in the Study

A few words bearing a particular meaning in the context of the topic are used in this study. The words and their particular meaning are as follow:

- ) **Authority** : The recognized right of an individual to command another act in a particular way.
- ) **Cause** : Cause is that which produces an effect; thing, event, person, etc. that makes something happen. It is the factor forcing people to be internally effect from the armed conflict.
- ) **Children** : A young human being below the age of puberty.
- ) **Conflict** : A state of opposition or hostilities.
- ) **Consequence**: Consequence is as result or an effect of something else e.g. conflict internal displacement. It is a result or an effect of internal displacement to the IDPS.
- ) **Impact** : The action of one body coming forcibly into contact with another.
- ) **Internally Displaced Persons (IDPS)**: People who are forced to leave their villages due to direct threat to their lives from the Maoists or from the government security forces; due to the fear and terror of armed conflict in the place and the people who have lost confidence in the possibilities of survival and left their place of origin.
- ) **'People's war'** : A political armed struggle CPN (Maoist) has adopted to over throw the current regime and establish a republic can state.

) **Place of Origin :** The place from where people have been affected by armed conflict.

## **1.7 Limitations of the Study**

The study is concerned with impact of conflict and primarily related to a specific area (Rolpa district) not outside the another district. The study is conducted within limited time framework. Therefore, it has its own limitations. However, it has been tried to avoid the drawbacks and make the study as effective as possible.

Due to the uprising conflict situation, enough sample area could not be covered to generate primary data from the field. In this context to make the study more comprehensive secondary information have been reviewed as far as possible. Even then it is expected that this study will definitely arouse the interest and curiosity among the research workers towards the impact of conflict on children.

In summary, the study adopted the appropriate research tools and techniques such as key informant survey, focus group discussion, observation and questionnaire to generate the explicit information. Those information or findings are also supplemented with information from secondary sources. Although there might be many research gaps due to various reasons.

# **CHAPTER II**

## **LITERATURE REVIEW**

### **2.1 Concept of Conflict**

Conflict is a state of clash interests. It occurs with positional differences over values and belief system, self determination and access to and distribution of resource and power. Conflict occurs when two or more people oppose one another because of the difference in their needs, wants goals or values. Conflict is almost always accompanied by feelings of anger, frustration, hurt, anxiety or fear (Upreti, 2004).

Conflict is our most exciting teacher. It gushes up in the fire of diversity, most often the blunders of history and costs time and courage for management. Conflict, the moment of chaos, is valued within group process. Every person is apart of every conflict and self-awareness skills become part of solution. The source of conflict is the parties with contradictory goals (Kattel, 2003).

Civil war is now an important issue for development. War checks the development but conversely development checks war. This double causation give rise to virtuous and vicious circles. Where development succeeds countries become progressively safer from violent conflict, making subsequent development easier. Where development fails countries are at high risk of becoming caught in a conflict trap in which war destroys the economy and increases the risk of further war. (Collier eds, 2003)

In general sense conflict is the deliberate attempt to oppose, resist or coerce the will of another or others. In other words conflict is to suppress the will of other so as to fulfill one's own interest. In this context, conflict is a competition in its more occasional, personal and hostile forms. It is a

process of seeking to obtain rewards by eliminating or weakening the competitors.

Conflict is an universal process it occurs in all time and places. We cannot imagine a time or society in which some individuals or groups might not come into conflict. The main causes of conflict are as individual differences, cultural differences, clash of interests, social change. Conflict which arises from frustration of specific demands with the relationship and from estimates of gains of the participants and are directly at the presumed frustrating object towards specific result.

Conflict theories have the tendency to equal conflict with change. But in reality revolutions based upon conflict are not always necessary for social change, as silent revolutions legitimized by enlightened political elites have led to important changes in so many nations. Due to the constant conflict between the two warring parties and their retaliatory trends how the human rights and constitutional rights such as the right to life, security and dignity have been infringed.

Conflict is not a new phenomenon as the commoners have always suffered from 'elite ruling system' and 'feudalistic mode of society' since antiquity. It is invariable the consequence of transverse, spiral and interwoven complex web of fundamental structural causes and their collateral factors. Armed conflicts have arisen due to equality in access to resources and opportunities, inadequate service delivery, injustice to the identities and politico-ideological beliefs in effective governance, inept transparency and accountability, intolerant political parties and their leadership, inefficient bureaucracy and technocracy and insipid diplomacy.

It is obvious that conflict is a part of social life and it functions as a social process for development. Considering social function as a central concern, many social theorist have put forward their theories. Conflict



theory is developed as an alternative to structural functionalism which was the principal theory before the imitation of conflict sociology. Functionalism looks at unity in society for the good of the whole; conflict theorists see a system made up of groups and individuals who pursue their own interest. The primary causes of social problems, according to the theory of conflict, are exploitation and oppression.

Conflict in the Himalayas is also held in Nepal different countries people come to climb on the Mt. Everest. They are highly different in their culture, activities language. So their behavior may not consist among them. Then there is a conflict creation by using gun, bomb and bullet (Dixit, 1998:9).

## **2.2 Causes of Armed Conflict**

Conflict is universal. It occurs at all times and places. There has never been a time of a society in which some individuals or groups did not come into conflict. According to the Malthus, reduced supply of the means of subsistence is the cause of conflict. According to the Darwin, the principles of struggle for the existence and survival of the fittest, and that are the main cause of conflict. Freud and some other psychologists say that the innate instinct for aggression in man is the main cause of conflict (Bhusan, 1993: 167).

The system of government also determines the causes of armed conflicts. If there is autocracy, instead of democracy it may be a cause of conflict. The uneven distribution of economy, political corruption and failure of good government and so on other also creates conflict within society and country. The collapse of functional governments torn by internal fighting and the erosion of essential service structures has fomented inequalities, grievances and strife. The personalization of power and leadership and the manipulation of ethnicity and religion to serve personal

or narrow group interests have had similarly debilitating effects on countries in conflict.

The causes of violence may be internal or external both. The characteristic of some societies itself conflict type. The socio-economic, cultural composition determines the characteristics of the society; hence, the diversity in these socio-economic as well cultural or religious compositions creates different types of discriminations, exploitations and injustice in society and raise internal conflict.

All of these elements have contributed to conflicts, between Governments and rebels, between different opposition groups compete for supremacy and among populations at large, in struggles that take the form of widespread civil unrest. Many drag on for long periods with no clear beginning or end, subjecting successive generations to endless struggles for survival.

The history of war shows that the previous wars and conflicts were due to the issue of holding over the natural resources and its consumption. Afterwards in the second phase the war and conflicts were centralized on the political system and governing system. Similarly, some were due to the self-identification or social rights and identification. Other causes of war is debate on political boarder between two countries, foreigner attack, diversity in religious beliefs and thoughts were leading many war and conflict in past.

The above-mentioned theories determine the causes of armed conflict in different counties. In case of Nepal, the existing armed conflict is somehow related to the first and last i.e. Structural theory and the social discourse theory. The present-armed conflict is a result of the failure of good governance, socio-economic injustice, political corruption, lack of leadership, personalization of power, deprivation from basic human needs ad fundamental human rights, initiation of haves and haves not class.

Whatever the cause of existing armed conflict is, it is time to call a halt. Conflict, war and warlike events never favor to the country, its people and development. It adversely affects the overall aspects of a nation like – socio, economic, cultural and physical and so on other. The children become more victims because of their physical and mental immaturity and innocence. Children may affect even from minor events. So the children should protect from the existing armed conflict. Their basic rights and development should guarantee. War violates every right of a child – the right to life, the right to be with family and community, the right to health, the right to the development of the personality and the right to be nurtured and protected. Many of today's conflicts last the length of a "childhood", meaning that from birth to early adulthood, children will experience multiple and accumulative assaults. Disrupting the social networks and primary relationships that support children's physical, emotional, moral, cognitive and social development in this way, and for this duration, can have profound physical and psychological implications.

### **2.3 Empirical Studies on Armed Conflict Focused on Children**

Conflict is inevitable and reality of the human mind. According to Hindu thought, "conflict is the destroyer and conflict is the creator. Conflict is a source of violence and conflict is a source of development. Conflict may not to be harmful forever. It is a part of human life and it is generally goes on. If we do no manage it timely and properly it changes into violations and invites destruction. The most affecting organ of the society is children and their development and other basic rights. Regarding this issues and sensitizing the impact of armed conflict on children some international and national levels studies are done.

### **2.3.1 International Level**

The issues of rights of children and their protection from armed conflict is raised as a subject of international concern. The overall situation, characteristics of contemporary armed conflict and its impacts on children in various countries are burning issues in all these countries. Armed conflicts across and between communities result in massive levels of destruction; physical, human, moral and cultural. Not only are large numbers of children killed and injured, but countless other grow up deprived of their material and emotional needs, including the structures that give meaning to social and cultural life. The entire fabric of their societies – their homes, schools, health systems and religious institutions are torn to places.

We violates every right of a child – the right to life, the right to be with family and community, the right to health, the right to the development of the personality and the right to be nurtured and protected. Many of today's conflicts last the length of a "childhood", meaning that from birth to early adulthood, children will experience multiple and accumulative assaults. Disrupting the social networks and primary relationships that support children's physical, emotional, moral, cognitive and social development in this way, and for this duration, can have profound physical and psychological implications.

In countless cases, the impact of armed conflict on children's lives remains invisible. The origin of the problems of many children who have been affected by conflicts is obscured. The children themselves may be removed from the public, living in institutions or, as is true of thousands of unaccompanied and orphaned children, exist as street children or become victims of prostitution. Children who have lost parents often experience humiliation, rejection and discrimination. For years, they may suffer in silence as their self-esteem crumbles away. Their insecurity and fear cannot

be measured. A series of 24 case studies on the use of children as soldiers prepared for the present report, covering conflicts over the past 30 years, indicate that government or rebel armies around the world have recruited tens of thousands of children. Most are adolescents, though many child soldiers are 10 years of age or younger. While the majority are boys, girls also are recruited. The children most likely to become soldiers are those from impoverished and marginalized backgrounds and those who have become separated from their families (Machele, 2002).

In the report of Graca Machele, the writer has highlight the situation of children during armed conflict; children involvement in armed conflict as a child soldier, porter, messenger and spies as well the girl children who are not only physically and mentally but also sexually abused. Similarly the writer has proposes the elements of a comprehensive agenda for action by Member States and the international community to improve the protection and care of children in conflict situations, and to prevent these conflicts from occurring. This report demonstrated the centrality of these issues to the international human rights, peace and security and development agendas, and should serve to promote urgent and resolute action on the part of the international community to redress the plight of children affect by armed conflicts. Other some studies regarding the children are also done in international level but this is the mostly renowned study which first time spread the situation of children in armed conflict and raise concept of protection of children from armed conflict worldwide.

### **2.3.2 National Level**

The raging armed conflict in Nepal is devastating the nation's young people, who are being killed, maimed and subjected to many other violations of their security and rights (Watchlist, 2005). The report, *Caught in the Middle: Mounting Violations Against Children in Nepal's Armed*

Conflict, documents the dangerous reality for children in Nepal, which has been deteriorating since the end of the cease-fire in 2003 and calls for immediate action to stop these abuses and an end to impunity enjoyed by those who commit them.

Watchlist calls for immediate action to stop the spectrum of violations against children in the context of armed conflict, including killing maiming, torture, rape and other forms of sexual violence, attacks on schools, abduction, trafficking, forced labor, underage recruitment into fighting forces, forced displacement, death and injury from landmines, and others.

The most comprehensive assessment to date on the situation of children caught in armed conflict in Nepal. It provides the international community, and particularly the UN Security Council, with detailed evidence of abuses being committed against children by both parties to the armed conflict. Caught in the Middle includes evidence gathered by a wide network of child protection groups in Nepal, and documents alarming patterns of children being systematically denied their rights, such as the right to education as a result of the Maoists' strikes (bandhs), destruction on schools, school closures and overcrowding and the pervasive atmosphere of fear and violence. The Watchlist network has documented several cases of Maoists targeting schools for attacks and using schools as grounds for abduction and recruitment of tens of thousands of students and teachers.

Since 1996, Child Workers in Nepal Concerned Center (CWIN) has been publishing a periodic report on the status of the rights of Nepali children as a watchdog for the implementation of the CRC in practice. This report includes positive and negative changes in the year 2002 regarding the status of the rights of the children in Nepal. This report also aims to present the achievements and challenges of the child rights movement in Nepal. The data and information included in this report are based on data from research

papers, studies and surveys carried out to date, newspaper reports, field visits, fact-finding missions, and information recorded by the CWIN Help-line, including direct field based reports and information and facts collected in field visits from around 35 districts.

In recent times a situation of crisis has prevailed in the country due to armed conflict while peaking dispute between the king and the political parties and joint people's revolution has invited a situation of conflict in the society. Due to various conditions the peace talks between the state party and the Maoists have not succeeded while the protests inspiring on the streets have affected the society in one way or the other. Especially debate between governments and student unions, private school associations, strikes, closing down of educational institutions; arrest, fire and riots have created a situation of outlaw in the education sector. This developed a negative situation against the rights of students to earn education. What loss do children have in their psyche when they grow up in a controversial, violent conflict and outlaw situation? What and how their future will be ? These are actually a grave matter of concern.

With Nepal already one of the world's poorest countries, the armed conflict has contributed to further degeneration of the low standard of living of many Nepalese children. Access to health and social services, as well as families' basic needs, has been significantly affected and left many households overburdened.

Families often find themselves caught in a tense environment between the two opposing forces. For instance, they are commonly forced to provide assistance to one side or the other. Maoist troops may enter a village and force a particular family to provide them with food and shelter, despite their already limited food supplies. Threatened with violence, the family may have no other choice but to act as directed. This subsequently leaves

them vulnerable to attacks by security forces and accused of collaboration with Maoists. This has become a common story for poorer families throughout Nepal.

Similarly, an individual or family may be forced to provide information on alleged Maoist activity or collaborators to the government security forces, leaving them vulnerable to Maoist retribution. This leaves civilians in a constant state of fear, frustration and insecurity. Consequently, at the community level, there tends to be a general absence of trust, parents roles have been weakened, cultural norms and coping mechanisms are disintegrating and institutions and networks to support children are under attack.

Young people also suffer from restrictions on their movement due to the armed conflict. Restricted by fear of explosions, abductions and arbitrary arrests on their way to and from school, young people are not able to move around freely to play and entertain themselves. As a result, some young people express a loss of hope about finding a better future (UNICEF, 2004).

"Children in War" published by CWIN (2003), is one national level writing (handbook), which has outlined the causes of existing conflict in Nepal. This report has exposed the prevailing problems of the Nepalese children due to armed conflict between HMG/N and the Rebel group CPN (Maoist). Similarly, it has highlighted various issues regarding the children like involvement of children in armed conflict, impact of violence on children and its results, international law and legal provision to protect the children from armed conflict. Various steps paced by the civil society on the way to end the conflict, peace for children and the future solutions as well presented data of victims.

"The State of the children-Country Report" published by UNICEF (2004) is another materials which has given the overall status of the



Nepalese children and the impacts of armed conflict on their education, health, protection, Nutrition and other overall aspects of the children and outlined some recommendation to the parties involved in armed conflict and the I/NGOs working for children. Similarly, it gives some practical ways to protect them from the armed conflict.

A hand book for the methods of protection and process – "Children and Peace", written by Gauri Pradhan (2003), the present of CWIN has helped to outline the measures to protect the children in armed conflict and to the victims. In this report, the writer has outlined the present situation of the conflict, the issue of the balance of power and the existing situation of the conflict and the power. Similarly, the writer has outlined some law regarding the rights of children and conventions and conferences on the ground of the rights of the children. Instead of he has given some solutions for future.

"The State of the Rights of children in Nepal, 2004", annual report published by CWIN has also highlighted the status of the Nepalese children in their human rights perspectives. Many cases of violation of child rights are pointed and explained. Similarly, this book has given the status of education, health services, child labor, living etc. and their development.

"The Human Rights Yearbook – 2004" published by INSEC provides various cases of the violence of human rights are included violated data sheet. The issues of the violence of the rights of children is also outlined in this book. So on "*The Violeted Data Sheet*" is an important material published by INSEC in its web sites [www.insec.org.np](http://www.insec.org.np) or [www.inseconline.org.np](http://www.inseconline.org.np) is also included as a reliable numeric data source.

"The State of the Children – Nepal" The annual country report published by CWIN, Watch list report for Nepal as well like other news

letters has also expresses the existing situation of contemporary armed conflict of Nepal.

## **2.4 Children and Armed Conflict**

Armed conflicts, which occurs across and between communities or internal and external whatever it is, it results in massive level of distribution on physical, human, and cultural properties. Not only large numbers of children are killed but also countless others injured, deprived of their material and emotional needs, including the structures that give meaning to social and cultural life. The entire material of their societies – their homes, schools, health systems and religious institutions – are torn to pieces.

War violates every right of a child – the right to live, the right to be with family and community, the right to health, the right to the development of the personality and the right to be take care of and protected. Many of today's conflicts last the length of a childhood, meaning that from birth to early adulthood, children will experience multiple and accumulative assaults (physical attack). Disrupting the social networks and primary relationships that support children's physical, emotional, moral, cognitive and social development in this way, and for this duration, can have profound physical and psychological implications.

In countless cases, the impact of armed conflict on children's lives remains invisible. The origin of the problems of many children who have been affected by conflicts is obscured. The children themselves may be removed from the public, living in institutions or, as is true of thousands of unaccompanied and orphaned children, exists as street children or become victims of prostitution. Children who have lost parents often experience humiliation, rejection and discrimination. For years, they may suffer in silence as their self-esteem crumbles away. Their insecurity and fear cannot be measured.

The chapter of the report documents some of the most severe impacts of armed conflict on children. It attempts to demonstrate that the impact of armed conflict on children cannot be fully understood without looking at the related effects on women, families and communities. It strives to illustrate how children's well-being is best ensured through family and community-based solutions to armed conflict and its aftermath, and that those solutions work best when they are based on local cultures and drawn from an understanding of child development.

"Only in decade of 1990 more than 20 lakhs children killed due to armed conflict and the 3 fold children became morbid. Similarly, more than this number of children faced different types of disease, malnutrition, physical, mental morbidity, sexual exploitation and so on other impacts. Besides this due to the present ongoing conflict more than 2 corer children are compel to left their place of birth and displaced. They are becoming refuge in their own country and in native countries" (Machele, 2002).

Up to date, due to the armed conflict near about 300 children are killed (INSEC, 2004), thousands of children are injured or morbid, more than 2000 children are became victims of their parental absence, and thousands of children displaced. Children are killed at the group of their own school. They are killed unlawfully on their playground, at their school, in the jungle, passing towards the school, while traveling with relatives, working in field, factories and in so on other conditions, wherever are they are not secured, directly or indirectly they are victimized.

## **2.5 Use of Children in Armed Conflict**

One of the most alarming trends in armed conflict is the participation of children as soldiers. Children serve armies in supporting roles, as cooks, porters, messengers and informers. Increasingly, however adults are deliberately conscripting children as soldiers. Some commanders have even

noted the desirability of child soldiers because they are "more obedient, do not question orders and are easier to manipulate than adult soldiers" (Machele, 2002).

It is extremely difficult to assess the extent of child soldiering in Nepal. Both the Maoists and the government have denied the recruitment and use of children. However, reports are widespread of use and recruitment of children by the Maoists, as well as ongoing use of children as informants by the government forces. Such activities by both parties have likely increased since the end of the cease-fire in 2003.

### **2.5.1 Recruitment and Use of Children**

Child soldiers are recruited in many different ways. Some are called up, others are press-ganged or kidnapped and still others are forced to join armed groups to defend their families. Governments in a few countries legally conscript children under 18, but even where the legal minimum age is 18, the law is not necessarily a safeguard. In many countries, birth registration is inadequate or non-existent and children do not know how old they are. Recruiters can only guess at ages based on physical development and may enter the age of recruits as 18 to give the appearance of compliance with national laws.

Some children feel obliged to become soldiers for their own protection and to take revenge. Faced with violence and chaos all around, they decide they are safer with guns in their hands. Often such children join armed opposition groups after experiencing harassment from government forces. In some societies, military life may be the most attractive option. Young people often take up arms to gain power and power can act as a very strong motivator in situations where people feel powerless and are otherwise unable to acquire basic resources. In many situations, war activities are glorified.

In Nepal, Maoists conduct both forcible and "voluntary" recruitment. Maoists are alleged to indoctrinate the children of Maoists who have been killed in the armed conflict in order to avenge the death of their parents. With few other options for survival, these children are often extremely vulnerable to introduction and politicization and may end up "voluntarily" joining the Maoist ranks. Desire for revenge of the death of a parent is cited as the primary reason for young people joining the Maoists in a number of news reports on the topic, such as "Kids Dying to Avenge the Killing of Kith and Kin (Kafle, 2004).

Dalit children and other children from high-vulnerability groups are more susceptible to recruitment of "voluntary" association with the Maoists, according to reliable local sources. In Nepal: A Spiraling Human Rights Crisis, AI documented the case of a 15 year old girl who belonged to a caste whose traditional occupation was dancing, who was enticed to join the Maoists after being forced to attend a "cultural program", which included dancing that appealed to her. After a few months with the Maoists she wanted to leave. She was told that she would have to leave nude and have her head shaven. When she and her uncle both made pleas for her release, they were threatened with beheading. After he insisted on her release, she was severely beaten and threatened with being killed. She was eventually released, and Amnesty International was able to interview her four months later. However, she was not living at home for fear of retribution or re-recruitment, and she was still suffering from the aftermath of the beating.

According to South Asia intelligence Review, Maoists first select a target school in a Maoist stronghold area, encircle the school after the students have gathered in large numbers and then invite "volunteers" to their training camps. Selected students, aged between 12 and 15, are initially abducted for political meetings, annual conferences or other special occasions, while students aged 14 to 18 may be required to undergo military

drills and arms training under the supervision of Maoist leaders at the training bases. This preliminary training is allegedly sufficient for these children to handle light weapons, including, 303 and 22 rifles and country-made socket and pipe bombs. Based on abduction patterns, most children involved with Maoist armed activity are likely to be between the ages of 14 and 18.

According to the newsletter of a national human rights organization in Nepal, IHRICON, a case study of a former child-soldier with the Maoists. The case is of a 14 year old boy who managed to escape from the Maoists and was being held in the Army district headquarters of Ilam. According to the boy, he was in standard class 6 at Yashoka school in Panchthar when the Maoists abducted him. He said he was promised good food and good clothes. After joining, he was renamed and was compelled to carry heavy luggage full of bullets and bombs for several days. He said he was not properly fed and was forced to walk at a fast pace. After trying to escape, he was severely beaten. He later surrendered to the army, according to his account (IHRICON, 2004).

Child soldiers in Sulichour, Rolpa district, interviewed by Gorkhapatra said that the homemade weapons they were carrying were useless and do nothing more than make loud noises when they are fired. They said that they would prefer to carry grenades, which they could use to protect themselves. These children reported that their responsibilities include spreading information about the "People's War" and carrying grains and other materials, Gorkhapatra, "Children Forced to Carry Guns and Grenades", October 9, 2004.

### **2.5.2 Children in Armed Conflict an Alarming Issue**

The conflict between government forces and Maoist rebels has had a profound effect on children throughout the country. Human Rights Watch

did not specifically instigate the Maoist's recruitment and use of children as soldiers or in other capacities during hostilities. However, accounts gathered by Human Rights Watch indicate that the Maoists have recruited children and used them for logistical support in front line combat, for carrying ammunitions and supplies, and as cooks and porters (CWIN, 2003).

The Maoists initially made no attempt to hide the fact that they use children in hostilities declaring for example, that "the increasing participation of women in the People's War has had another bonanza ... the drawing of children in the process of war and their politicization" (UNICEF, 2004) over time, and under increasing criticism, the Maoists have denied recruiting and abducting children less than eighteen years old. This denial is contradicted by the findings of human rights groups and Nepal experts.

The use of children in armed conflict is a violation of the Convention on the Rights of the Child (CRC), which Nepal ratified in 1990. The CRC sets fifteen as the minimum age for military recruitment, but in all other respects defines a child as anyone less than eighteen years of age. The CRC standard is derived from Protocol II to the Geneva Conventions, now considered customary international law, which prohibits all parties to an internal armed conflict from recruiting children under the age of fifteen or allowing them to take part in hostilities. The Optional Protocol to the CRC on the involvement of children in armed conflicts, to which Nepal is a signatory, prohibits states parties from compulsorily recruiting children under age eighteen or having them take a direct part in hostilities. The Optional Protocol prohibits armed groups, under any circumstances, from recruiting or using in hostilities persons under the age of eighteen years.

Child abductions have had a debilitating impact on the educational system, causing many parents to keep their children at home rather than risk sending them to school, and, in some places, forcing the schools to shut

down. For instance, following the abduction of sixty-five students from a school in Bafikot in Rukum in March 2004, the principal closed the school because students were too traumatized to attend. A teacher in a village near Nepgunj told Human Right Watch that attendance in her school has dropped dramatically since news of the abductions started filtering in earlier in 2004. "Parents say 'we will send our children to school if you guarantee their safety'. When there is no guarantee of our own safety, how can we guarantee the lives of our students?" A coalition of children's rights groups, Child Workers in Nepal Concerned Center (CWIN), maintains that as many as half a million children are being deprived of their right to education because they are kept at home for fear of abductions.

### **2.5.3 Use of Children from the Side of Government**

There is no provision for conscription in Nepal, even during war or national emergency. There is also no indication of a policy or practice of systematic recruitment of children below age 18 in the RNA, according to the Coalition to Stop the Use of Child Soldiers (the coalition), Child Soldiers Global Report 2004. However, the Coalition reports that children between 12 and 16 years old may be used as spies, couriers and messengers. Children under age 18 may enter the armed forces through irregularities in birth registration and because of the high rate of unemployment in Nepal.

The government denies any use of children under age 18. Government representatives have explained to the Coalition that young Nepalese men can enlist starting from the age of 15 years in order to follow military training, but nobody under age 18 can actually be recruited into the RNA.



#### **2.5.4 Use of Children from the Side of Maoists**

No precise or confirmed numbers of children associated with the Maoists are available. A report in South Asia Intelligence Review, "Nepal: Arming the Children", March 2004, notes that some reports indicate that 30 percent of the Maoist and army is comprised of boys and girls under age 18. Reports from reliable sources in Nepal indicate that Maoists use children as cannon fodder, human shields and in direct combat with the government security forces; as messengers, cooks, informers, mine planters and porters; and for other activities.

Since 1996, the Maoists have made contradictory statements about their policies for the recruitment and use of children under age 18. In the early years, the Maoists made statements about an important role for women and girls. A Maoist leader, quoted by the Coalition, explained that the increasing role of women in their cause helped to draw children in as well, and that "large numbers of children in the rural areas are now contributing substantially in the guerrilla war by way of collection and exchange of information". Additionally, the Coalition quoted another Maoist representative as saying, "large-scale rebellion of young girls, mostly high school and college girls from their patrimonial households, to join the 'People's War' have become a common occurrence". However, by 2000, the Maoist leader Prachanda denied the use of children, saying, "We want to make it clear that no child soldier has been recruited in any unit of the People's Army". Some local Maoist commanders have admitted that children are used for carrying guns and menial tasks, but deny that they are deployed as combatants (AI-N, 2004).

On February 22, 2004, Kamal Shahi, the leader of All Nepal National Independent Students' Union-Revolutionary (ANNISU-R), the Maoists' student wing, stated that a decision had been taken in their January annual

party meeting to create a children's militia of 50,000 children between April and May 2004. This decision was widely reported in Nepali news outlets at the time, such as the Himalayan News Service, "Children of Violence", April, 22, 2004.

In March 2004, South Asia Intelligence Review reported that large numbers of abducted children are being trained in Maoist stronghold areas in the mid-western section of the country. Citing a quotation from a Maoist source, the report explains that secondary and higher secondary students, initially abducted for Maoists political meeting, were receiving military training in secret camps. The report also indicated that the increased spate of abductions of pupils from the mid-western Achham, Ropla and Rukum districts coincides with the Maoist decision to increase force strength in child soldiers, as well as reports about the secret camps.

## **2.6 Impacts in Various Sectors of Children due to Armed Conflict**

### **2.6.1 Education**

Even before the armed conflict broke out in 1996, causing major disruptions in the educational system, access to education in Nepal was extremely limited. Traditionally, access to education has been most restricted for girls. *Dalits*, bonded laborers and other disadvantaged groups. Even children who have had the opportunity to begin school are often unprepared for their classes and find schools that are equally unable to meet their needs and rights. Day-to-day attendance has traditionally been low failure is frequent and repeat and drop-out rates are high. Particularly in the first two years, according to Save the Children, Children's Environments Research Group and UNICEF, The armed conflict has severely exacerbated this situation, with schools targeted for attacks and used as grounds for child

recruitment and abduction, and with teachers targeted for intimidation, taxation and violence. Attendance rates are also dropping as children are displaced from their communities, girls are forced into child marriages and children stop attending school for fear of violence. Many schools in district headquarters are overcrowded with students displaced from rural areas, while schools in rural areas may be under-attended by students and teachers due to fear, insecurity and displacement.

Fear caused by witnessing learning about violence and insecurity in the community may leave children and teachers with psychological and emotional challenges, and with less attention and energy for their studies. Children interviewed in 2002 for the *Children in Conflict* studies in rural and conflict-affected areas, such as Baridya and Nuwakot, reported that they were afraid to walk to and from school for fear of being caught in violence and cross fire. Following attacks on schools, children often cite fear about returning to their classes. Some students are afraid to participate in extracurricular activities, or are prohibited by their parents to do so, further inhibiting their healthy development.

According to the Global IDP project, since the onset of armed conflict in 1996, several hundred schools have been shut down, affecting at least an estimated 100,000 students.

### **2.6.2 Attacks and Others Stress on Teachers**

Since 1996, more than 160 schoolteachers from all parts of Nepal have been killed in relation to the armed conflict, according to the National Teacher's Association. Another estimated 3,000 teachers have been displaced from districts' schools, fleeing their villagers in search of security in district headquarters, according to the department of education.

Some teachers have come under pressure by both the Maoists and the government, causing anxiety and stress, and compromising issues. For example, both the Maoists and government security forces are known to use blacklists to intimidate teachers. When teachers' names are put on such lists, they are likely to be interrogated by the security forces or called to the government security offices of the district for alleged Maoist activity. Ironically, this may cause the Maoists to accuse the same teachers of being government informers because they were seen at the government offices and to put them on their own black lists and vice versa..

The *Children in Conflict* studies describe teachers having been tortured during interrogation in the custody of government security forces for suspicion of supporting the Maoists, or in an attempt to get information about Maoist activity. In one case, reported in May 2004 in the *Samay National Weekly*, "Scared for Life", Kamal Dahal, a teacher and father of a 12 year old school student, was killed in front of his daughter by the government security forces on charges of being associated with the Maoists.

Similarly, Maoists may threaten teachers and force them to make "donations" from their monthly salaries to support Maoist activities, putting strain on teachers and their families who must survive on the salaries.

The team further found that both the Maoists and security forces had tortured the teachers and other school staff, both physically and mentally. The Maoists had imposed a "donation" of 10 to 25 percent of teachers' salaries, which would have to be paid in a lump sum. After the teachers traveled to the district headquarters during the festival of Dasain to collect four months' salary and their Dasain bonus, they were afraid to return to the village. If they turned over the "donation" to the Maoists, the security forces may have accused them of being Maoist supporters, but if they failed to do so, they could have faced threats and attacks by the Maoists. Additionally,

they reported that the security forces told them that they would either have to "live with the Maoists or live with the security forces". As a result, the teachers were trapped in the district headquarters and 70 percent of the village schools were forced to remain closed.

### **2.6.3 The Threat to the Children**

Landmines and unexploded ordnance pose a particular danger for children, especially because children are naturally curious and likely to pick up strange objects they come across. Children are also more vulnerable to the danger of landmines than adults are because they may not recognize or be able to read warning signs. Even if they are aware of mines, small children may be less able than adults to spot them may: a mine laid in grass and clearly visible to an adult may be less so to a small child, whose perspective is two or three feet lower.

The risk to children is further compounded by the way in which mines and unexploded ordnance become a part of daily life. Children may become so familiar with mines that they forget they are deadly weapons. The dangers from unexploded ordnance are very similar, and in many places these weapons are much more numerous. It is noted that civilians increasingly use mines and other devices for daily activities such as fishing, guarding private property and even settling domestic disputes. Such familiarity dulls awareness of the dangers of these devices.

The victims of mines and unexploded ordnance tend to be concentrated among the poorest sectors of society, where people face danger every day when cultivating their fields, herding their animals or searching for firewood. In many cultures, these are the very tasks carried out by children.

Every where children themselves are not the victims, landmines and unexploded ordnance have an overwhelming impact on their lives. Families already living on the edge of survival are often financially devastated by mine incidents.

## **2.7 Approaches of Analysis and Interpretations of Conflict**

Theoretically there are several approaches and methods to analyze and interpret conflict. The interpretative method (Bell et. al, 1989) is used in this because of its practical merits. The interpretative methods helps to examine conflict by analyzing structures, processes, functions and their relationships as well as the pattern of interaction among people. It focuses on questions such as, what are conflicts, why do conflicts arise and how are they resolved or managed ! Opting to the interpretative method of analyzing conflict has also implications for the methodology, as it relies on an ethnographic study. Ethnography is a process of close observation and interpretation of conflict behavior and action of people and organizations through intimate participation in a community (Denzin and Lincoln, 1998).

An ethnographic study focuses on understanding how conflicts arise (actual occurrence) and how they are subsequently handled, considering power relationship and the social context (Ceplan, 1995). This means that personal, psychological and collective social dimensions of parties in the conflict have to be analyzed. The behavior need analysis of individuals consider anger, emotions and draws inferences based on them. In the analysis of the social behavior of the disputants of the conflict needs to be examined at the level of groups, social classes, political movements, religious and ethnic entities, coalitions and cultural systems. This analysis basically focuses on the cultural systems. This analysis basically focuses on the collective behavior of the disputants. In analyzing conflict both individual and collective behaviors is important (Bottomore, 1969, Griffiths,

1983). The following three methods of analysis are useful in studying conflict (Bell et. al, 1989).

1. Interpretative analysis : It is empirical in nature and describes how people behave how they perceive uncertainties, accumulate evidence and update perceptions; how they learn and adopt their behaviors; why they think the way they do. Interpretative analysis is mainly used by social scientist to analyze conflict without influencing the behavior of people.
2. Abstractive analysis : It deals with how ideal relational persons acts. This analysis is more common in behaviorable analysis of individuals involved in conflict psychologists often use this method.
3. Perspective analysis : It is more advisory in nature and focuses on what people should do to make better choices, what thoughts, decision aids, conceptual schemes and methodology are useful, not for idealized, mythical people, but for normal people (Bell et. al, 1989, KremenYork, 1991). It is evaluated by its pragmatic value (i.e., ability to help people to make better decision). Similarly, some scholars put forward the following main interpretations of conflict discourse.
  - Legal anthropological interpretation (Gulliver, 1979, Moore, 1995; Benda – Backmann, 1997, Upreti, 2002b) which treats legal orders (both customary and caste), codes discourses and languages through which people deal with various conflicts or conflicting interests, and
  - Communicative interpretation which deals on communication (Hebermas, 1999) and collective learning for negotiation (Rolling, 1996, Lee 1993). Interpretative approach explains the questions what conflicts are why there are conflicts and how they are resolved or

managed as well as what ought to be the best alternate CM approach. These two perspectives complement each other to give holistic view in analyzing conflict.

In the conflict of addressing social conflict, two seemingly opposite views are common. The first more dominant views assumes that there is a uniform single rational system to address conflict. It is pre dominated by assumptions of expert's authority such as government of departments and the imposition of their conceptions, rules and procedures (Upreti, 2001a, 2001c, 2000a and Pandey, 1999) to resolve conflict that can be observed in Nepalese policy and legal documents. I agree with, despite it not being as widely accepted, assumes, that all values are situational, contextual and socially constructed, and therefore, a uniform single unitary approach cannot function properly. This second view recognize that there are no single absolute solutions (technocratic absolutism) (Upreti, 2000c and 2000c, Andereson, et. al, 1997). Technocratic absolutism is dominant in Nepal.

Conflict, wantedly or unwantedly is a part of social process and as outcome of social development of change. How to use conflict to serve a useful social function is to be the central concern. In functionalism theory, Durkheim argues that society share, hence society is normally is a state of equilibrium based on normal consensus. Functionalist rule out disequilibrium also considers conflict as dysfunctional and abnormal condition of society (Upreti, 2002a). An alternate perspective was put forward by Karl Marx citing a vivid case of conflict between two basic economic classes of people (Scimecca, 1993). He emphasizes that there is always constant conflict between the bourgeois who own the means of production and the proletariats who sell their labor. Dahrendorf further elaborates that social organizations typically contain two groups (those who rule and ruled) with opposing interests, thus conflict is not only limited to class struggle over economic resources but also can be a power struggle



between interest group. Scimeca (1993) criticizes Marxian analysis of conflict on the ground that and conflict that co-operation. Max Weber in his social action theory suggest that societies vary between conditions of equilibrium and conflict. In this perspective conflict is endemic in social process but tends to operate in favor of powerful people of the society. Weber's social action theory has four major components:

1. Role of power,
2. Emphasis on organized system
3. Legitimacy and
4. Self-interests

Following are the essential elements of Weber's conflict theory (Sidaway, 1996: 40).

- ) Conflicts are endemic in social life,
- ) Power is differently distributed among groups and individuals in society,
- ) Social order is achieved in any society through rules and commands insured by more by more powerful persons to less powerful people and enforced through sanctions,
- ) Both the social structure and normative systems of a society are more extensively influenced by powerful persons and came to represents the interests of there powerful people.
- ) Social changes are often disruptive to powerful people than ordianry people than ordinary people. Hence powerful appose or resist change.
- ) Changes in society occur as a result of action by persons who stand to benefit from there changes.

## **CHAPTER III**

### **RESEARCH METHODS**

This section describes the technical aspect of research. Only one method is not sufficient to gather all kinds of information's related to the study. To make the scientific and reliable, different useful methods should adopt during study. Further, it includes location of study area, types of research design, process of sampling, nature and source of data, process of data collection, and statistical tools and computer software use during data analysis.

#### **3.1 Selection of the Study Area**

The study was carried out in Nuwagaon VDC Ropla district where the conflict affected children are more than other areas. As we know that mid-western region of the country is most conflict affected area, as a origin of armed conflict in Nepal. Mainly Magars peoples live in Nuwagaon VDC. Magar people represent their unique way of life patterned through their own traditional culture and structure of society. Magar people can be considered as affected conflict from the beginning of armed conflict. Therefore, there is need for a good documentation of their ways of life, culture and structure of society after the effects of conflicts on them.

#### **3.2 Research Design**

The main objectives of the study is to find out the impact of conflict on children of mid-western region of Nepal. Therefore, descriptive research design was utilized especially in collecting data and information from the study sites.

### **3.3 Nature and Sources of Data**

Both primary and secondary data was employed in this study. Primary data was based on field work. Secondary data are collected through the review of literature.

### **3.4 Universe and Sampling Procedure**

Nuwagaon VDC of Rolpa district is selected as the study area. Among 8 primary schools, 5 primary schools were purposively selected for the study. The only one secondary school functioning with area was also included for the study.

### **3.5 Tool and Techniques of Data Collection**

In the present study, necessary data was collected from the field work carried out in the study area. At this level the study was utilize following tools and techniques of data collection.

#### **a. Household Survey**

To get detailed information about children, household survey was conducted. A total of 52 households were randomly selected from the universe which consist of 761 households in Nuwagoan VDC.

#### **b. Questionnaire**

The major instrument developed to conduct the comprehensive survey of the selected household was questionnaire. The questionnaire was designed to elicit information about family structure, sex and age, education income and occupation.

**c. Observation**

The chief primary source of information technique for collecting data is observation. In this study observation technique was frequently used to collect data on people's ways of life and their behaviour. Besides collecting data with the help of scheduled questions, the observations on unscheduled questions became very much helpful to gather information. It validates the data collected through interviews and key informant interviews.

**d. Use of Key Informants**

Key informants were utilized to collect data and information from Magar communities. Information regarding the history of Magar people, covering their culture and structure of society, was collected from local key informants. The respondents were asked based on a checklist developed. Interviews were held with ward members, teachers, leaders, and other social workers. Answers received from interviews were used for background information and for triangulation of data collected from other sources.

**e. Focus Group Discussion**

The focus group discussions were made to make the information more clear and hear to reality. It shows the categories of conflict-affected children and their socio-cultural, economic, and their background information.

### **3.6 Methods of Data Analysis**

Data and information collected from various sources were classified and tabulated manually. Simple statistical tools such as frequency and average were utilized in analyzing data collected from the field work.

## **CHAPTER IV**

### **AREA AND PEOPLE**

This chapter covers general information of the study area including the characteristics of Rolpa and Nuwagaon Village Development Committee. Fundamentally, the location, population, ecological situation, development initiatives, land use pattern of concerned areas are discussed in general.

#### **4.1 Location**

Rolpa district lies in the mid western region. It lies between the Mahabharata range in the north and Chure on the south. Rolpa is located between 28°8' and 28°38' north latitude and 83°10' and 83°90' east longitudes. Its elevation from the sea level is 701 to 3639 meters (Rolpa, Profile 2063: 2). Its total area is measured as 1879 sq.km. There are 51 village development committees, 11 lakes and 2 election region (CBS, 2004).

This district is connected to the Eastern boarder with pyuthan and Baglung district, western border with Salyan and Rukum district, northern border with Baglung and Rukum district and southern border with Dang and Pyuthan. The population and area of this district are 2,10,004 and 1,879 sq.km.

The study area is located in western part of Nuwagaon VDC. The headquarter of Rolpa district is libang and zonal headquarter is Tulsipur. It covers 44 sq. km. (Approx).

## **4.2 Climate**

Rolpa district, which lies in Midwestern region has Mid temperate, sub-tropical and cool temporal type of climate. The northern side generally experiences the temperate climate where as southern part is tropical. The maximum recorded temperature (31.2°C) is on the month of May and June and the minimum recorded temperature is (3.6°C) is on the month of January. Mostly the south-eastern monsoon starts from the end of May and last for about to 4 months till August in accordance with extend of monsoon. This study area receives maximum 442 mm rain fall and and minimum 1.4 mm rain fall (Rolpa, Profile, P. 5).

## **4.3 Nature Resources**

Nepal has many natural resources but due to lack of technological knowledge and manpower, it is underutilized. In general, land, forest and water are important natural resources of Nepal. Rolpa district is famous for, timber, and minerals.

## **4.4 Land**

Land is the main source of livelihood in this area, 72.10 percent people depend upon agriculture. Land is divided into two types, Bari (dry cultivated land) and Khet (wet paddy cultivated land) on the basis of types of crop cultivated and irrigation facilities. Only 2-3 (i.e., April to June) months of the year, land remains barren. So we can say, land is the most exploited and utilized natural resource. Mostly, people are using registered land under four official categories (i.e., Awal, Doyan, Sim and Chahar), but the number of people who are using non-registered land (parti) is quite remarkable.

## **4.5 Forest**

Forest is another important resource of Nepal. The people of study are consuming the jungle for fuel, fodder and construction materials, agricultural equipment (plough). To preserve the forest from erosion people plant manage Neem, Sisauo, Masala, Bamboo, Bakain and other plants for their own consumption, they are mostly fuel wood for cooking their purposes.

## **4.6 Water Resources**

Most of the rivers in Rolpa originate from Mahabharat Range and they contain considerable amount of water during rainy season, Lungri, Madikhola Sharada Khola and Nawaga Khola are main rivers. People used tape, and well for drinking water. However some people are stream water for drinking.

## **4.7 Population**

According to 'District Introduction' a report published by CBS 2004, the total population of Rolpa district is 2,10,004 female 1,08,412 and Male 1,01,592. In the study area, the total household no is 761 and the total population is 4024 (Female 2026 and male 1998) (CBS, 2004).

## **4.8 Ethnic Composition**

The demographic composition of this district shows that (CBS, 2004) there are as many as 14 ethnic/cast group in this district. Among them Magar are the most dominant ethnic groups in this district 44 percent followed by Chhetris (33%), Brahman (1.07%), Newar (0.22%), Muslim (0.05%), Kami (10.05%), Gurung (0.44%), Damai (3.22%), Thakuri

(1.16%), Sanyasi (2.0%), Sunar (0.74%), Majhi (0.03%), Sarki (0.71%), other 2.34%).

## 4.9 Occupation

Agriculture farming is the main occupation for the majority of households in this district. According to district profile 2005; 09, 72.10 percent of the total population are involved in agriculture, and 27.90 percent are involved miscellaneous profession.

## 4.10 Education

The level of education is the indicator of the success of every task. If there is high level of education in community the probability of success will be high. The total literacy of Rolpa district is 37.2 percent, followed by 52.8 percent male and 22.9 percent female.

**Table No. 4.1 : Number of Households and Population by Sex**

Ward No.	Households	Male	Female	Total
1	106	254	273	527
2	78	205	210	415
3	62	163	171	334
4	85	226	217	443
5	116	285	290	575
6	75	178	219	397
7	68	211	199	410
8	73	206	191	397
9	98	270	256	526
Total	761	1998	2026	4024

*Source : CBS, 2004.*

The literately rate of study are 15.59 percent, male 75 percent and female 45 percent. The male literary rate of study are high among all VDCs.



#### 4.11 Population Distribution of Respondent by Age

Though conflict is an inevitable part of life and universe it has different impact on physical, social and economic dimension of society. This chapter deals with demographic features and socio-economic condition of the study area. Basically, it concerns with the specific objective of the study. The population, economy, occupation education landholding, live stock raising condition presented in this chapter on the field survey 2007.

**Table 4.2 : Population Distribution of Respondent by Age**

S.N.	Age Group	No. of Respondents	Percentage
1.	0-10 years	-	-
2.	11-20 years	10	19.23
3.	21-30 years	7	13.46
4	31-40 years	15	28.84
5.	41-50 years	8	15.38
6.	51-60 years	9	17.30
7.	61 than above	2	5.76
	Total	52	100.00

*Source : Field Survey, 2007.*

The above table shows that among the respondent majority falls in middle age (31-40). This active group knows more about conflict than other groups. The plays vital role to give information about conflict areas. That is why, it represents that they were suffered from conflict and gives their feeling in their own words.

## 4.12 Educational Status

There level of education is the indicator of the success of every task. If there is high level of education in community, the probability of success will be high. The following table shows the different level of education in study area.

**Table 4.3 : Educational Status of Respondent**

S.N.	Education Level	No. of Respondents	Percentage
1.	Unable to read and write	3	5.76
2.	Informal literate	9	17.36
3.	Formally literate	10	19.23
4.	1-5 class	-	-
5.	6-9 class	-	-
6.	9- send up	15	28.84
7.	SLC.	5	9.61
8.	Certificate/IA	7	13.46
9.	Bachelor and above	3	5.76
	Total	52	100.00

*Source : Field Survey, 2007.*

According to above table 5.76 percent respondents are unable to read and write where as 17.36 percent are informally literate. The level of education under SLC are 28.84 percent. The enrollment in lower class is high but it cannot stay till SLC level. In SLC, there is only 9.61 percent. The certificate level and bachelor and above level is 13.46 percent and 5.76 percent respectively. From this, we conduct that people of Nuwagaon VDC are low level of education.

### 4.13 Economic Aspect

This section deals about the landholding pattern, food sufficiency status, occupation, livestock raising practice and physical facilities of the sample of respondent.

### 4.14 Occupation

Basically occupation of respondents were considered in the study as a part of socio-economic condition. Agriculture is found as the main source of subsistence in the study area. In addition, users of the study area found engaged in daily wages, livestock farming, service etc.

**Table 4.4 : Occupational Distribution of Respondent**

S.N.	Occupation	No. of Respondents	Percentage
1.	Agriculture	30	57.69
2.	Service	4	7.69
3.	Livestock farming	8	15.38
4	Business	3	5.76
5.	Labor	7	13.46
	Total	52	100.00

*Source : Field Survey, 2007.*

Table 4.4 shows that majority of respondents were having agriculture as the main occupation (57.69) percent. Then, second occupation livestock farming 13.38 percent. Mainly female member of society handle the livestock farming.

#### 4.15 Landholding Size

To study the socio-economic condition of the respondents, the researcher has developed an indicator for assessing landholding size. It was revealed all the agriculture land of the study area was irrigated and non-irrigated level.

**Table 4.5 : Distribution of Sample of Respondent by Landholding**

S.N.	Land types	No. of Respondents	Percentage
1.	Khet (Irrigated)	20	38.46
2.	Bari (Non-irrigated)	32	61.53
	Total	52	100.00

*Source : Field Survey, 2007.*

Table 4.5 shows that majority of the people of study are holding small and non-irrigated of land. Only 38.456 percent of the respondents have irrigated level. Land has a kind of symbolic meaning of well being. For example, who holds more and high quality of land is accepted as rich.

#### 4.16 Food Sufficiency

User household were divided into five groups i.e. < 3 months, 3-6 months, 6-9 months, 9-12 months and cereal selling, according to the situation of their cereal production from their own land and status of food sufficiency. Families have similar quantity of cereal production are placed in particular class and analyzed accordingly. The situation of food sufficiency of the household is presented in Table 5.5.

**Table 4.6 : Distribution Sample of Respondent by Food Sufficiency**

S.N.	Food Sufficiency	No. of Respondents	Percentage
1.	< 3 months	8	15.38
2.	3-6 months	5	9.61
3.	6-9 months	20	38.46
4	9-12 months	15	28.84
5.	More than 1 year	4	7.69
	Total	52	100.00

*Source : Field Survey, 2007.*

Table 4.6 shows that majority of users (67.30%) of cone under 6-12 months food sufficiency category. Level of food sufficiency was discovered directly related with bigger land holding sizer and higher quality of land occupied by the particularly family. It is also related with family size.

#### 4.17 Situation of Migration

During the period of political conflict people have been migrating from remote areas to district headquarter and joints areas to the headquarter, because of the security concern. That is why, urban area has become over crowded and the rural area has become less population. The economically active population which is considered as 15 to 59 age group has been migrated due to insecurity. The other reasons behind the migration are high income expectation, high job opportunities and good education in the destination.

**Table 4.7 : Distribution of Respondent by Residence**

S.N.	Land types	No. of Respondents	Percentage
1.	Local	40	76.93
2.	Migrated	12	23.07
	Total	52	100.00

*Source : Field Survey, 2007.*

In this study, it is considered that those people, whole have been residing more than ten years in particular area is taken as local people whereas, the people who have been residing less than ten years is called migrated. The common people who cannot tolerate the Maoist's threats are migrated to safe area.

## CHAPTER V

### IMPACT OF ARMED CONFLICT ON CHILDREN

Children have been facing many problems and such problems are being increased due to armed conflict. Basically, in this study there prevails some social census as social suppression and exploitation, lack of social security and political problem.

**Table 5.1 : Impact of Armed Conflict on Children, 2007**

S.N.	Causes	No. of Respondents	Percentage
1.	Social suppression and exploitation	30	57.69
2.	Lack of social security	6	11.53
3.	Political competition	12	23.07
4.	Others	4	7.69
	Total	52	100.00

*Source : Field Survey, 2007.*

Out of 52 respondents, 57.69 percent have prevailed social suppression and exploitation. Among there 11.53 percent are suffered by lack of social security and 23.67 percent of children are facing political competition where as other mainly in conflict 7.69 percent hampered them.

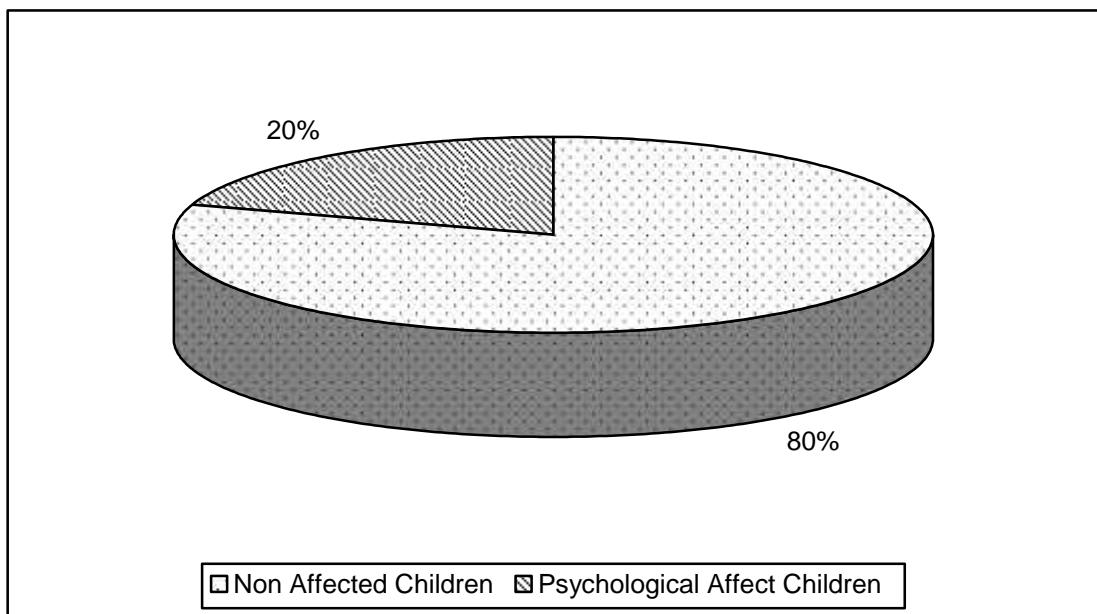
The overall description of the study is mentioned above now analytical description is presented. Conflict here not only reflects on going political conflict, but also social, economic and so on. Most of the cares, conflict directly hampers the children's future. The education problem is highly seen on the children. Children have seen facing many problems in educational sectors like strive in school, improper educational system shutdown in transportation (Chakkajam), general strike organized by

different parties and the school in remove area as well. The on going conflict creates psychological tension on them. They cannot sleep well they cannot attend the school regularly and they are being misured in every step.

## 5.1 Psychological Impact of Children

The armed conflict has affected psychologically to children. Among 20 percent children face the psychological problem.

**Figure 5.1**  
**Distribution of Respondents by Psychological Impact, 2007**



There are different psychological impact related to them. Such psychological impacts are divide as threats, social isolation, humiliation, sleep destination, shouting after seeing crowd.



The following tables shows that about 35.71 percent children have suffered from threats. Both Maoist and government force give threats.

**Table 5.2 : Distribution of Psychological Impact on Respondent, 2007**

S.N.	Psychological Impact	No. of Respondents	Percentage
1.	Threats	5	35.71
2.	Social Isolation	2	14.28
3.	Humiliation	4	28.57
4.	Sleep Deprivation	-	-
5.	Shouting after seeing crowd	-	-
6.	Other	3	21.42
	Total	14	100.00

*Source : Field Survey, 2007.*

Similarly 14.28 percent children are suffered from social isolation. 28.57 percent children are suffered by humiliation. There is no sleep disturbance and shouting after seeing the crowd. About 21.42 percent have different problem as fear in one self and mental disturbance.

Psychology plays vital role on children. So, people of Nuwagaon VDC were mainly tortured from conflict. They were forced to walk and participate the Maoist program. Psychologically, they were disturbed by conflict, even after seeing crowd they shouts and hide in their home.

## 5.2 Different Sectors Affected from Conflict

As defined in Webster's Dictionary conflict is described as a battle, content of opposing forces, discord, antagonism existing between primitive desires and instincts and moral religious, or ethical ideas 'so conflicts are begins for both negative and positives changes. The social, economic and political are the main causes to be have conflict.

**Table 5.3 : Distribution of Respondent by Different Sector Affected from Conflict**

S.N.	Sectors of Conflict	No. of Respondents	Percentage
1.	Political sectors	32	61.53
2.	Economic sectors	12	23.07
3.	Social sectors	6	11.53
4.	Others	4	7.69
	Total	52	100.00

*Source : Field Survey, 2007.*

Table 5.3 clearly shows that 61.53 percent respondents said political sectors is the main sectors of conflict. Likewise, 23.07 percent respondents said economic sectors. Similarly, 11.53 percent respondents said socials sectors are affecting from conflict. But, 7.69 percent respondents hampered by others unknown groups.

Mainly children were disturbed by conflict, because different political parties organization their program is schools. They were force to participate their programs. In such ways children were tortured from armed conflict in Nuwagaon VDC.

### 5.3 Causes of Closing Schools

Education is a kinds of prominent instrument for the integrated development of versatile aspect of human life, whether a individual or a social or a physical or a spiritual. Because of being such kind of instrument, it's significance is being increased with a march of changing society.

**Table 5.4 : Distribution of Respondent by Different Cause of Closing Schools, 2007**

S.N.	Sectors of Closing school	No. of Respondents	Percentage
1.	Strike by teacher	5	9.61
2.	Close due to strike	38	73.07
3.	Program by Maoist	7	13.46
4.	Program by government security	2	3.84
	Total	52	100.00

*Source : Field Survey, 2007.*

About 9.61 percent children are affected by teacher's strike for talking education right. In the same way, 73.07 percent children are suffered from different parties, organization or institution's strike. The programs of Maoist and government security force are hampering to children by 13.46 and 3.84 percent respectively. The above table 5.4 mentioned problems in educational right are seen as major problem.

## 5.4 Situation of Survival Right of Children

Each Human Right Activist demands that each civilian should get the survival right. One should care about human rights.

**Table 5.5 : Situation of Survival Right of Children, 2007**

S.N.	Situation	No. of Respondents	Percentage
1.	With problem	18	34.62
2.	Without problem	34	65.38
	Total	52	100.00

*Source : Field Survey, 2007.*

About 34.62 percent children are suffering from getting survival right. They are being hesitated to speak about the problem frankly. Always they are being fear. The other 65.38 percent children are not facing such problem.

Children do not start wars, yet they are most vulnerable to its deadly effects. Children rarely grasp the complex causes of armed conflict, yet they are all too often forced to flee their homes, witness atrocities or even prepare war crimes themselves. Children are not responsible for war, yet it robs them of their childhood.

## 5.5 Situation of Victimizer

The question arises that who are more responsible for giving the trouble to children than other. For this Maoists are responsible to happen this incident.

**Table 5.6 : Distribution of Respondent by Source of Victimizes, 2007**

S.N.	Victimizes Source	No. of Respondents	Percentage
1.	Maoist	38	73.07
2.	Nepal Government Security forces	4	7.69
3.	Strikes/board	3	5.76
4.	Other	7	13.48
	Total	52	100.00

*Source : Field Survey, 2007.*

Maoist victimizes about 73.07 percent children and their families. Maoists have asked force fully subscription to them and from this they are mentally disturbed. So the percent is high. Similarly 7.69 and 5.76 percent children and their families are suffered from Nepal government forces and strikes/bandh by politician respectively. Unidentified forces (others) is responsible by 13.48 percent children and their family to create problem.

## 5.6 Problem Tackling System to Children

In previous chapter we discuss about the problem and impact from conflict to children. Now we discuss about the system of tackling to problem.

**Table 5.7 : Distribution of Respondents by Tackling System**

S.N.	Tackling System	No. of Respondents	Percentage
1.	By tolerating silently	39	75.00
2.	By Compassioning	9	17.30
3	By organizing program	2	3.85
4.	By revolting	2	3.85
	Total	52	100.00

*Source : Field Survey, 2007.*

Almost all of the children that is 75 percent children have answered that they are tolerating silently to problems. They cannot do any thing against it. Similarly, 17.30 and 3.85 percent children are tackling the problem in campaign and organizing program respectively. Such programs are street drama, speech content and peace rally. About 3.85 percent children are ready to revolt against their problem.

All above program were scheduled for children because they were psychological hampered by conflict. They were not paying attention on study due to the sounds of bombs and crossfire between government sectors and Maoist.

## 5.7 Conflict and its Impact on Child Survival

Conflict is affecting in our all child development including survival. Many children are depriving from love and affection of their parents, loosing their right to life and difficulties in survive.

**Table 5.8 : Distribution of Respondents by Effect of Child Survival**

S.N.	Affection Child Survival	No. of Respondents	Percentage
1.	Difficulties in survive	12	23.07
2.	Violation of rights	25	48.07
3	Deprived form love affection	5	9.62
4.	Isolation from family	3	5.77
5.	Others	7	13.47
	Total	52	100.00

*Source : Field Survey, 2007.*

Around 23.07 percent children have suffered difficulties in survived. Similarly 48.07 children have been deprived from violation of rights. Around 9.62 children are deprived from love and affection from their families. Children are suffering various difficulties for their survival. Around 5.77 percent children are deprival from right survive and isolate from family. Likewise, 13.47 percent children are deprived by others.

## 5.8 Children Deprivation in Basic Needs

It has proved that the children have no sex, no discrimination, no money, no carte but needs to play, education, love and affection regression for their over all development. But they are depriving even from basic needs due to the because of having internal conflict.

**Table 5.9 : Distribution of Respondents Deprivation in Basic Needs**

S.N.	Effecting Causes	No. of Respondents	Percentage
1.	Deprived from quality education	27	51.93
2.	Deprived from play and entertainment	17	32.69
3	Deprived from living with family	5	9.61
4.	Other	3	5.77
	Total	52	100.00

*Source : Field Survey, 2007.*

Table 5.9 shows that 51.92 percent children are depriving from quality of education. Similarly 32.69 percent children one depriving from play and entertainment. Around 9.61 children and deprived from living with their family. Around 5.77 percent children are deprived from others sectors.

In the above general context the deprivation in basic needs in children is hampered by impact of conflict on children in various sectors.



## 5.9 Conflict and Quality Education Deprivation in Children

Numbers of schools have been closed (mainly boarding schools). Teachers and student are kidnapped and killing by both Maoist and security force. So school going children are being out from school. Therefore they depriving from the education.

**Table 5.10 : Distribution of Respondents by Quality Education Deprivation on Children**

S.N.	Course of depriving quality education	No. of Respondents	Percentage
1.	Irregulars classes in school	13	25.00
2.	Kidnapped by security force	5	9.62
3	Kidnapped by Maoist of state	20	38.46
4.	Teacher are displacing	8	15.38
5.	Frequently striking at school	6	11.54
	Total	52	100.00

*Source : Field Survey, 2007.*

Around 25 percent said that irregular cleared in school are deprived by quality educating. Similarly 9.62 percent children are kidnapped by security. Mainly 38.46 percent children are deprived by quality education became of kidnapped by Maoist. Around, 13.38 percent teacher are being displacing by Maoist. 11.54 percent children are being deprived by frequenting striking at school by palatial sector s and Maoist.

## 5.10 Conflict and Apportioning Security of Children

Children needs to be involvement in different activities for their overall development, which are their fundamental rights. Table 5.11 describes the respondent's views how children are not able to involve in different activities.

**Table 5.11 : Distribution of Respondents by Different Activities Security of Children**

S.N.	Activities Scarcity	No. of Respondents	Percentage
1.	Unable to involve in social cultural function	22	42.30
2.	Deprived to be informed	12	23.08
3	Expression of their opinion	10	19.23
4.	Others	8	15.39
	Total	52	100.00

*Source : Field Survey, 2007.*

About 42.30 percent respondents said children are unable to involve in social cultural function due to conflict. Similarly 23.08 percent respondents said children are deprived to be informed events. Around 19.23 percent respondent said children are suppression to express their opinion. Almost 15.39 percent respondents said children are supervised by other which is not categorized or identified.

In this way we say that conflict mainly hampered over children whether directly or indirectly. Armed conflict alters their lives in many ways, and even if they are not killed or injured, they can be orphaned, abducted or the loss of loves ones.

## 5.11 Courses of Child Involvement in Conflict

As a global history, usually children become victims from the conflict. Nepalese year's internal conflict history also presented the same. Table 5.12 describes the respondents views why all most children are become victim from conflict.

**Table 5.12 : Distribution of Respondents by Involvement in Conflict on Children**

S.N.	Causes of children involvement in conflict	No. of Respondents	Percentage
1.	They are innocent	22	42.30
2.	Easy to convince	14	26.93
3	They are intelligent	10	19.23
4.	Others	6	11.54
	Total	52	100.00

*Source : Field Survey, 2007.*

Table 5.12 clearly shows that 42.30 percent respondents said children are usually become victims because they are innocence. More than 26.93 percent responding said children are being victims from conflict because they are easy to convince. Nearly 20 percent respondent said children are being victims because they are intelligent. Around 11.54 percent respondents said children are being victims from others courses, but they have not described what were others categories.

## 5.12 Causes of Child Displacement

Children are displaced from family and they are working forms of their livelihood. Various causes may have responsible to displacing of the children from their family.

**Table 5.13 : Distribution of Respondents by Causes of Child Displacement**

S.N.	Causes of displacement	No. of Respondents	Percentage
1.	Intervention by state	5	9.62
2.	Kidnapped and action taken by the Maoist	34	65.38
3	Fear and terror situation	10	19.23
4.	Other	3	5.77
	Total	52	100.00

*Source : Field Survey, 2007.*

Almost 9.62 percent respondent said that due to the intervention by state they are displacement. But, mainly 65.38 percent respondent said that action taken and Kidnapped by Maoist was main reason for the children being displacement. Around 19.23 respondent said that, due to fear and terror situation children are being displacement. Whereas, 5.77 percent said that others courses, but not categorized or unidentified.

From all the above data and information it can be concluded that before conflict on children there were no any more causes of displacement on them. But now, they are hampered in various ways.

# **CHAPTER – VI**

## **SUMMARY AND FINDINGS**

### **6.1 Summary**

Conflict is the foundation of society. They are developed from the social, tension, feeling of injustice and discrimination. It is the out come of the frustrated, hated, back warded, exploited people's hidden sound explosion. Supression is not the suitable solution of the conflict. This study shows that whether suppression exists, there would be the revolution. This study was conducted in Nuwagaon VDC in Rolpa district, Nepal.

Before preceding the study, a brief review on existing literature was made. The review focused mainly on the impact studies. For the reviews, central library of TU, INSEC office and various office related with conflict were consulted.

The main objective of the study was to find out: (i) To analyze the causes conflict into Nuwagaon VDC, (ii) to assess consequences of conflict in the study area and (iii) to find out the impact of conflict on children in Nuwagaon. Even after a conflict is over children are often threatened by what it leaves behind. Explosive remnants of war, including abandoned explosives and weapons, land mines and unexploded ordance, kill and mains thousands of children each year.

Since the period of 1996, when CPN-M started armed conflict more and more physical asserts and human life has been destroyed. Many development activities are stopped or cancelled. Infrastructure of development are being destroyed. Specially, schools and the school children are being target point. Many children are killed, some are abused, exploited and passing their hazards livelihood. Millions of economic as well s

livelihood. Millions of economic as well s physical asserts have been destroyed. Education of thousand of school going children is hampered. Hundreds of schools have been closed down at the frequent strikes have districted the pace of education greatly.

Data have been collected through primary and secondary sources. The primary data have been collected through field visit and secondary data have been collected from various official sources and publication. Analysis of data was made simply with percentage, table and figure.

Children are always the first affected by armed conflict. Even if they are not killed or injured, they can be orphaned, abducted and left with psychological and psychological distress from direct exposure to violence, dislocation, poverty or the loss of loved ones. These who survive often find themselves enveloped in a battle for survival of a different kind against disease, in adequate shelter, a lack of basic services, and poor nutrition, schools, camps also become caught up in violence, often with tragic consequences.

Finally, most of the children have suggested safe land the conflict. After the ceasefire and solved through negotiation, still they are spurred. From this we can say that they were observed the conflict with near. Because we all civilian, human right activities, politicians, socialists, have viewed on the favor of ceasefire, negotiation are people talk with out negotiation, peace talk, there is no safe land of armed conflict.

## **6.2 Findings**

Conflict is a state of clash of interest. It affects not only a particular group, community or specific situation of the nation but also the whole process of country. The children are more vulnerable to victimized rather than others. Their immaturity and innocence makes them more vulnerable.

They are dependent upon others have there is great responsibility to protect them from any forms of violence, conflicts, war or warlike events.

There is a clear and overwhelming moral case for protecting all children while seeking the peaceful resolution of wars and challenging the justification for any armed conflict. The conflict has resulted in fear and violence among children, their displacement and has been deprived of their basic rights like education, health services, and surviving rights. They need a protective, secure and stable environment in which to grow and develop, so their moral, psychological, social and spiritual development needs can be met by their family and community.

Children are regularly caught in warfare as a result of conscious and deliberate decisions made by adults. The protection of their basic rights and supply their basic needs should be the first priority of any country, society of community. We must challenge each of these decisions and we must refute the flawed political and military reasoning, the protest to child soldiers as merely the youngest volunteers.

The impact of armed conflict on children must be everyone's concern and is everyone's responsibility, Governments, international organizations and every element of civil society. Each one of us, each individual, each institution, each country, must initiate and support global action to protect children. Let us claim children as "zones of peace". In this way, human kind will finally declare that childhood is inviolate and that all children must be secured the harmful effects of armed conflict.

This study has shown the need to have more substantive research to learn how children are being affected by armed conflict and the magnitude of the problem faced by both local people and children living in this study area.

At the moment neither the government nor the NGO sector has plan to have any more detailed research in the matter. In the absence of any research document, it is really hard to identify the reality and the real problems of the children. Out of overall impacts, children are mostly affected. They are being deprived of their basic rights.

There is threat to schools which directly harms children from their right to get education. Similarly, children are used in armed conflict where they are exploited, abused and tortured tremendously. Protection of children from armed conflict and ensure their basic rights, rights of non-discrimination, participation, development and survival should be guaranteed. They should help from the grassroots level, responsibility and role of protection of child starts from family members and ends at international level.

Protection of children should be given first priority during the armed conflict. Children may be affected even by small events of conflict or war. Effects on children ultimately affects to the nation. All communities, social sectors, national law and institutions, governmental organization and non-governmental as well as international institutions, humanitarian law should be serious and concentrated regarding the protection of children. If we all adopt our duty and do not forget our responsibility certainly the future stars of the nation will not be affect.

### **6.3 Recommendations**

) It is essential to provide necessary compensation to communities whose schools are closed for security or other reasons to support alternatives for safe and uninterrupted education for all Nepalese children. This would include repair and rehabilitation of school and replenishment of educational materials.



- ) The migration flow from rural and mountain area should be reduced by giving security and incentives in such place. Children should not be used in politics and movement. Each organization, party or individual should respect children as a peace zone.
- ) After ceasefire and peace talking all problem associated to conflict should stop all violation. Different risks created due to conflict should be minimized as soon as possible, uphold all applicable international humanitarian law and human rights regarding protection of children in armed conflict.
- ) All types of bandhs, schools closures, looting and attack on health and social infrastructure, abduction of students, teachers and children should end up as far as possible.
- ) The use of children in armed conflict that is recruitment and use of children underage 18 in Maoist forces should be avoided. Moreover, stop the production and use of mines and other explosive devices that injure and kill children and other civilians.
- ) Prohibit or strongly condemn the recruitment and use of child soldiers, killing and maiming of children and forced displacement, attack against schools an all other.
- ) Educational opportunities, with attention to young people who have missed opportunities for school due to displacement or other effects of armed conflict.
- ) Mine risk education and assistance for mine survivors.
- ) Family reunification programs geared toward separated and orphaned children street children and children associated with armed forces and other unaccompanied young people.

## 6.4 Direction for the Future Research

Although, several academic works have been conducted regarding conflict affected places. Some gap still exist between academic spheres and socio-economic aspect of the armed conflict. Hence some directions for the future research are made for further studies, which are as follows:

- ) A detailed study on armed conflict and its impact belonging on all age group is needed to be carried out in the study area.
- ) Mainly, ethnic groups are involved in armed conflict from the very beginning in the study area. These ethnic groups possess special indigenous knowledge, skills and practices. Therefore a study is desirable to conduct to have a full understanding about these people, their knowledge skills and practices.
- ) A study was carried mainly in armed conflict areas, not in every places of Nuwagaon VDC. So, it is necessary to get detailed information in about each population cluster.
- ) A detailed study was mainly concerned with armed conflict especially in education status. It was not more concerned about economic aspect and its effects on people's work and life.
- ) A study is needed to be carried out elucidating relationship between armed conflict and displacement.

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**Appendix - I**  
**Questionnaire for Field Study**

1. Personal Identification

Respondents Name : ..... Sex : .....

District : ..... Age : .....

VDC : ..... Ward No. : .....

Tole : .....

2. Family Composition

S. N.	Name	Relationship with Household head	Sex	Age	Marital Status	Education	Occupation	
							Primary	Secondary
1								
2								
3								
4								
5								

2.1 Relation with Households

- a. Son [ ]                      b. Daughter [ ]              c. Wife [ ]
- d. Daughter in law [ ]      e. Grandson [ ]              f. Grand daughter [ ]
- g. Others .....

2.2 Sex :              a. Male [ ]                      b. Female [ ]

2.3 Age

- a. 0-10 years [ ]      b. 11-20 years [ ]      c. 21-30 years [ ]
- d. 31-40 years [ ]      e. 41-50 years [ ]      f. 51-60 years [ ]
- g. 60 than above [ ]

2.4 Education

- a. Unable to read and write [ ]                      b. Informally literate [ ]
- c. Formally literate [ ]                                      d. 1-5 class [ ]
- e. 6-9 class [ ]    f. 9-sendup [ ]
- g. SLC [ ]    h. Certificate/I.A. [ ]
- i. Bachelor & above [ ]

2.5 Martial status

- a) Married [ ]                      b) Unmarried [ ]
- c) Divorced [ ]                      d) Separated [ ]

2.6 Occupation :

- a) Agriculture [ ]                      b) Livestock farming [ ]
- c) Service [ ]                      d) Business [ ]
- e) Labour                      f) Other

3. Economic Information :

3.1 Land Ownership :

S.N.	Land Type	Area in Ropani
1.	Khet (Irrigated)	
2.	Bari (Non irrigated)	

3.2 Production of Agricultural crops (in muri)

- a) Rice [ ]    b) Wheat [ ]    c) Maize [ ]    d) others [ ]

3.3 Food sufficiency in month. (Put mark)

- a) 3 months [ ]                      b) 6 months [ ]
- c) 9 months [ ]                      d) 12 months [ ]

3.4 Livestock ownership. (Put mark)

- a) Buffalo [ ]                      b) Cow/Ox [ ]                      c) Goat [ ]
- d) Hen [ ]                      e) Others [ ]                      g)nothing

4. Migration :

- a) Local [ ]                      b) Migrated [ ]

If migrated where and why .....

5. In your opinion : What are the social causes of armed conflict ?

- a) Social suppression and exploitation [ ]
- b) Lack of social security [ ]
- c) Political competition [ ]
- d) Others [ ]

6. What impact falls on you from conflict ?

.....



7. Do you have any problem of child psychology ?  
 a) Yes [ ]                      b) No [ ]  
 If yes what type :  
 a) Threats [ ]              b) Social Isolation [ ]              c) Humiliation [ ]  
 d) Sleep Deprivation [ ]      d) Shouting after seeing crowd [ ]  
 e) Others [ ]
8. Which sector is affecting from the conflict ?  
 a) Political sector [ ]      b) Economic Sector [ ]      c) Social sectors [ ]  
 d) Others [ ]
9. What are causes of closing schools ?  
 a) Strike of teacher [ ]                      b) Close due to strike [ ]  
 c) Program by Maoist [ ]                      d) Program by Govt. security [ ]
10. Do you have any problem in the surviving right ?  
 a) Yes [ ]                      b) No [ ]
11. From which side are you suffered more ?  
 a) Maoist [ ]                      b) Nepal Government Security force [ ]  
 c) Strikes/bandh [ ]                      d) Others (Specify) [ ]
12. How are you tackled the program ?  
 a) By tolerating silently [ ]              b) By revolting [ ]  
 c) By any campaign [ ]                      d) By organizing program [ ]  
 e) Others (Specify) [ ]
13. What is the effect on child survival ?  
 a) Difficulties in survive [ ]                      b) Violation of right to life [ ]  
 c) Deprived from love and affection [ ]      d) Isolation from family [ ]  
 e) Others (Specify) [ ]
14. What are the effects or child development ?  
 a) Deprived from quality education [ ]  
 b) Deprived from play and entertainment [ ]  
 c) Deprived from living with family [ ]  
 d) Others [ ]

15. How the children are deprived from the quality education ?
- a) Irregulars classes in school [ ]
  - b) Kidnapped by security force [ ]
  - c) Kindnapped by Maoist of state [ ]
  - d) Teacher are displacing [ ]
  - e) Frequently striking at school [ ]
  - f) Others (Specify) [ ]
16. In which kinds of activities children are not able to participants ?
- a) Unable to involve in social cultural functions [ ]
  - b) Deprived to be informed [ ]
  - c) Expression of their opinions [ ]
  - d) If any other, specify .....
17. In your opinion, why children becomes victims in the conflict ?
- a) They are innocent [ ]
  - b) Easy to convince [ ]
  - c) They are intelligent [ ]
  - e) Others (If any other specify) [ ]
18. Are any children displaced from your family ?
- a) Yes [ ]
  - b) No [ ]
  - c) Don't know [ ]
19. If yes who are they ?
- a) Male children [ ]
  - b) Female children [ ]
  - c) Both [ ]
20. In which causes they have been displaced ?
- a) Intervention by sate [ ]
  - b) Kidnapped and action taken by the Maoist [ ]
  - c) Fear and terror situation [ ]
  - d) If any other, specify .....

## Appendix - II

### Checklist Focused Group Discussion (FGD)

#### Teachers

1. How long have you been teaching in this school ? Also, specify your education qualification and training received.
2. What is the situation of students enrolment in the school after ceasefire ?
3. What is the education situation in the school ?
  - (a) Total no. of days, school supposed to run
  - (b) Total no. of days teaching learning hampered by conflict
  - (c) total no. of days hampered by bandh/strikes
4. Did any member of your school die in the time of conflict ?
5. Have you noticed any psychological difference in the behaviour of students at present context than what was in the past ?
6. Had any member of your student come back to school who was involved in the revolutionary act ?
7. What are the effects of armed conflict on child education in your opinion ?
8. Did any teacher leave school due to conflict ? If yes, please specify the number male, female.
9. Have you feel any fear when you remained at school due to this conflict ?
10. Is there any case of chanda collection in your school ?
11. Is there any significant difference in the flow of students at the present economic year 2064-65 ?
12. Mention causes and consequences of conflict in your area.

Causes	Consequences
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

13. Any comments and suggestion for improving current educational situation of your school ?

Comments

Suggestions

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

## Appendix - III

### Parents

1. Do you know about armed conflict ?
2. Do you have any experience of trouble given by armed forces ?
3. Mention the number of your children of school age (son daughter).
4. Are they still going to school regularly if no, why ?
5. Is there any case in which your children are killed, abducted or injured in school ?
6. Do you find any fear felt by your children ? Due to this conflict ? If yes please mention in brief ?
7. Mention causes and consequences of conflict in your area.

Causes	Consequences
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

8. Any comments and suggestions for improving situation in child education.

#### Comments

- 1.
- 2.
- 3.
- 4.
- 5.

#### Suggestions

- 1.
- 2.
- 3.
- 4.
- 5.

## Appendix - IV

### Key Informants Survey

1. History of conflict on your area.
2. Mention stories of conflict in your area.
3. What is the condition of conflict in your area ?
4. What are the further plan for education sector ?
5. How often does the school of your words remains closed in a year ?
6. Is there any incidence of attack made by armed forces in this school ?
7. Do you have any experience of trouble given by Maoist, Army, Government officers ?
8. Did they (police/Army/Maoist) launch any program in the school of your wards ?
9. Mentioned the main events that were held in your school due to conflict since 2052 ?
10. Mention causes and consequences of conflict in your area.

Causes	Consequences
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

11. Any comments and suggestions for improving situation in education sectors.

#### Comments

#### Suggestions

- |    |    |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |