



**Education for All 2004-09  
Formative Research Project**

**Study Report 12**

**Education of Internally Displaced Children:  
Provisions and Challenges**



**Tribhuvan University**  
**Research Centre for Educational Innovation and Development (CERID)**  
2006



# **Education of Internally Displaced Children: Provisions and Challenges**



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**Research Centre for Educational Innovation and Development**  
Balkhu, Kathmandu, Nepal  
2006

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## Acknowledgement

Research centre for Educational Innovation and Development (CERID) has made a commitment to carry out formative research on various sectors of education. Present research is one of its components. A number of researches have been made on refugees and displaced persons at national as well as global levels. However, the identification of the status and challenges of IDPs and IDCs is a difficult task. Present research is an attempt in this direction.

First of all, the research team would like to extend deep gratitude to Prof. Dr. Hridaya Ratna Bajracharya, Executive Director of the CERID for providing us an opportunity to carry out this research. His technical and managerial support and suggestions throughout the process of study are highly appreciated. The team would like to express thanks to Dr. Kishor Shrestha, coordinator of the formative research for his invaluable cooperation. In the same way, we are indebted to Dr. Shriram Lamichhane for his cooperation.

We are grateful to DEOs, RPs, HTs, teachers, DE officials, NGO/INGO representatives and community people for their cooperation during the period of field survey. The study would have not come to this stage without their cooperation.

We would like to express thanks to Dr. Prem Narayan Aryal, Head, Department of Foundation of Education, FOE for his comments on the study tools. Similarly, our thanks go to Dr. Lava Dev Awasthi and Mr. Diwakar Dhungel for their comments and suggestions.

We extend thanks to the internally displaced persons and their children who were the real respondents of this study.

Lastly, the cooperation made by the staff of the CERID is highly acknowledged.

July 2006

Damodar Jnawali, PhD

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## **Abbreviations/Acronyms**

BASE:	Backward Society Education
BDF:	Banke Development Forum
CBO:	Community Based Organization
CERID:	Research Centre for Educational Innovation and Development
CIDA:	Canadian International Development Agency
CLC:	Community Learning Centre
CVICT:	Centre for Victims of Torture
CZOP:	Children as Zone of Peace
DANIDA:	Danish International Development Assistance
DFID:	Department for International Development
DOCFA:	Dominated Community Awareness Forum
DDC:	District Development Committee
DEO:	District Education Office/Officer
DOE:	Department of Education
EFA:	Education for All
FGD:	Focus Group Discussion
FRP:	Formative Research Project
GSEE:	Global Survey on Education in Emergency
HRW:	Human Rights Watch
IDP:	Internally Displaced People/Person
IDC:	Internally Displaced Children
IDMC:	Internal Displacement Monitoring Centre
IHRICON:	Institute of Human Rights Communication Nepal
INGO:	International Non Governmental Organization
INSEC:	Informal Sector Service Centre
NGO:	Non Governmental Organization
NHRC:	National Human Rights Commission
RPG:	Rapid Population Growth
SAFE:	Social Awareness for Education
UMN:	United Mission to Nepal
UN:	United Nations
UNDP:	United Nations Development Programme
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNHCR:	United Nations High Commissioner for Refugees

UNICEF: United Nations Children's Fund  
VDC: Village Development Committee  
WCRWC: Women Commission for Refugee Women and Children  
WE: World Education

## **Executive Summary**

### **Context**

An internally displaced person has been defined as one who has “been forced or obliged to flee or to leave their home or place of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border” (UN, 1998). The terminology of IDP has narrowly defined by the government of Nepal. The IDP is known as the person whose family member was murdered by the insurgents.

Education has been accepted as the primary means of a country’s all-round development. The country can develop only when available resources are used at their optimum by linking education to the national reality and accepting the concepts of ‘education for all’ and ‘education for development’. Many efforts have been directed at improving access to education in our country. Present research is an attempt to deal with the education of internally displaced children with specific reference to provisions and challenges.

### **Objectives of the Study**

The objectives of the research are stated as follows:

- To identify the educational status of internally displaced children.
- To assess the provision for programs available from the government, NGOs and INGOs in order to meet the needs of IDP children.
- To assess the effectiveness of programs implemented by various organizations and their coverage.
- To recommend remedial measures to address the existing status/needs of IDP children.

### **Methodology**

The research was completed through a field survey. Questionnaire, focus group discussion, and observation were employed to collect both quantitative and qualitative data.



Sampling: The study is based on purposive sampling. The six schools of Banke and Dang districts were selected in consultation with the CERID officials and District Education Offices. The respondents included in the study are presented below in table ES1.

Table ES1: Summary of Sample

Respondents/District/Schools	Banke	Dang	Total
School	3	3	6
IDCs	15	15	30
Parents/guardians	13	9	22
Teachers/Headteachers	15	10	25
DEOs	1	1	2
FGDs	4	4	8

In total, 6 schools (3 from each district) were selected. The IDCs, IDPs, and teachers/Headteachers were the major respondents of the study. Besides this, DEOs, RPs, SSs, and community people were interviewed.

Study tools: Questionnaires and focus group discussion guidelines were developed and these tools were validated after consultation and interaction with the CERID officials and experts.

Procedures of data collection, analysis and interpretation: Interview through questionnaire, and focus group discussions with teachers, students and guardians of internally displaced children were conducted in each of the selected districts and schools.

Quality of data collected was checked and a framework for data analysis was discussed and finalized after an interaction meeting. Quantitative data were analyzed through simple calculation, percentage, and charts whereas qualitative data were analyzed thematically.

## Major Findings

The major findings of the study are summarized as follows:

- Rolpa, Mugu, Rukum, Salyan, Jajarkot, Dang, Salyan, Humla, Jumla, Bardiya, Kailali, were the major areas of origin of IDPs.
- Threaten to kill, physical punishment, destruction of property, abduction of family members, murder of family members, looting and political affiliations were the major causes of displacement as reported by IDPs. All these causes were governed by political affiliation.

- The internally displaced persons and children surveyed were found to stay at IDP camp followed by their relatives' houses, renting room and staying at other's houses.
- Agriculture was the main occupation of IDPs (12 households) in the area of origin whereas they were compelled to live without any source of income at present place. A few household heads (2) were working as security guards and laborers in India.
- Majority of the IDPs (15 out of 22) preferred new areas. They stated that they would rather stay at the present area or would search the place where they could get better opportunities.
- The major learning problems of IDCs were associated with the lack of materials like pen, pencils, books, school bag and uniform.
- Performance of the IDCs was found to be better and satisfactory at the schools of destination compared to those of origin. The major reasons were better quality of education, less strike, better facilities, more teachers, security and no compulsion to be involved in the construction of the road at destination.
- Inadequate teachers, lack of sufficient rooms and physical facilities were the major barriers faced by the IDCs in the schools surveyed.
- Majority of children stated that they were helped by parents at home. They were getting time to study at residence and it ranged from less than 1 hour to more than 3 hours.
- Language did not work as a barrier to learning among the IDCs in the study area. They could understand the medium of instruction. Friends and teachers could also understand whatever they communicated.
- In a few cases, the IDCs could not understand the procedures of mathematical calculation, topics of environmental science and English language.
- Friends' behaviour was found to be satisfactory in most of the cases. However, few of them were found to be humiliated and dominated by friends. The local people and friends used to call them displaced and Jumli who had no food to eat. In the same way, the monitors were found not to support them in class.

- Almost all of the IDCs (29 out of 30) replied that the teachers' behaviour towards them was not found to be different from those of the local students.
- The teachers and Headteachers reported that insufficient rooms and furniture, increment of student teacher ratio, difficulties in managing physical facilities, lack of safe drinking water and toilet facilities, lack of teachers, lack of time in checking homework regularly were the major aspects affected by the IDCs. These problems should be solved to meet the needs of the IDCs.
- The major psychological problems of the IDCs were associated with the events of looting their houses by insurgents, beating of parents, forcing to leave homes, and the destruction of their residences. A memory was created about such painful events that disturbed learning performance of the IDCs in the study area.
- The major institutions providing support were DOCFA, Red Cross, SAFE Nepal and BASE. They supported IDCs for school uniform, books and bags, copies, and sometimes provided cash amount. However, these supports were not regular and sufficient for IDCs.
- The schools were found to have a contact with DOCFA for school dress, bag, stationary, development fees, and exam fees for boys and girls. An attempt was also made to involve them in school activities and discussion with parents was made to improve the educational status of the IDCs. However, their expectations were not fulfilled.
- The specific effects of programmes available from NGOs and INGOs were creation of confidence among displaced children, motivation in learning and regular attendance in the schools, psychological relief and opportunities to make adjustment in new areas.
- The IDCs in the study area reported that availability of good dress, bag to carry book, copy, free education, financial support by organizations, good school environment and scholarship from schools could be the remedial measures for bringing improvement in their existing conditions.
- There was a need of performing roles and responsibilities on behalf of the government and various organizations/institutions and groups of people with specific reference to identification of criteria for internally displaced children, generation of actual and reliable data on IDCs, provision of special free education system to the children, safe environment in order to make teaching/learning effective, access of education to all level of

people, provision of special education, occupation oriented educational programme, provision of hostel and special provision of programmes for IDCs.

- School management committees were in need of creating good environment to make displaced children assimilate in the situation, encourage them and make them aware about this, encourage and support the IDCs' study, create an opportunity of free education and school material such as dress and stationery, interaction with parents, creation of a school fund for displaced children, establish IDC scholarship and search for support to other non governmental organization.
- It was suggested that the PTA has to collect resources and provide direct support to initiate programmes focusing on displaced children, control over programmes that were not suitable to the schools, free education and reformation at school according to the changing needs of the IDCs.

## **Recommendations**

Based on the findings of the study, following recommendations are made:

### ***1. Develop criteria/indicators in order to identify the IDP students***

Some criteria/indicators with verification measures must be developed in order to identify the IDP children. The criteria may be the children losing both their father and mother, losing either parent, or losing their key family members or their whole property. Verification measures may include a recommendation letter from a local elected body.

### ***2. Establish one door support mechanism***

In order to avoid duplication and missing IDP children, support from different sources should be pooled and distributed to IDP students through a single (one door) distribution system.

### ***3. Clarify the roles of GO, I/NGOs, local bodies, school authorities, professional organizations, and civil society***

The following roles have to be played by the following actors:

<b><u>Actors</u></b>	<b><u>Roles</u></b>
GOs (DEO)	Leading and coordinating role
Local Bodies (DDC, VDC, Municipality)	Supportive role
I/NGO, CBOs and other IDP support organizations.	Supportive role

Journalist, civil society and professional organizations	Supportive role
School community (HT, Teachers, SMC, PTA)	Managerial and supportive role

**4. *Increase the amount of support***

The amount of support needs to be increased to the optimum level required by students. The support should be provided only to real IDP children.

**5. *Create IDP friendly school and classroom environment and manage teacher training***

A psychosocial counseling center should be established in schools where the numbers of IDP students are high. This program should be implemented through training of teachers.

**6. *Empower teachers with the skills to deal with IDP children***

The teacher training curriculum should be revised and updated to meet the educational and psychosocial needs of IDP students

**7. *Emphasize literacy and skill-oriented classes for the guardians of IDP children, with specific reference to women and establish ECD centers focusing on targeted population.***

The ECD and literacy classes along with skill-oriented training by targeting IDPs, early childhood age groups and adults have to be established.

**8. *Coordinate with cooperative and other financial institutions for income generation activities targeted to IDP children and families***

The government should develop income generating activities (IGA) for IDCs' guardians and coordinate with cooperative and other financial institutions for income generation activities targeted to IDP children and their families.

**9. *Construct extra classrooms and support teacher***

The DOE should support and take initiation in classroom construction and furniture distribution program under EFA in the IDP affected areas. In the same way, the posts of the teachers should be increased as indicated by the government's norms of Teacher Student Ratio (TPR).

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## Chapter I Introduction

### Context

Education has been accepted as the primary means of a country's all-round development. The country can develop only when available resources are used at their optimum by linking education to the national reality and accepting the concepts of 'education for all' and 'education for development'. Many efforts have been directed at improving access to education in our country.

The role of education has progressively been recognized in the international development lexicon not only because of its pivotal role in improving the well-being of households and individuals but also the positive externalities that it generates for society as a whole (UNESCO, 2003).

The EFA National Plan of Action has outlined its framework according to the following six major goals set by Dakar Forum for the year 2015 and one more goal added to suit national contexts with the spirit and the ultimate goals of the EFA. These goals are:

- (i) To expand and improve comprehensive early childhood care and education, especially for the vulnerable and disadvantaged children.
- (ii) To ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to completely free and compulsory primary education of good quality.
- (iii) To ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.
- (iv) To achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.
- (v) To eliminate gender disparities in primary and secondary education by 2005 and achieve gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in basic education of good quality.

- (vi) To ensure the right of indigenous people and linguistic minorities to quality basic and primary education through their mother tongue.
- (vii) To improve all aspects of the quality of education and ensure excellence of all essential life skills.
- (viii) The tenth five year plan (2003-2007) has made an attempt to assign the responsibility of school management to the local level in order to make education more competitive; to make role of private sector effective, relevant, and opportune; to ensure public participation in the formulation of appropriate policies and plans, management, implementation and monitoring to maintain quality; and to carry on administrative and educational decentralizations hand in hand by following the policy of decentralization.

The objectives of the plan are to:

1. Help raise the living standards, especially of the backward communities and women by carrying out the programmes of literacy, post-literacy, income generation and quality non-formal education.
2. Develop and expand quality education according to the need of the country's development and make quality primary education easily accessible.
3. Supply basic and medium-level skilled, technical human resource required by the country.
4. Give responsibilities to the institutions of all levels of education by way of making them capable to take leadership on the basis of definitions and norms of quality education developed and refined, and, for this, strengthen the system of supervision, monitoring and evaluation as well as develop infrastructure in order to make the teaching license compulsory to all levels and specify intermediate level as the minimum qualification plus training for the primary school teachers.
5. In the context of the principle of 'Education for All ', make special provisions to increase the access of women and people with disability to the opportunities of educations.
6. Mobilize the youth and develop sports to prepare able, strong and disciplined human resource required in the country.

A number of researches have been made on internally displaced persons but it is very difficult to identify and define them. In Wikipedia, the free encyclopedia, the term is used to indicate a person who has been forced to

leave his/her home for reasons such as natural or man-made disasters, including religious or political persecution or war, but has not crossed an international border. It is a specific term under displaced persons. The legal definition of IDP has not yet been available. Although the internally displaced persons (IDPs) are not technically refugees because they have not crossed an international border, they are sometimes casually referred to as refugees. Their problems are similar to those of the refugees.

Internally displaced persons have been defined as “the persons or group of persons who have been forced or obliged to flee or to leave their home or place of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border” (UN, 1998).

The above definition includes the deliberately forced people from their homes by the government armed forces, those affected by arm conflict, people forced to leave by rebel groups or interethnic fighting, those affected by natural disasters, whether sudden or gradual, as well as those required to leave their lands in favour of development projects (Fisher 2005). The main cause of displacement has been due to development reasons; economic opportunities; and natural and man made disasters. The rights of IDPs from these categories have been recognized under the constitution. In case of internally displaced people in Nepal, it is about one of three categories: the development induced internally displaced people, the Kamaiyas, who were formerly bonded labourers in the houses of landlords, and internally displaced due to the conflict between government forces and the armed insurgents of the Communist Party of Nepal (Maoist) (Shrestha and Adhikari, 2005). There have not been a huge number of internationally displaced people due to development projects. However, conflict induced displacement is a relatively new phenomenon which started in 1996 when the internal arm conflict began. Though the constitution of Nepal recognizes the rights of all its citizens, including the IDPs, it does not make specific reference to conflict induced IDPs (Nepal Institute for Peace, 2005).

In the context of Nepal, an IDP is defined as, “one who has been displaced due to murder of a family member by the terrorists.” In August 2002, the government of Nepal issued five-point guidelines to the CDOs in order to identify IDPs. According to these guidelines one could be identified as an IDP if:

- a family member was murdered by terrorists;

- a family member was affected by physical torture;
- s/he was kidnapped once and could not stay at home;
- s/he was forced to leave home due to terror; and
- Property (movable or immovable) was damaged.

The terminology of IDP has narrowly defined by the government of Nepal. The IDP was known as the person whose family member was murdered by the insurgents. The South Asia Forum for Human Rights stated that this definition did not include the persons who have been displaced due to the direct activity of violence by the security forces. Thus, the IDPs have no formal recognition and they have no legal or institutional mechanism in order to receive international assistance, especially educational opportunities (UNICEF, 2005).

Although this definition may seem easily applicable to the situation in Nepal, the circumstances are much more complex. Indeed the situation of Nepal's IDPs requires us to interrogate the above definition, for it predicates an approach which in effect renders thousands of IDPs invisible. Traditional patterns of migration as well as the more recent trends of urbanization and globalization are used to muddy the criteria by which a displaced person can be identified. Some international agencies, as discussed below, have stayed away from taking on board their humanitarian agenda about Nepal's IDPs, arguing that it is difficult to distinguish conflict induced displacement from seasonal or economic migrants or people who may be shifting for reasons such as the resources available at urban centres.

As civil war has spread across the country, civilians have been caught between the two warring factions. A wave of terror and human rights violations, destruction of health and educational facilities, economic blockades and the use of food as an instrument of war in fragile subsistence areas, has threatened people's security and livelihood. In these last couple of years especially, the armed forces of both sides have not respected any neutral space. Villagers are afraid of the Maoists, the army and the police. The conflict has left people in a terrorized state - unable to trust their friends, families or the forces sent to protect them. Left without the means to survive, they have become escapees, forced to flee their homes.

There is no dedicated UN agency to deal with IDPs. This has led the [United Nations High Commissioner for Refugees](#) to act as ad hoc lead on IDP matters. As a result, it has been criticized for treating IDPs as less important adjuncts to their core mission to assist refugees.

The data on IDPs are of varied nature. Their accuracy and relevance are questionable due to the lack of legal definition. However, it is estimated that there are currently nearly 25 million IDPs worldwide. It is roughly twice the total number of [refugees](#). Selected countries with their internally displaced persons are presented in table 1.1.

Table 1.1:  
Selected Countries/regions with significant IDP populations

Country/region	Cause
Burundi	Fighting between government and Hutu rebel groups
Colombia	War among the government, <a href="#">FARC</a> , the <a href="#">AUC</a> and other armed groups
The Democratic Republic of Congo	Ongoing <a href="#">war</a>
<a href="#">Iraq</a>	Forced displacement during <a href="#">Saddam Hussein's</a> regime, and fighting between the multi-national force and <a href="#">Iraqi insurgent groups</a>
<a href="#">Israel</a>	Laws disallowing Arabs displaced in 1948 to return to their original villages.
<a href="#">Indian-administered Kashmir</a>	Anti- <a href="#">Hindu</a> and anti-India insurgency
<a href="#">Sudan</a>	Civil conflicts in the <a href="#">South</a> and <a href="#">Darfur in the west</a>
<a href="#">Uganda</a>	Insurgency of the <a href="#">Lord's Resistance Army</a>
<a href="#">West Bank</a> and <a href="#">Gaza</a>	House demolitions and land confiscation by the government of Israel.
<a href="#">United States</a>	<a href="#">Hurricane Katrina</a>

Source: "[http://en.wikipedia.org/wiki/Internally\\_displaced\\_person](http://en.wikipedia.org/wiki/Internally_displaced_person)".

It is obvious from table 1.1 that each of the countries/regions has internally displaced people. The causes of displacement are varied in nature. However, the conflict between the governments and rebels is obvious in these countries and regions.

The number of IDPs varies from country to country. The IDP statistics countries are presented in table 1.2.

It is evident from table 1.2 that both the developed and developing countries are affected by the IDPs. Asia, Africa, Latin America, Europe, and North America have a significant number of IDPs. The data may not be accurate and reliable. The number of IDPs varies from 40000 to 340000; 167000 to 200000 in Afghanistan; 342000 to 600000 in Indonesia; 350000 to more than 1000000 in

turkey and 1580396 to 3410041 in Colombia. Thus, Colombia has the largest number of IDPs.

Table 1.2:  
IDPs by Country

Country	IDPs
<a href="#">Afghanistan</a>	167,000-200,000
<a href="#">Angola</a>	40,000-340,000
<a href="#">Azerbaijan</a>	578,545
<a href="#">Bosnia and Herzegovina</a>	309,240
<a href="#">Burundi</a>	170,000
<a href="#">Colombia</a>	1,580,396 - 3,410,041
<a href="#">Côte d'Ivoire</a>	500,000
<a href="#">Dem. Rep. of the Congo</a>	2,330,000
<a href="#">India</a>	600,000 and 500,000
<a href="#">Indonesia</a>	342,000-600,000
<a href="#">Iraq</a>	1,000,000+
<a href="#">Myanmar</a>	526,000
<a href="#">Russia</a>	339,000
<a href="#">Sri Lanka</a>	352,374
<a href="#">Turkey</a>	350,000 - 1,000,000+
<a href="#">Sudan</a>	6,000,000
<a href="#">Uganda</a>	1,400,000
<a href="#">USA</a>	1,000,000

Source: "[http://en.wikipedia.org/wiki/Internally\\_displaced\\_person](http://en.wikipedia.org/wiki/Internally_displaced_person)".

No exact and reliable figures on IDPs exist in Nepal. The Asian Development Bank in 2004 suggested that about 1.8 to 2.3 million people were displaced by conflict since 1996, including refugees in India. According to the Global IDP Project, 80% of the displaced persons are women and children. The typical direction of displacement is from poor, conflict-affected rural areas to larger towns, especially Kathmandu, or across the border to India (UNICEF 2005).

The NHRC and Global IDP Project made a survey on IDPs of Nepal. A total of 21 districts were sampled covering 2117 families and 10585 IDPs. The IDP data by district are presented in table 1.3.

Table 1.3:  
Distribution of IDPs by District

District	IDPs	District	IDPs
Salyan	35	Bardiya	300
Surkhet	177	Kalikot	110
Humla	91	Dolpa	50
Jajarkot	22	Mugu	50
Panchthar	77	Parsa	100
Gorkha	47	Rukum	78
Syngja	11	Achham	300
Lamjung	105	Dang	50
Myagdi	47	Baglung	43
Doti	15	Kathmandu	308
Gulmi	101	Total	2117

Source: NHRC/Global IDP Project, 2003.

It is evident that the largest number of IDPs is found in Kathmandu followed by Bardiya and Achham respectively.

The distribution of IDPs by development region is displayed in table 1.4.

Table 1.4:  
Distribution of IDPs by Region

Region	IDPs
Eastern Development Region	667
Central Development Region	166
Western Development Region	375
Mid-western Development Region	13072
Far-western Development Region	3988
Total	18263

Source: INSEC, 2002.

The data indicate that the Mid-western Development Region represents the highest proportion of IDPs followed by FWDR. Thus, the IDP data differ from source to source.

Education is an internationally acknowledged human right. However, millions of children and adults all over the world are denied access to this right. In the developing countries, one out of three adults is illiterate, and the world has an estimated total of 855 million illiterate people. About 113 million children who should be in primary school are currently growing up without the benefit of basic education. The situation is especially serious

among girls, because they account for two-thirds of the children missing out on schooling. In addition, some 150 million children start school but drop out before having acquired the essential literacy, numeracy and life skills. Poverty is one of the largest obstacles to children's education. Even if schooling itself were provided free of charge, the other related costs may prove to be insurmountable. Many parents cannot afford to buy, for example, the obligatory school uniforms or books for their children.

Moreover, many poor families depend on their children's work contribution, and the time spent at school is time spent not for earning. It is the vicious circle of poverty. Educational opportunities are not equitably distributed. When the choice concerning children's education has to be made, poor families tend to favour boys. Investing in girls' education does not seem to be worthwhile, especially if girls marry at an early age.

According to the NHRC and local human rights group, INSEC, there remain some 1,000 people still missing after they were arrested by security forces and held in detention centres. Exact numbers are hard to pin down as many cases remain under-reported due to fear of the security forces, who often threaten the families to prevent them from talking to human rights organisations. Those who suffer most are the rural poor who have little to no information or power to register their cases.

"The numbers are hard to confirm because many families are afraid to report the cases of either disappearances or those who have been released from detention," said advocate Kopila Adhikari from Advocacy Forum, an activist group against illegal detention and extrajudicial killings. The forum alone has registered around 550 disappearance cases from nearly 25 districts since 2001.

The National Working Committee of Disappearances, established with the help of the UN Office of the High Commissioner for Human Rights (OHCHR) in Nepal, is making an attempt to prepare a report on confirmed data of the disappeared. Thus, there is still lack of accurate data on IDPs. The number of disappearances increased further after the breakdown of the first peace talks in 2003, when the Maoists scaled up violence and the security forces was given more sweeping powers to arrest any suspect.

Present study has made an attempt to address the following issues:

What are the conditions and status of internally displaced children?

- What are the provisions available for the physical and psychological as well as educational needs of IDP children at the government, NGOs and INGOs levels?



- How effective are the programs being run by various organizations and what is their coverage?
- What would be the process of addressing the existing status/needs of IDP children?

### **Rationale of the study**

A number of studies have been conducted on the internally displaced persons at national as well as international levels. However, no academic research has yet been made on the education of IDP children in a systematic way.

Children as Zones of Peace (CZOP) are a national campaign to protect children from the effects of armed conflict in Nepal. According to CZOP, "the Coalition will advocate to all parties involved in the conflict not to snatch children's right to childhood, to leave the children out of conflict and not to recruit them as combatants or for combat-related activities. It will advocate for children to have uninterrupted access to education and basic health care services, water supply and sanitation, to let them grow up as happy, tolerant, peace-loving, non-violent children (<http://www.cwin-nepal.org/resources/issues/cic/coalition4czop.htm>).

Currently, the Maoist insurgency is at the rest. Both the State and Maoists have agreed to stop the People's war. The process of negotiation is going on. The Maoist leaders have called for the people to return to their origin. The process of returning has also started. However, people are still not ensured that their lives are safe at the origin.

In this context, present research will have great significance. First of all, the research will provide an idea about the educational aspects of the IDP children in order to provide key information to further research work in such areas. In the same way, the study will provide knowledge and guidelines to conduct research on educational aspects of the internally displaced children. It is expected that the research will be of importance for planners, policy makers, and other social scientists. It will provide an input to the students, teachers and researchers in the areas of IDPs. In the same way, the NGOs and INGOs will have some knowledge to plan and implement programmes in the areas of the IDPs as well.

### **Objectives of the Study**

The main objective of the research is to assess the educational status of internally displaced children with reference to current issues and challenges. The specific objectives are stated as follows:

- To identify the educational status of internally displaced children.
- To assess the provision for programs available from the government, NGOs and INGOs in order to meet the needs of IDP children.
- To assess the effectiveness of programs implemented by various organizations and their coverage.
- To recommend remedial measures to address the existing needs of IDP children.

### **Organization of the Report/Chapter Plan**

The research report has been organized into five chapters, the first one dealing with introduction. The second chapter includes a review of selected previous studies made on IDPs at international as well as national levels. The third chapter deals with methodology of the research. The fourth chapter contains analysis and interpretation of data. The last chapter includes conclusion and recommendations.

## **CHAPTER II**

### **Review of Literature**

A number of researches have been made on internally displaced persons but it is very difficult to identify and define them. In Wikipedia, the free encyclopedia, the term is used to indicate a person who has been forced to leave his/her home for reasons such as natural or man-made disasters, including religious or political persecution or war, but has not crossed an international border. It is a specific term under displaced persons. The legal definition of IDP has not yet been available. Although the internally displaced persons (IDPs) are not technically refugees because they have not crossed an international border, they are sometimes casually referred to as refugees. Their problems are like those of the refugees.

There are a number of research works and reports available on the refugees and IDPs. Some of them are at international level while others are at national level. A few of them are reviewed in this section.

#### **Studies at International Level/Theoretical Issues**

Conflict-affected displacement produces many vulnerable groups of children, such as street children and child soldiers. The children separated from parents and family, become the targets of forcible recruitment by rebel groups and government forces. In addition to unwanted duties, they are vulnerable to rape and sexual exploitation. The conditions of girls are much more vulnerable.

A number of factors such as insecurity and poor economic status prevent IDCs from attending school. Insecurity was the primary reason for displaced children affecting access to education in Liberia and Sudan in 2004. In Sudan, insecurity along with lack of transportation keeps many internally displaced children out of school. They also face difficulty in accessing education due to the effect of mother tongue. The pressure in schools of destination creates shortage of teachers. The conflict-affected areas of Iraq, Nepal and Uganda are its examples. Georgia, Liberia, the Russian Federation, Somalia, Sudan and Uganda are not in a position to enroll IDCs in their schools areas where they migrate. In Georgia and Azerbaijan, displaced families are sheltered even in the school properties. In the situations of displacement there is a discrimination against school children representing different caste/ethnic and linguistic backgrounds. Such situations often result in their low attendance in schools. Guatemala, Mexico and Peru are examples of such events.

Cohen and Deng (1998) have provided a comprehensive and detailed analysis of the causes and consequences of internal displacement, the current political, normative and institutional frameworks for addressing the problems and numerous recommendations to improve the current response. The authors' *Masses in Flight* is a unique, well-written and very well researched study on the phenomenon of internal displacement.

Internal Displacement Monitoring Centre (IDMC) (2006) has stated that the IDCs are among the most conflict affected children. The internally displaced children (IDCs) are also known as conflict-affected children. The process of displacement keeps them in danger. Displacement brings breakdown of family and community structures resulting in the disintegration of traditional and social norms, and an increase in female-headed households. They have to face problems of physical integrity and psycho-social well-being, including death, abuse, malnutrition, poverty, discrimination and other human rights violations. They have to spend their childhood in camps or temporary residence as shelters. They encounter several threats even during the process of reintegration in their place of origin.

A paper was prepared by DENG (2003) at the Institute of Development Studies (IDS), University of Sussex, United Kingdom for UNESCO EFA Monitoring Report. The paper deals with war, status and challenges of achieving Education for All Goals with specific reference to Sudan. The study indicates that the educational status of the Southern Sudan was deteriorating in the war period and that the condition of education in Northern Sudan was less self-explanatory. The purpose of this paper is to assess the status of primary education and to sketch the scale and the nature of challenges to achieve the declared goals of Education for All (EFA) in southern Sudan.

The paper has also shown the overwhelming challenges of reaching education for all goals in the war affected southern Sudan but it also sketches and provides window of opportunities for laying foundation for meeting EFA goals. The status of major indicators like gross enrolment rate, adult literacy rate and gender equality has been explained in the paper.

It was also concluded that easy access to school was the single most important factor affecting enrolment rates in southern Sudan. It was found that about 75 per cent of the primary pupils travel for at least 30 minutes before they reach their schools and half of these children take more than an hour. In fact the survey shows that children who take over 30 minutes traveling to school are more at risk of not attending school than those who take less than 30 minutes. In particular, there will be a need to invest in

vocational training, adult education, life skills, civic education, peace education, accelerated curriculum for children not in the formal system.

More than 1 million persons, including well over 200,000 school age children (over 135,000 in Louisiana alone) were homeless in the United States due to the effect of Katrina, a Hurricane. They were dispersed to friends' and relatives' homes in various parts of the country. A number of them were homeless whereas some of them were placed in temporary housing at hotels, motels and military camps. The children are traumatized by the loss of home, friends, and perhaps death or injury of family members. Returning to school is not only important for educational purposes but it also becomes the means of shelter for them.

### **Studies at National Level**

The clandestine nature of the population movement and the question of personnel, familial safety and security associated in light of the violence have resulted in the systematic incidences of avenges and retaliation. Due to the high voltage nature of armed conflict, the endeavor for empirical data collection of IDPs in Nepal is a distant reality.

There has not been an extensive survey on the displacement caused by the Maoist violence. Nor are there any camps that have been set up for the IDPs except one in Rajhena, Banke. There have been a few small scale studies and series of newspaper reports on the cases of displacement. Based on these reports it can be said that the number of the internally displaced persons rose rapidly with the deterioration of the security situation in November 2001 when the state of emergency was declared (Shrestha and Adhikari 2005). However, it can be said that the conflict related displacement began in Nepal with the launch of the People's war by the CPN (Maoist). In the beginning, elected representatives from the political parties were forced to flee their homes in the village of Rolpa and Rukum, the two districts that were most affected by the violence.

The hidden nature of internal displacement coupled with covert mobility pattern in Nepal makes it difficult to provide any accurate estimates on the total number of people displaced by the conflict. Migration flows to India and urban migration to the main cities are difficult to monitor and all facts and figures provided are highly speculative, very rough estimates and impossible to verify. The pertinent question remains unanswered to accurately estimate how many fled as a consequence of the conflict and how many are 'regular' urban or economic migrants. The ongoing armed conflict has severely

affected, in one way or another, almost all districts of Nepal by the end of 2005 producing nearly 3,00,000 internally displaced persons (Siwakoti 2005). The majority of internally displaced persons are living in district headquarters, regional headquarters and Kathmandu Valley.

Insecurity such as death threats, food insecurity, absence of security organs along with dehumanized way of killings, maiming, physical beating, torture and intimidations are some of the key factors of peoples' displacement. People also tend to flee the place of origin due to alleged charges of being of an informer. Hindrance in children's education and disturbances in schools are also other significant primary push factors. Additionally, extortion by Maoists and security forces and the activities of the Maoists and security forces in disguise have also resulted in forced displacement. Confiscation of land and house, demand for food and shelter, regular searches, aggravation of the family members of either sides cause constant trouble in villages. Similarly, lack of access to health services, particularly emergency support system and loss of existing jobs and unavailability of other employment opportunities along with force conscription have contributed to abrupt displacement of civilian population.

IDPs generally believe that the cities and towns perceived as a safer destination. Towns and cities are perceived platform for better education and employment opportunities and better access to the health services. Some IDPs do have connection in the major cities (especially for the politically affiliated people) and/or have children, friends, acquaintances and other relatives. Easier access and approach to government agencies and human rights, humanitarian and relief organizations have also resulted in alluring them to the urban centers. Many IDPs are now found to be living in urban centers and district headquarters throughout Nepal.

Although many people have fled rural areas, some of the worst affected people could be the ones who stayed behind. Many families, the elderly, women, children and poor villagers have been less able to flee, staying behind to face worsening to poverty, food shortages and harassment by the Maoist and security forces. They have remained back as eternally devastated people.

People War in Nepal started in 1996. It forced many people to move from mountain and hill to urban areas in search of shelter and security. As a result, there has been a rapid increase in urban population at a rate of 5.2-7% during the period of 2001-2003, which otherwise increased at a rate of 3.6% in 1991-2001. This rapid growth has exerted a great pressure on urban service

deliveries. The urban areas are not able to cope with the problems of rapid population growth (Poudyal, 2005).

Educational institutions in the urban areas have been very much affected by the rapid movement of population from the conflict-affected zones. Many schools in these areas have a classroom capacity of 40 students but at present they have more than 100 students. The people living outside Kathmandu had a feeling of insecurity. The IDPs in Birendranagar did not venture out in the evening after 7 and they were mainly confined to the market areas.

Women's Commission for Refugee Women and Children (2006) has made a recommendation to various organizations and groups of community in order to bring the changes in the existing status of IDPs in Nepal.

A study on "Insurgency & Displacement Perspectives on Nepal" was undertaken by Kernot (2003), a graduate student at the University of Melbourne who was doing an internship at SAFHR from January to February in 2003. The major consequences of displacement have been identified as landlessness, joblessness, homelessness, marginalisation, loss of health, food insecurity, and loss of common property resources and the unraveling of the social fabric.

The study has recommended that internal displacement in Nepal needs to be recognized as a priority issue. The hidden nature of displacement does not alleviate many of its consequences and the government and relevant agencies should not let this deter them from addressing the specific needs of IDPs and directing resources appropriately.

The IDPs in Nepal do not have any legal recognition. The issue of identifying them as an IDP must not be allowed to render invisible thousands of people who need care and protection. People displaced as a direct consequence of the Maoist violence can register and are eligible for compensation, but this criterion is discriminatory and institutionalizes exclusion of thousands of victims of state violence. Recognition does not go beyond the administrative level. By giving IDPs legal status, attention can be focused on their specific requirements and policies and action devised.

Internal displacement must be addressed at all levels - locally, nationally, regionally and internationally. Immediate relief packages endanger long term development and should be avoided wherever possible. For example, when emergency relief is provided in district headquarters, it serves to draw people from the hills. The result is a need for camps with their inherent health and security problems and marginalisation from the host community. Farms are

left uncultivated increasing the incidence of food scarcity and when villages are left unpopulated they have the potential to become centres of increased barbarity (DFID, 2002). It is essential that resources be directed to co-ordinated, long-term efforts.

A coordinated multi agency effort is required. The government and all relevant agencies must develop a long-term strategy on how best to address the issue.

Ultimately the problem of displacement will only be resolved when the root causes are rectified. Poverty, inequality, injustice and corruption must be addressed.

### **Policies and Programs for IDPs in Selected Countries**

In the United States, the Hurricane Katrina rendered more than 1 million persons homeless, including well over 200,000 school age children and over 135,000 in Louisiana alone (National Coalition for the Homeless <http://nationalhomeless.org/>). Regarding the Education Rights of Displaced and Homeless Children the Congress approved additional aid for displaced students. Louisiana State Government alone in 2006 approved the conference report on HR 4939, the Emergency Supplemental Appropriations Act. The bill included \$235 million in additional aid for students displaced by the hurricanes of 2005 and enrolled during the current (i.e., 2005-06) school year under the Hurricane Education Recovery Act (HERA).

The U.S. Department of Education has decided to provide various types of support to the IDPs. They were categorized as:

- **Short-Term Help for Students:** The Department of Education is proposing to forgive six months of interest on all student loans for borrowers in the severely impacted areas of Alabama, Louisiana and Mississippi.
- **Aid to Colleges and Universities:** Colleges and universities receiving displaced students will receive aid to help meet the unexpected costs associated with educating these students. Colleges and universities would receive a \$1,000 payment for each displaced student.
- **Emergency Support for Affected Colleges and Universities and Relief for Impacted Students:** To help colleges and universities, including community colleges, in the severely damaged areas resume operations quickly and effectively, colleges and universities that have temporarily ceased operations would be able to retain student aid already received for the new academic year. In addition, students would be relieved of any



obligation to repay the federal aid that they received for the current term at these colleges and universities that have temporarily ceased operations.

World Education has been involved in assistance programs for refugees and displaced people since the early 1980s and the programs have evolved over time to include education, training and support services to governments, NGOs, and community groups engaged in reconstruction and development in the aftermath of civil conflict and war (World Education, 2006).

The European Commission in 2002 decided to fund two NGO projects worth €2.58 million in support of primary school aged children in North Maluku Province, Indonesia, where education was disrupted by conflict, violence and displacement. The projects will be implemented over three years by Save the Children (UK) (€1,720,000) and World Vision Deutschland (€860,000).

By endorsing the Dakar Action Plan and the Millennium Development Goals, Denmark has committed itself to make an extra effort to assist in the provision of quality education for everybody. Furthermore, Denmark supports educational development in Afghanistan and is just beginning to do so also in southern part of Sudan. In the transition in these two countries from a situation of war-torn crisis to a democratic society, education plays a key role. Therefore, the Danish contribution in Afghanistan has a particular focus on education

In pursuance of the Education for All goals the major actors in multilateral development cooperation are the World Bank, UNICEF and UNESCO. Denmark has for many years supported and encouraged their continued and coordinated contribution to the EFA process. UNESCO is the global lead coordinator for both the Education for All movement and for United Nation's Literacy Decade. Hence, UNESCO has a central position in contributing to the international community's support for achievement of the Education for All goals.

The situation in private accommodation (host families) is also very difficult. The overall health situation of the IDPs is found to be very poor, and there is a dramatic shortage of medicines. In IDP camps, the people are found to be sick. Medical facilities are not available.

The Save the Children project attempted to support continuity of school attendance of internally displaced (IDP) children in North Maluku in 50 local schools of Indonesia. It also attempted to increase the school attendance of large numbers of IDP children who do not attend schools by reducing barriers to access and providing activities to support school attendance,

including a focus on community building through the schools to reduce conflict and tension and the likelihood of further conflict. The programme aimed at building peaceful communities through providing teacher training, school community support activities and parent-teacher workshops as well as improving school buildings and providing equipment.

The financing decisions have been taken in the framework of the regulation of the European Parliament and of the Council on operations to aid uprooted people in Asian and Latin American developing countries.

UNICEF and its partners work with displaced communities to provide material assistance and protection, using as their basis the UN Convention on the Rights of the Child and other international legal instruments. Education has proven a valuable tool in this effort, not only making children aware of their rights but providing a way to participate in the realization of these rights.

Every effort should be made to immediately establish or restore educational programmes. In the first week of an emergency, education may be simply organized 'play', giving children a sense of structure and daily routine. Any available shelter can serve as a temporary classroom - under a tree, a tent, in a cave - where a child can participate in organized activities. However, education in an emergency must be more than a stop-gap measure and should be designed to evolve and expand into a sustainable education system.

Schools can help monitor the status of displaced children to ensure that their rights are being fulfilled. Displacement makes it difficult to obtain information on whether children have access to basic services. This is more daunting for groups displaced in a variety of non-camp settings. Teachers at schools can keep track of the needs of their students and facilitate screening for children who need special assistance. Schools can also ensure nutritional needs by serving meals to students.

Education can help prevent children being recruited as fighters through a curriculum that teaches non-violent conflict resolution and facilitates peace building. However, schools may be potential targets for recruitment activities by armed groups. Measures must be taken to prevent the politicization of schools and ensure that schooling helps to stop the cycle of violence and retribution. In some countries, UNICEF is maintaining databases of children enrolled in school to monitor and prevent recruitment. Education is also an essential component of successful disarmament, demobilization and reintegration (DDR) programmes for children. School attendance is a

deterrent to re-recruitment because it provides stability and also lays the groundwork for children's reintegration in communities, through access to catch-up education and vocational training.

Quality education is even more crucial in a conflict situation because it provides children protection and stability, and gives their societies a route out of conflict (Save the Children, 2006)

Education can provide the support and guidance children need to be proactive within their communities. Schools have also been used as entry points for psychosocial programming of IDCs.

It has been known from the Global Survey on Education in Emergencies that it should not be conceptualized solely as primary school for young children. It should include:

- structured recreational activities
- youth centers
- formal education through the university level
- vocation or skills training
- literacy programs
- accelerated learning programs
- life skills
- teacher training

### **Policies and Programs for IDP at National Level**

Nepal is one of the poorest countries in the world. Rebels, led by the Communist Party of Nepal (Maoist), have been fighting a bloody war with the government forces, led by the Royal Nepalese Army, since 1996. Originating from the western heartlands of Nepal, which were the least economically developed and most inaccessible regions of the country, the conflict has spread to nearly all of the 75 districts of Nepal. It has claimed more than 10,000 lives, led to widespread destruction of infrastructure, and disrupted the flow of essential supplies. Both sides have been accused of serious human rights violations. Violent clashes have escalated since the king seized power in February 2005, ousting his appointed prime minister and imposing a state of emergency.

Education is a tool for peace building. As mentioned earlier, the education can be a powerful weapon for inculcating values in the society. It can be in both ways positive and negative. Therefore, the role here is to safeguard the abuse of education for manipulating inequalities among groups of society. Therefore, learning environment and materials that contribute to the fuelling of conflict need to be safeguarded and use it for culminating peace and harmony among various groups and people at large.

The emphasis should be on the fact that schools belong to all and providing opportunity to children for learning and developing is very vital. Therefore, efforts must be geared towards developing an inclusive school environment for students of all kinds so that they can grow up to become responsible citizens. The education system should be all inclusive and all children irrespective of their gender, caste, religion, region, language should have access to quality education.

School governance ensuring equal opportunity to all stakeholders in decision making process regarding education and development of their children according to their aspirations would contribute to develop an environment that inculcates shared cultural values with optimal equity and justice. Such an environment should be politically neutral, fostering unbiased attitude among students and help develop a feeling of security mutual cooperation among all, which would eventually contribute to mitigate the adverse effect of conflict on learning and development of children.

The role of mass media is very important in creating awareness about the protection of IDPs and IDCs. In this context, the Institute of Human rights Communication Nepal (IHRICON) has made an attempt to monitor the topmost 11 daily and 12 weekly newspapers of Nepal since 1st July 2001. It includes most of the Kathmandu based newspapers. It has published a monitoring report on children affected by armed conflict. The monitoring period was from 1st Jan 2001 to 31st December 2003. During this period, the news on 573 headings associated with IDP children affected by armed conflict was published. Of this, 99% was published in the daily newspapers and 1% in the weekly papers. This is an appreciable contribution to the area of IDP research (IHRICON, 2003).

A few studies dealing with the status of IDPs and IDCs have been reviewed. It is obvious that education is the most important aspect to deal with IDPs and IDCs and enables them to be in charge of their own lives. In the above context, present research is an attempt to deal with the education of internally displaced children with specific reference to provisions and challenges.

## CHAPTER III

### Study Design

The research has been completed through various processes. Field survey through questionnaire, focus group discussion, and observation was conducted in order to collect necessary data for this study. Both quantitative and qualitative data were collected to achieve the objectives stated.

#### Sample

The study has adopted purposive sampling for data collection. Two districts were selected based on the level of insurgency with specific reference to the internally displaced children. The respondents included in the study are presented in table 3.1.

Table 3.1:  
Summary of Sample

Respondents/District/Schools	Banke	Dang	Total
Schools	3	3	6
IDCs	15	15	30
Parents/guardians	13	9	22
Teachers/Headteachers	15	10	25
DEOs	1	1	2
FGDs	4	4	8

The schools were selected in consultation with CERID officials and District Education Offices of Banke and Dang districts. In total, 6 schools (3 from each district) were selected. The IDCs, IDPs, and teachers/Headteachers were the major respondents of the study. Besides this, DEOs, RPs, SSs, and community people were interviewed for data collection. The study has covered 30 internally displaced children, 22 parents/guardians, 25 teachers/headteachers and 2 DEOs. Besides this, 8 focus group discussions (4 in each of the districts) were conducted.

#### Study tools

Questionnaire and focus group discussion guidelines were developed and they were validated after a consultation with the CERID officials and experts. The tools developed for the study were thoroughly discussed in an interaction programme and validated and finalized.

There were three types of questionnaires used in data collection. They were separately prepared for IDCs, IDPs, and teachers/headteachers. The FGD

guidelines were developed to conduct discussions with various groups of people like district education officials, NGO/INGO representatives, community members and social workers.

### **Procedures of Data Generation, Analysis and Interpretation**

After finalising the tools, schools selected were visited. Focus Group Discussions with teachers, students and guardians of internally displaced children were conducted in each of the selected districts.

After collecting data from the field, an interaction meeting was held with the Team constituted and CERID officials. In this interaction meeting, quality of data collected was checked and a framework for data analysis was discussed and finalized.

Quantitative data were analyzed through simple statistical tools like mean, percentage, graphs, and charts and qualitative data were analyzed thematically. Besides these, selected cases are also presented in boxes and annexes.

After preparing draft report a consultative meeting was held at CERID in order to have an interaction about it.

### **Scope and delimitation of the study**

There are a number of areas where internally displaced persons are living. Present study has not covered all of them. The study is based on a small sample of two districts only. In this context, the study will not represent the real status of IDP children at national level. In the same way, the report is based on qualitative analysis. Advanced statistical tools are not applied in the report. In spite of these limitations, the research team expects that the study carries very useful information on educational aspects of the IDCs.

## CHAPTER IV

### Data Presentation and Discussion

#### General Background

*A brief introduction to sample districts and schools*

##### **District: Banke**

Banke district is located in Bheri, one of the highly conflict affected zones of the Mid-western Development region. As one of the southernmost districts of Nepal it is bordered by Salyan in the north, India in the south, Dang in the east and Bardiya in the west. There is only one Municipality in this district.

Internally displaced children are scattered in Banke. However, the IDP camps of Kiran Nala and Bankhet are the most important for researchers. People from adjoining districts have moved to these areas in order to settle there. Nepalganj, the district headquarters is the major industrial as well as trading centre of Mid-western development region. It is also an urbanized area and the people have an easy access to education and health facilities. It has a total area of 2337 sq. km.

In order to collect data the following three schools were selected in Banke district:

1. Sagarmatha Primary School, Swatantranagar
2. Krishna Lower Secondary School, Kaushilanagar
3. Laxmi Secondary School, Bardahawa

##### **Sagarmatha Primary School, Swatantranagar**

Sagarmatha Primary School is located at Rajhena 3 Swatantranagar, Banke. The total number of students in this school is 597, of whom 293 are boys and 304 are girls respectively. There are 86 students identified as displaced. Students included in this category are children of security forces, children of parents who were killed or abducted or threatened by insurgents and the children of low economic status. Out of 86 students 44 are boys and 42 are girls respectively. The total Dalit and Janajati students are 63 and 144 respectively. A total of 6 teachers (3 males and 3 females) are working in this school. It has a very high teacher student ratio of 1:96.

### **Krishna Lower Secondary School, Kaushilanagar**

Krishna Lower Secondary School is also located at Rajhena 4 Kaushilanagar. It has a total number of 616 students in this academic session, of whom 307 are boys and 309 are girls respectively. There are a total of 11 teachers working in this school. There are more than 117 students who are the victims of present conflict. Among them 41 are boys and 39 are girls respectively. There are 52 Dalit students comprising of 25 boys and 27 girls. The teacher student ratio is 1:56.

### **Laxmi Secondary School, Bardahawa**

Laxmi Secondary School is located at Rajhena 4 Bardahawa in Banke. This is a proposed High School and grade 10 has been started from this session. There are a total number of 608 students in this school. The number of students is gradually increasing due to conflict. There are 83 conflict-affected children in this school of whom 49 are boys and 34 are girls.

### **District: Dang**

Rapti is a zone highly affected by conflict. Dang is one of the five districts of Rapti. Its adjoining districts are Salyan, Pyuthan and Rolpa in the North, Banke and Surkhet in the west, and Arghakhanchi and Kapilvastu in the east. To its south lies the Utter Pradesh of India and Banke district of Bheri zone. There are two Municipalities and 38 Village development committees in Dang district.

Internally displaced children in Dang district come from various districts because it is a relatively urbanized area, where people have easy access to education, safety, employment and other opportunities. Dang district has the highest number of people displaced from Rolpa district followed by Rukum, Salyan, Pyuthan and Jajarkot. However, a significant number of people are also displaced from rural VDC of Dang district to relatively urban areas like Ghorahi, Tulsipur and Lamahi.

The following three schools were selected in Dang district:

4. Bal Bikash Primary School, Ghorahi
5. Saraswati Lower Secondary School, Kathekol
6. Lower Secondary School, Tulsipur, Centre

### **Bal Bikash Primary School, Ghorahi**

Bal Bikash Primary School located at Tribhuvan Nagar Municipality in Dang district has a total number of 372 students comprising of 198 boys and 183



girls. There are more than 36 students as the victims of conflict. Students included in this category are children of security forces, children of parents who were killed or abducted or threatened by insurgents and the children of low economic status. Out of the 36 students 22 are girls and 14 are boys respectively. Among the displaced children, 11 belong to different ethnic groups and 7 are from the Dalits. A total of 11 teachers are working in this school. The teacher student ratio in this school is 1:34.

#### **Saraswati Lower Secondary School, Kathekol**

Saraswati Lower Secondary School, Kathekol is also located in Tribhuvan Municipality. It has a total number of 842 students in this academic session, of whom 400 are boys and 442 are girls respectively. There are a total of 17 teachers working in this school. The teacher student ratio is 1:50. There are more than 14 students identifying themselves as the victims of conflict. Among them 6 are from different ethnic groups, 2 are from the Dalits. Eight years ago, there were very few people from outside the locality and many of the students were from the Tharu ethnic group. Currently, more than two-third of the students in this school are from other districts. Most of them are from Rolpa and Rukum.

#### **Lower Secondary School, Tulsipur Centre**

Lower Secondary School, Tulsipur Centre is located in the Tulsipur Municipality. This is proposed High School as they have started to run class nine from this year. The total number of students in this school was 898. The number of the students seemed to be increasing as compared to the last year. Two displaced teachers who faced threats from insurgents were also working this school. One of the teachers had two sons, one working in Nepal army and the other in police force. The teacher was forced either to leave his village or convince his sons to resign from their respective jobs. Another teacher had left his previous school due to the threat of insurgents. There are a total of 16 teachers working in this school, and the teacher student ratio is 1:56.

#### *Place of origin of IDPs*

The IDCs were asked about their areas of origin. The information on this aspect is presented in table 4.1.

Tale 4.1  
Place of origin of IDCs

District	Number of Cases
Rolpa	9
Mugu	7
Rukum	3
Salyan	3
Jajarkot	2
Dang	2
Others	4
Total	30

Source: Field survey 2006.

Regarding the places of origin of IDP children sampled in Dang, biggest number of IDPs was from Rolpa (9), followed by Mugu (7) Rukum and Salyan 3 each and Jajarkot and Dang 2 each respectively respectively. The rest of them were from Pyuthan and Arghakhanchi, Jumla, and Kailali. All of them were from the rural areas.

#### *Nature and causes of displacement*

During the period of survey, the IDPs were asked about the reasons of displacement from their origin. The major reasons for the displacement of IDPs from their place of origin are given below:

- Death threats
- Physical punishment
- Destruction of property
- Abduction of family members
- Family members killed
- Looting
- Political affiliation

Besides the above reasons, some of them stated that they left their place of origin because life was very hard. However, political affiliation was the most important reason for their migration. The information in case 1 is also an evidence to support it.

### **Case 1: A girl in a need of support for education**

“We were forced to flee to this place by the insurgents. They disturbed us by coming to stay and asking for food with many numbers. They forced my parents to attend their activities. They beat my brother and sister and forced them to attend their programmes. They also forced old age people to cut their hair and not to wear jewelries. We had to stay starving but had to give food to them.

I like to be a renowned person in the future but I have problems that my parents cannot afford school materials. I cannot continue my study and do my homework. I wish some one to support me for schooling.”

Lalmaya Magar, 11 year old displaced girl at Rajhena camp, Banke.

While asking children about the reasons of displacement, they expressed the following views:

- Political conflict made it difficult to stay at the place of origin.
- Insurgents forced their parents to leave the village.
- Education at the place of origin was not good compared to present place and there was always conflict between security forces and insurgents.
- Sisters and brothers of some children ran away from village to avoid the insurgent activities.
- Schooling was difficult due to the disturbance in the village.
- There were several death threats by the insurgents and they also faced financial crisis.
- They were afraid of physical torture and were forced to leave their place of origin.
- Mothers were asked to attend meeting in the evening.
- Fathers of some children were in the Nepal Army and they faced death threats from the insurgents.

Community Learning Centre (CLC), Kathmandu has prepared a survey report on educational needs of internally displaced persons in 2005. The Research Group has identified four major reasons for migration of displaced persons from their area of origin. The reasons are classified as political affiliation, constant abuses from both insurgents and security personnel, fear of recruitment in the Maoist camp and economic as well as educational aspects (UNICEF, 2005).

Based on the responses provided by the IDPs, teachers/headteachers and social workers, the reasons of displacement in Banke and Dang can be

classified into three groups: a) political affiliation b) fear of recruitment in the Maoist camp and c) destruction of property.

Of the above mentioned causes, political affiliation was reported as the major reason for displacement. The people whose affiliation was with Nepali Congress, CPN (UML) and RPP were threatened and tortured by insurgents. So they fled from their home region to the urban area or area along the transportation route.

Another group of people were afraid of the recruitment of their children in the Maoist camp. So they fled from their homes. The third group of people was economically poor and could not maintain their livelihood. So with the expectation of better opportunities in new area they left their origins.

Regarding the nature of stay of IDP children and their families during the period of survey, the information is in table 4.2.

Table 4.2:  
Information of the respondents about their settlements

Place/ways	Renting room	With relatives	With other people	Own House	In Public land (slum areas)	IDP Camp	Total
Number	4	6	2	6	1	11	30

The data indicate that 11 children surveyed were found to stay at IDP camp followed by their relatives' houses; 4 lived in rented rooms and 2 stayed at other's houses. Six of the respondents reported that they were staying at their own homes.

Asking about the period of arrival in case of Banke, majority of them (8 out of 13) mentioned that they have spent 1-5 years in this district. One person reported that his family came within the year surveyed. Another 5 have spent more than 5 years. In case of Dang, 6 out of 9 IDPs interviewed came to Dang 5 years ago whereas the remaining 3 came there more than five years ago.

The IDPs were asked about the process of migrating to these areas, they stated different processes followed during their movement. The IDPs residing in Banke replied that majority of them (7 out of 13) made a personal decision to move from their origins whereas 4 of them were compelled to leave their place due to the threat by the insurgents. Only one was supported by his neighbour in that process. The situation was more or less similar in case of Dang also. One female guardian in Dang replied that she came with his husband and family members. Another 6 persons came to the district by

themselves. The remaining two replied that their relatives and police helped them to migrate to the new area.

The major cause of displacement in Nepal was the fight between the Maoist rebels and the government security forces. The groups of IDPs are different. They are local political leaders, VDC chairpersons, government employees, school teachers, and landowners. They were the targets of the insurgents.

In the second group, people were from remote rural areas greatly affected by the Maoist activities. Many of them were forced to flee due to charge raised by the insurgents. The rebels regarded them as spies for the government forces.

The third group comprised of the civilians who also became targets of the operations of the government security forces against the Maoists. They were charged of working as spies for the Maoists.

The fourth group includes those whose houses were caught by the fire. They were left without shelter, food and security in their home regions. They were forced to move to other places in search of security and means of subsistence.

The INSEC Nepal (2004) developed a model indicating the nature of displacement in the country. It is presented in figure 1.

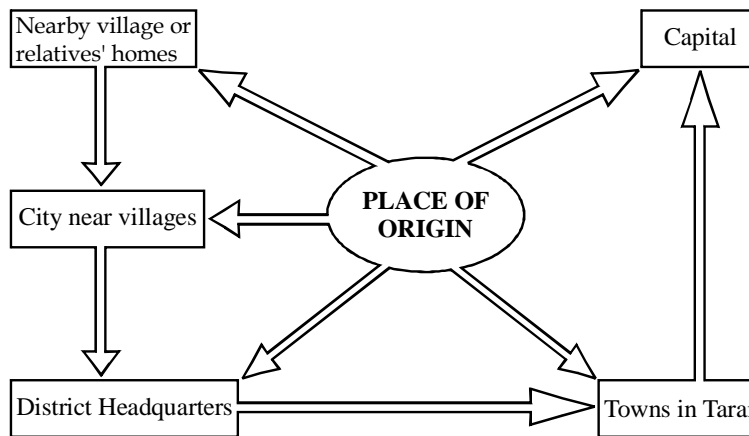


Figure 1: Nature of displacement

Source: INSEC, Nepal, 2004.

Generally, the direction of displacement is from rural to urban areas and Kathmandu, the capital city is its last destination. People first move to nearby village or relatives' houses. Then the movement is directed towards the city near the village. Again, the direction is towards district headquarters. Then

they move to the towns in the Tarai region and lastly to Kathmandu, the capital city.

#### *4.1.4 IDPs' Regular Contact with the Friends and Relatives*

The IDPs were asked about the regular contact with the friends and relatives of their origin. Majority of them (14 out of 22) replied in negative. It is evident that they did not have regular contact with their relatives and friends in the place of origin. The following are the faced by the IDPs in the new areas:

- Majority of the IDPs (17 out of 22) told that life was very hard in new area.
- They faced financial problems and could not afford to buy copies, pens and pencils for their children.
- They faced health problems and could not get medical treatment.
- It was difficult to pay rent.
- They were not getting income from their land at place of origin.
- They had a feeling of insecurity.

#### *IDPs'/Parents' source of income*

Regarding the support to their dependents, most of the IDPs mentioned that they did not get any support from the state or INGOs. Those who received support from the state sent their children to private schools.

#### **Case 2: An IDC's parents compelled to move to India to get job**

"My family migrated from Jajarkot to Dang due to political problem. Currently, I am living with my maternal uncle. My parents and the youngest brother are in India for last two years. I started school education from Jajarkot but could not continue it due to the conflict. We were poor in the village. We had only unirrigated land (*Bari* or *Pakho*). It was difficult to survive in the village.

The insurgents asked my father for joining their party but he could not do that. They blamed him as a spy and at the same time the security force blamed him as a Maoist. We were in a critical situation. My father decided to leave the village. We came to Dang and stayed in maternal uncle's house for few months. My parents went to India for job. My current living place and schools are better compared to my village. Teachers at the school are good. They do not discriminate me. I am happy at the current place. My study is gradually improving."

*Sarvendra (name changed), a student of class 3 migrated from Jajarkot.*

The IDPs mentioned about their source of income in the following manner:

Table 4.3:  
IDPs' source of income

Source of income	Place of origin	Current place
Agriculture	12	0
Business	4	6
Wage/labour	2	8
Remittance	0	2
None	4	4
Total	22	22

Source: Field survey 2006.

The data in table 4.3 indicate the source of income of parents/guardians in the study area. Agriculture was the main occupation of 12 households in the area of origin whereas the same households are compelled to live without any source of income in the new place. There were 6 households engaged in business and 8 in labour work respectively. Men from some households (2) were working as security guards whereas some of them were found to work in India as laborers. In some cases women were engaged in tailoring. One of the guardians reported that house rent was the source of income for livelihood.

#### *Problems of IDPs in new areas*

The main problems and needs faced by internally displaced persons in Nepal are security and protection; discrimination; food, shelter and health; access to education for children; documentation; sexual abuse and increased domestic violence; risk of increased female prostitution; risk of increasing child labour; lack of protection of property rights; and denial of voting and electoral rights (UN Commission on Human Rights Mission to Nepal, 2006).

The parents in the study area had to face several problems regarding the schooling of their children. The major problems faced by them were as follows:

- Economic problem in supporting their children's education.
- A significant number of IDPs (10) reported that they had to manage children's study by earning money. They have been working in India to support their children's education.

### Case 3: An IDC's Struggle for Education

"My parents were threatened at our home. They were forced to join the rebels' campaign. They were asked for good amount of money but it was difficult to pay it. The insurgents ordered me to carry a heavy load of stones. They treated me as the son of their enemy. When my parents were threatened to death, we left Jajarkot and came to this area.

My father was attacked with a Khukuri, a weapon. He was seriously wounded. He stayed at Teaching Hospital for 38 days. Attempts were made to murder him in 2053 and again in 2058. Bombs were used and our house was locked. They captured our agricultural land. We left our home due to their threatening and came to Rajhena and my father admitted me into Sagarmatha School. We had property but what can we do in this situation?

I am interested to continue my education but my poor economic condition is working as a barrier. At present, no one has helped us. I have no reading materials. I cannot purchase school dress. I am not able to pay school fee. This event has affected my education.

At school my friends dominate and hate me. Sometimes they treat me as a revolutionary (Maoist). But the teachers love and help me. They treat me indifferently as other students.

We want peace. People talk about our return to original home but how it will be possible. We are afraid of the same events. We still have doubt about peace. There is still doubt whether my family will return home or not.

"What to eat in the morning and evening and how to continue study?"

I remember one incident when there was a heavy rain accompanied by a strong stormy wind. Our hut was not in a good condition. There was a lot of water inside it. My mother was holding one end of the tent while I was holding another end. However, we were unable to save ourselves. This is the situation of the IDP camp at Swatantranagar where I am staying with my parents.

DOCKFA, BDF and Maiti Nepal have helped us. Some of them distributed rice and others provided school dress. However, we are not able to maintain our daily expenses. I would like to share my dreams with you, sir. Please find a good institution that will help me to continue my study."

Vimal Sharma (name changed), a student of grade 5 from Lahan, Jajarkot.

- They had to live by taking food only one time a day.
- There was no opportunity of employment.
- There were no educated persons in the family.
- The quality of education was not satisfactory in the public schools but they were not able to admit their children into private schools where quality education was possible.

#### *Attitude towards the return to origin*

Asked whether the IDPs wanted to stay at new destination or wanted to go to origin majority of them (15) preferred new areas whereas some of them (7) wanted to go back to their area of origin. In the same way, they reported the fact that the educational programmes should be focused on children's need



and the nongovernmental organizations have to support them in living arrangement. They further added that facilities of drinking water, kerosene, and income generation activities should be provided to them.

They did not like to return to their origins due to the following reasons:

- The recent destination was better than the previous area of origin.
- At the beginning they faced many challenges in settling down in new areas. Slowly and gradually, they were coping with the situation. At present they feel more comfortable in new areas.
- Some mentioned that they did not have any property in the place of origin. So there was no reason to go back to their place of origin.
- They are getting better opportunities in new areas.

## **Educational Status of IDP Children**

### *Education in emergencies*

About 50 countries are experiencing conflict either directly or indirectly. As a result, there are an estimated 21 million IDPs and 12 million refugees in the world. Approximately, one-third of those displaced—7 million IDPs and 4 million refugees are children aged 5 to 18.

These numbers do not include many children in conflict-affected countries, who, while not displaced, may be missing out on education due to the breakdown of basic services.

The average length for refugee displacement is 17 years. Therefore, not providing education deprives the entire generation of schooling, literacy and the potential to contribute to the post-conflict reconstruction of their country. Long-term peace-building and economic development requires an educated population.

Armed conflict around the world is one of the most formidable obstacles to education. Worldwide, more than 100 million children are estimated to be out of school. More than half of these children—two-thirds of them girls—are living in countries engaged in or recovering from conflict. Many of those in areas of conflict are doubly disadvantaged by being refugees or internally displaced. In just 10 countries with conflict-induced displacement in 2002, 27 million children had no access to formal schooling.

First and foremost, education is a priority identified by conflict-affected communities. Participatory research conducted by the Women's Commission with youth in northern Uganda, Kosovo and Sierra Leone revealed that

education was the most important requirement of the internally displaced children. The young people overwhelmingly viewed education as key to ensuring their physical, emotional and economic security.

Development, peace and human rights are inextricably linked; education is a precondition for progress in each of the interrelated Millennium Development Goals. It has been well documented that education is one of the best investments a country can make for all children, particularly for girls. School attendance improves a girl's chances of breaking the cycle of poverty and enhanced their capacity to participate effectively in the development of the society. Women who are educated are also able to raise healthier children with the skills to pursue productive lives; this is especially true during times of conflict. Meanwhile, more than half of all children out of school are in countries affected by conflict. Millennium Development Goals two and three—primary education for all and gender parity in education—cannot be achieved without an increased and sustained effort to ensure quality and relevant education in emergencies for conflict-affected populations, including refugees, returnees and internally displaced people.

Providing education in emergencies not only ensures that children realize their guaranteed right to education, it provides them with a sense of hope and normalcy when their lives have been disrupted, promotes their psychological and social well-being and cognitive development, and lessens the risk that they will be recruited into dangerous activities. Providing quality education during emergencies is one of the best ways to mitigate the impact of conflict on children, and it helps lay a solid foundation for peace and development. Without the skills that basic education can provide, societies lack an educated workforce to tackle poverty and pursue sustainable development.

There are many challenges in the provision of education in emergencies. These range from a lack of access, quality and response coordination to the exclusion of specific groups within the population, such as girls or youth. School supplies, curriculum guides, school buildings and furniture are often absent or in short supply. An ongoing, largely unresolved challenge is teacher remuneration. Teacher salaries or “incentives” are often absent and when provided, rarely coordinated between agencies. Teacher certification is an ongoing concern. Another key gap concerns a lack of funding: traditionally education in emergency situations has been seen as a humanitarian priority rather than a long-term development activity. Funding shortfalls can significantly exacerbate deficiencies in the provision of education during

emergencies, particularly when emergencies are prolonged for years or even decades.

As a result of the above gaps, education falls through the cracks. Uneducated children and adults are vulnerable to a future of poverty and violence and lack the more complex skills needed to contribute to their society's peaceful reintegration, reconstruction and sustainable development. In particular, without the stability and structure that education provides in emergency situations, children and youth are more vulnerable to exploitation and harm, including abduction, child soldiering and sexual and gender-based violence. Educational learning environments (whether formal or non-formal) are one of the most significant social structures in young people's lives. In the midst of loss and change, absence of learning and schooling intensifies the impact of conflict.

#### *Educational Performance of Internally Displaced Children*

Asking about the number of children, the parent/guardians of study area reported that the number of children range from 1 -6. Almost all of the households except one had at least one son.

Asked whether the parents/guardians had enrolled their children into school, most of them (15 out of 22) were found to have them enrolled. The remaining guardians had not enrolled their children into schools.

Asked about the learning problems created by the lack of materials like pen, pencils, book school bag and uniform, majority of the students (17) replied in positive. They had to face problems due to the lack of these materials. The remaining 13 students said that they had no major problems in learning.

#### **Problems of Students' learning**

Asked the students about the learning problems created due to the lack of materials like pen, pencils, books, school bags and uniform, majority of them (17) replied in positive i.e. they had to face problems due to the lack of these materials. The remaining 13 students said that they had no major problem in learning.

#### ***Problems of enrollment***

The guardians were also asked about the problems if they had faced during the period of enrollment. In this context, all of them reported that there were many problems. They pointed out the following problems:

- They had to borrow money.

- They were still not able to pay borrowed money back.
- It was still difficult to get money to buy exercise books and school uniform.
- In one case, the school administration was found to deny admission due to over crowding of students and suggested parents to find another school for admission.

\*Multiple responses were also reported by one individual.

### Students' performance

Performance of the students was found to be better at the current schools compared to their place of origin due to various reasons. The major reasons were reported as:

- Better quality of education at destination
- Less strike
- Better facilities
- More teachers
- More security
- No need to be involved in the insurgents' activities.

The level of student' learning and their performance was reported to be satisfactory in most of the cases. However, only 4 out of 22 parents were not satisfied with it. The information on this aspect is presented in table 4.4.

Table 4.4: Students' performance in learning

Performance	No of respondents
Very poor	5
Poor	4
Satisfactory	3
Good	10
Total	22

Source: Field survey 2006.

Asked if there was any difference in the level of learning before and after displacement, majority of the respondents (16 out of 22) reported that education in the present situation was better at the destination as compared to that of the origin because the children were forced to participate in insurgents' activities. In new area, they were not facing such problems. Some

of the parents (6 out of 22) said that the learning performance of children was poor at destination.

**Case 4: An IDC girl unable to tell where about of her mother**

"After studying in Liwang for one and half year, my mother was forced to leave Liwang by my father's brother. We could not, however, receive the actual information about her. Now I am a student of class 4 studying at Bal Bikash Primary School, Dang. I have two sisters of age 8 and 5 years. I migrated from the district four years back.

My father went to India for work but he could not come back. I was very small and I did not know the actual cause of death of my father. My teachers, however, said that they received a letter from VDC about the death of my father. According to that letter my father was killed during the crossfire in Rolpa four years ago.

Currently, I am living in Ghorahi Bazar, at about ten minutes walking distance from the school. I am working as a domestic child labor. I wash dishes, clothes and clean the surrounding where I am living. One of my sisters is living with other people and works like me. Last year, the school provided Rs. 1700/- each of us as a supporting fund for conflict affected children.

Three months ago, my mother left us and disappeared with my youngest sister. The teachers say that they have not seen her these days. Perhaps she felt secure and went with other man as her two daughters were living in other people's houses. I am unable to tell where about of my mother.

I am a regular student and do hard work with a good performance in my class. I study 3-4 hours per day after my school. I want to continue my study. I am very sad. How can I forget my father who is not with us and my mother who disappeared from us? We are also missing our youngest sister."

A twelve year old, Subhadra Oli (name changed) from Kotgaun VDC, Rolpa.

***Time available for study at home***

About the time available for IDCs to study at home, the respondents provided the information as displayed in table 4.5.

Table 4.5: Time available for sampled IDCs

Time available	No of IDC
Less than one hour	1
1-3 hours	22
More than 3 hours	7
Total	30

Source: Field survey, 2006.

The data indicate that majority of the IDCs were getting some time to study at residence. The time available ranged from less than 1 hour to more than 3 hours. Seven out of 30 students were getting time more than 3 hours.

Asked about the performance of learning among the IDCs, their parents/guardians stated that their performance was not so satisfactory.

### *Educational support from guardians*

Asked about the parental support in learning at home majority of the children (11 out of 15) in Banke stated that their parents supported them at home but the remaining 4 mentioned that they were sometimes discouraged by parents/guardians. The situation in Dang was also similar. Most of the IDCs (13) reported that they were getting logistic support like books, copies, clothes and guidance from their parents/guardians to do their homework.

### *Interest in the study*

Asked about their interest in study, all of the children (30) replied in positive. However, they had to work at home and did not get time to study. Asked about their ambition or aim of life, 3 of them wanted to be doctors and 2 of them wanted to get job in the police force. It indicates that even if they are in great difficulty, they are ambitious about their future.

With reference to their emotional well being, the children reported the following points:

- They thought about their house and beautiful dresses.
- They were thinking about getting sandals, books, bags and ball pens.

#### **Case 5: An incident in the past working as an educational barrier at present**

"I live at Bankhet area near school approximately at a walking distance of 15 minutes. At home our family was tortured by the insurgents. They beat my mother and asked her to prepare food time and again at night. They were in trouble. My parents could not stay at home in Mugu and came to this area.

I want to continue my study. Although my class performance is not so good, it is better as compared to that of the origin. Anyway, I have passed the examination and promoted to upper class. Sometimes I am asked to participate in cultural programs organized by the insurgents. Lack of books, notebooks, pen and ink and school uniform are the major barriers to my learning at school.

I have no problem in communication. I can understand language used by friends as well as teachers. But in case of difficult subjects like English and mathematics I face problems. My friends help me in learning. Teachers treat me well. Some institutions like DOCEFA helped me in the past but now there is no one to provide financial support. Life is very hard in this area.

I remember one incident when my parents were severely beaten and become afraid of the people involved in such activities. Thus, an incident in the past is working as an educational barrier to me at present."

Sarita Shahi (name changed), a twelve year girl of grade 5 at Krishna Lower Secondary School, Kaushilanagar, Banke.

- If there were no disturbances in their study, they could have a bright future.

- They also raised critical issues themselves like ‘Why they were there? Why did insurgents force them to leave their place of origin?’
- They often thought about their homes and wanted to go back.
- Some of them (5) wanted to be good human beings in future and give happiness to their parents.
- Five IDCs made no response.

**Case 6: An IDC’s educational performance better at destination than at origin**

“I have four sisters and two of them are small and have not joined school, and two of them study in my place of origin. They are living with their mother. Our traditional occupation is agriculture. My father works in Qatar. Initially, I was studying in Rolpa, my home district. It was very difficult to study there. Both Maoists and security forces were watching us in different way. We were supposed to go outside the village for road construction as per instruction given by Maoists. On the other hand, we were asked about the detail activity at the school and home by the security forces so many times. Our life was uncertain. Maoist offered my father for joining their party but my father could not do that. We felt insecure situation at the village especially for me and my father. My father tried to go outside the country and contacted middlemen for help and finally went to Qatar.

Currently, I am living in my relative's house. He pays for food and rent. My responsibility is only to study. I migrated from Rolpa to Dang for the study. Education in this school is better compared to my village. Teachers are regular and here is less conflict between Maoist and security forces. Teachers are qualified and I am not discriminated. My performance is better compared to that of the past. I want to continue my education here. My father comes to Nepal once in a year. We have regular contact with our village and I frequently visit there. Sometimes, my mother comes to Dang and visits me.”

Mahendra Khadka, student of class 7 is presently studying in Saraswati Lower Secondary School, Kathekol, Dang. He is from Badachaur, Rolpa.

*Language and Learning*

Asked about the effect of language in learning at local area, almost all the respondents stated that there was no problem faced because of language in new area. In the same way, friends and teachers could understand whatever they communicated. They further added that they could understand the medium of instruction followed by the teachers. In some cases, they could not understand the procedures of mathematical solution and English language. In the same way, the topics of environmental science were difficult to understand.

## *Attitude of Students and Teachers towards IDP Children*

### **Friends' behaviour**

Friends' behaviour was found good in most of the cases. Only one student reported that he was misbehaved by friends as an outsider.

### **Teachers' treatment/behaviour at school**

The children were asked about the behaviour of teachers at school. Almost all of them (29 out of 30) replied that the teachers' behaviour towards them was not found to be different from those of the local teachers. Only one student was found to report different behaviour in the sample school of Banke. The student did not like the physical punishment given by the teachers. It was also known that it was only a process of controlling children in order to maintain discipline in the classroom. Thus, there was no discrimination in teachers' behaviour.

In most of the cases, all the sampled IDCs mentioned that the behavior of the friends were good, similar to other friends or local friends. One respondent, however, mentioned that his friends misbehaved with him and treated him as an outsider. The feeling that he expressed is:

*One best friend liked me and treated very well, gives food to eat at break. People lend us money and allow borrowing the money and food from their shop. Friends love me at school but some of them treat badly at the village saying low caste Damai. Our relatives love us but other ill treats us. Friends support my study. I do not have any idea; some treat us very well but some friends want to quarrel with us. Some help me in study. I do not like fighting and quarreling which is common among our friends.*

In a few cases, the local people and friends called them displaced and Jumli. Such behaviour was not liked by IDP children. The monitors also did not support them in class.

Asked whether the teachers' behaviour was found to be good, the IDP children replied that the teachers treated them equally and gave moral support to do their homework.

All the respondents mentioned that their teachers were unbiased and treated them equally with other friends. However, the IDCs did not like the physical punishment given by the teachers. Most of the respondents mentioned that the teachers' behavior towards displaced and other children was same. They had not faced any level of discrimination by the teachers.



Following are the suggestions provided by the teachers/Headteachers to improve the education system for the IDCs:

- Make provision of sufficient number of qualified teachers
- Provision of books in time
- Construction of school buildings.
- Management of desk and benches.
- Management of teachers according to the number of students.
- Sufficient instructional materials.
- Encourage students (IDCs) to come to school.
- Provision of adequate amount of school stationary.
- Let all the IDPs/IDCs be integrated into their own families.
- Provide free education or provide scholarship for IDCs
- Physical infrastructure development
- Implementation of different programmes to meet the needs of the people.
- Sports ground and sports material should be managed.
- Insurgents should leave their demand and school should be saved from those conflict activities. Schools should be regarded as “Zones of Peace”, and the conflicting parties should leave the schools alone.
- Rights of children should not be violated.
- Ratio of students and teachers should be balanced.

#### *Impact of IDP Children on School Environment*

Asked about the impact of IDPs on schools’ academic environment, the following responses were made by the teachers and Headteachers:

- Insufficient rooms and furniture
- Increment of student teacher ratio
- Difficulties in managing physical facilities
- Difficulties of toilet facilities
- Insufficient number of teachers
- Difficulty in checking homework regularly due to large number of students.
- Need of bilingual teacher in the schools to deal with parents.

- Increased teacher-student ratio
- Difficult to maintain quality of education due to huge number of students in the class.
- Problem of toilet facility
- Difficult to maintain discipline as the new students come from different cultural, economic, social and political background
- Lack of maintenance budgetary provision

Note: One individual can give multiple answers

Due to the limited number of teachers provided by the government, the schools were compelled to hire private teachers but they were not able to pay their salary in time. The teachers also suggested that the term 'displaced' created humiliation among the IDCs.

### Psychosocial Aspects of IDP children

Children in areas of armed conflict have some psychological issues. Their daily lives have been directly affected by surrounding violence and can be changed dramatically due to its effect. The major issues in this area are as follows:

- Social issues: break down of social and cultural aspects
- Loss: loss of children's close relationships
- Fear: obvious psychological result
- Confusion: confusion about common notion of daily life
- Aggression: show of power, violence, shooting, explosion, torture
- Contextual issues; supportive family environment, social relationships and support systems, economic wellbeing and employment, availability of schools, cultural setting, spiritual or ideological conviction, recreational activities and presence of coping strategies (Save the Children, 2005). The impact of violence on child development is presented in figure 2.

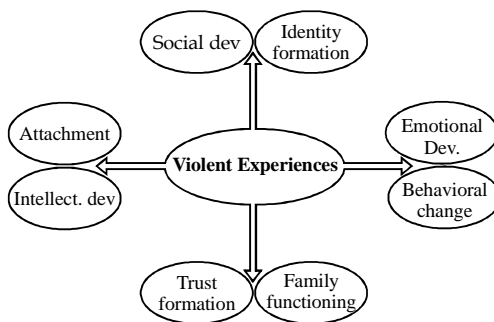


Figure 2: Impact of violence on child development

Displaced children are psychologically disturbed. They are traumatized. It means that someone who has been involved in or exposed to life threatening situations might have severe psychological reactions sometime after that actual event (save the Children, 2005:12). Some of the items in questionnaire were included to collect information on psychosocial aspects of IDP children. The IDCs were asked whether they wanted to continue their study at new area or go back to their origin. A few of them replied that they wanted to return to their village because their friends and relative were there. Most of the IDCs at Rajhena (13 out of 15) replied in negative. They stated that education at the schools of destination was better than that of the place of origins.

Asked about the feeling at new area the respondents (children) stated the following feelings:

Some of them (6) mentioned that they missed their villages and relatives

Some of them (3) were not able to use their property at the place of origin.

A few of them (3) remembered their previous schools and friends.

Another two reported that they missed their parents.

Some of them have lost their property in the village.

Save the Children Norway has prepared a supplement training manual for teachers in order to alleviate psychological issues of children created by armed conflict.

**Cases 7: Internally displaced children humiliated and psychologically depressed**

“Our property was looted. My father was seriously beaten. They forced us to leave our home and locked it. When my father had gone out for the treatment of my mother, our home was burnt by them. After that event, we came here.

We had no money. So we sold some of the clothes to travel to this place. Here the local people call us Jumli and Maobadi. The Maoists blasted bombs and our tent was burnt and destroyed. The Red Cross provided us tent and food materials.

Some of the organizations came to help us. They took our photographs. Foreigners provided us medicines. Balbir Shahi helped us to get enrollment in the school but I have not yet paid admission fee.”

Kamala Shahi (name changed) a twelve year old child from Mugu struggling for education.

## **Provision of Programmes Available and their Effectiveness**

### *Government Programme*

Although the government of Nepal has made an attempt to provide some assistance to the IDPs and their children in 2002, it was not regular and enough. The assistance provided under the Ganesh Man Singh Peace Campaign is one of the examples. Under this campaign, the government provided NRs 100 per day (US\$1.30) per head per family (maximum of 3 members per family) of IDPs but the IDPs with political connections have been able to benefit from this programme. Families displaced by the security forces were not getting benefit since the eligibility is defined as a person who has been displaced due to the murder of a family member by the insurgents.

Furthermore, many IDPs are unaware of government assistance. Even if the IDPs were aware of rehabilitation programmes, the process of verifying their status required them to go back to their original homes to be certified. It was a time consuming process and entailed dangers such as the fear of retribution from either side. Thus, the IDPs were compelled to remain silent and hidden.

The Integrated Security Development Programme, where communities participate together with security forces to work on development works, was set up in seven Maoist-affected districts. The government considered this programme to be potentially beneficial to IDPs, but to what extent both the military and IDPs collaborate and to what extent it has been implemented is unclear.

The Immediate Package Programme for displaced persons attempted to integrate the roles of government departments. The Ministry of Women and Social Welfare gave interest-free loans of NRs. 5000 available for 200 women and 1000 orphans from 18 affected districts. They also provided NRs. 1000 per child per month for food, shelter and education, which the IDPs claimed they did not receive. The Ministry of Labour is providing skills training to 25 women from affected areas and the Ministry of Health plans to coordinate a health and education programmes involving local NGOs.

The above information suggests that the government's response has been limited and selective. Even where IDPs have been recognized under the restrictive eligibility criteria, they report of not having received due compensation. There appears to be no long-term implementation of a holistic approach in working with the IDP problem.

In the country, ten new governments came into power since the conflict started in 1996. After the end of the Democratic Movement, all party

government has been formed. Each new government has left its imprint on the rehabilitation programme. On the other hand, donor organizations have preferred to assist in places where displacement has occurred rather than focus directly on the IDPs themselves in order not to further marginalize already marginalized groups/regions such as Dalits or economically disadvantaged groups.

Women and children are worst affected by the displacement. They face particularly difficult and unsafe conditions. Many of the displaced children have no access to education and they are forced to live in the streets, temple grounds, or find work as domestic help or other forms of labour. In such circumstances, they are easy targets for sexual and other forms of exploitation. Some of them are compelled to live in orphanages or institutions, poorly operated. Women have to go outside in search of employment for their survival. With little or no education and meagre skills, they are forced to enter hostile environments in their desperation for work to support their families. They face sexual harassment, rape and violence. It is obvious that the rehabilitation programmes have not been effective. They are haphazard and limited and the beneficiaries of these programmes are those with political link (Shrestha and Niroula, 2005).

#### *Support from various institutions*

Asked about the support from other areas, majority of the students (8) in Banke replied that they were getting support from some institutions. Similarly, six students in Dang received some kind of support while majority of them (9) were not receiving anything. The institutions providing such support were DOCFA, Red Cross and SAFE Nepal. BASE provided education materials like uniform, books and bags, copies, and sometimes cash to conflict victim children. School bags, ball pens, uniform, and exercise books were provided to 8 students by the DOCFA whereas Red Cross provided cooking utensils and food grains. At present, the Red Cross is not providing any kind of support. A few of the children also reported that they were not aware about the support provided to the IDCs. One IDC was found to receive Rs.1700 last year. In some cases, the BASE provided Rs. 150/ in cash.

Regarding the support that the parents received to educate their children, only a few of them (6) replied in positive. They replied that every one was provided with some kind of support in the previous year, but this year they are not receiving any kind of support. Majority of the respondents (13 out of 22) stated that they are not getting any support at present. The types of support by institution are displayed in table 4.6.

Table 4.6:  
Support from NGOs/government

Organization	Types of support
Plan Nepal	Support for teachers
DOCFA	School uniform, pen, pencil
SAFE	Bag, uniform, pencil, pen
DEO	Up to Rs. 2000.00/- financial support
The Himalayan Foundation	Medical facilities

Source: Field survey 2006.

The supporting institutions/organizations were the government, Plan International, DOCFA, SAFE Nepal, DEO and the Himalayan Foundation respectively. The respondents mentioned that the support was not sufficient. The parents also reported that the impact of support was positive because it helped the children to continue their study.

The IDC parents faced several problems regarding the schooling of their children. The major problems they faced were as follows:

- Some 11 IDPs faced economic problems due to the lack of resource.
- They could have only one meal a day.
- They have to work as labourers in order to pay school fees of their children.
- Lack of employment
- Lack of educated persons in the family
- Private schools were better for quality education but the parents could not afford to pay for private schools.

The achievements of the programmes implemented by Save the Children Norway-Nepal are really commendable. They are presented in Box 1.

**Box 1: Save the Children Norway-Nepal and its Achievements in 2005**

Through various education and protection intervention, Save the Children reached a total of 336,000 children in the year 2005. Among them 116,000 children gained access to quality education. Education programme was managed to widen its coverage to reach more girls, disadvantaged, Dalits and children affected by armed conflict. Some of the key interventions carried out in the year 2005 were:

- Expansion and strengthening of Early Childhood development programme
- Expansion of alternative education and flexible classes
- Enrollment campaign and response to address the overcrowding in grade one
- Enhancing teachers' competency on active teaching learning methods

- Competency based skills development of School Management Committee
- Promotion of and building competency of school teachers on child friendly school concept
- Piloting of a child tracking system
- Construction and renovation of schools
- Psychological counseling support to teachers and children in the conflict affected areas
- Birth registration campaign

Note: The programme was implemented in all the five development regions (32 districts) of Nepal

Source: Save the Children, 2006.

### *School support programmes*

Asked about the school support programmes for IDCs, majority of the teachers/Headteachers (16 out of 22) replied in positive. They reported that last year, their schools had a contact with DOCEFA, Nepal that provided school uniform, bag, stationary, development fees, and exam fees for boys and girls. An attempt was also made to involve them in school activities. Discussion with parents was also made. They also reported that they were not receiving any support this year.

#### **Box 2: Support from institutions found insufficient**

Plan International has made a significant contribution to the schools where the IDP children are enrolled. Sagarmatha Primary School is its example. The Headteacher stated:

“Plan International has supported one teacher to our school. It was contributing from the very beginning but its programmes were closed for the period of 2003-2005. At present, it has again started its programmes. It supported construction of school building and furniture. It has also run a child care centre near school. Similarly, Save the Children is supporting 14 children.

There are presently 114 IDCs in the school of whom 57 are boys and girls each. There is still a problem of accommodation in the classrooms. We are keeping 141 students of grade 4 in a single room. The environment may be compared to that of the trap of poultry farming where broiler hens are kept. Six to seven students have to be adjusted in a single bench.”

### *Special efforts for IDCs by schools*

The schools in the study area made an attempt to conduct following programmes for IDCs last year:

- Discussion of IDCs problems with SMC
- Hired teachers from internal sources of fund
- Wrote letter to INGOs/NGOs to get support for construction of school buildings and furniture
- Discussed with teaching staff about the situation of schools

- Discussed about the unbiased way of teaching and behaving
- Good coordination with school teachers/Headteachers

#### *Effectiveness/Impact of programmes*

The respondents reported that the support was effective with a minimum coverage. They were also transparent and developed a good cooperation with school teachers/Headteachers and SMC members.

They further added that the specific effects of programmes available from NGOs and INGOs were as follows:

- Confidence was built up among the displaced children.
- They were motivated towards learning.
- They had a feeling of having some one to support them and they were devoted towards their study.
- They were able to bring regularity in the study.
- They were forgetting the feeling that they were being displaced through the interaction made with other school friends
- The economically poor people were getting good opportunities to make adjustment in new areas.
- The IDCs were getting good environment of learning at schools.
- Although the support available was very nominal, it played an important role in supporting students and their parents.
- Students were further encouraged in learning

#### **Remedial Measures**

The IDCs in the study area reported that the following measures should be taken to improve their existing conditions:

- A significant number of IDCs (12) mentioned that availability of good dress, bag to carry books, exercise books, and ball pens could improve their status.
- Another 5 expressed their views about the need of cash support
- Three of them expected scholarship from schools.
- Good and free education could bring changes in their conditions.
- Education and financial support by any organization was needed.



- Good school environment with table, bench, class room and black board was essential to bring change in their situation.
- One of the children said that he wanted to go back to his home district.

**Cases 8: An IDC girl expecting educational support from an institution**

“First of all, the insurgents took my father to Taranga and they beat him. He came back after four days. They did not allow him to stay at home. We came to Surkhet bazaar and rented a room to stay. We stayed there for seven months. The insurgents asked my father for money. He could not pay as they demanded. They captured our land. At last we came to Kiran Nala near Kohalpur.

Most of the local people here call us as displaced persons. They dominate us. Our friends also dominate us and call us Maoists. Class monitor beats us with stick. Some of the teachers also dominate us while others love us. They teach us well. They help us when we ask questions.

Now a days, we like this place. Everything is ok but the hot weather disturbs us in summer. We cannot study due to excessive hot conditions. We sleep outside at night. We have no mosquito nets. So mosquitoes bite us.

In the past, DOCFA used to support us. These days there is no one to help us. I have a keen interest in my study. I want to be a great person in the future. I want to attend school regularly. I expect support from some institutions. Please help us in this matter and guide us towards education.”

A thirteen year old girl Savina Sharma (name changed) from Surkhet studying at grade 5 in Banke.

Asked about better ways of solving their problems, the IDCs in the study area stated that the following measures should be adopted:

- Provision of enough food to survive.
- Educational materials like exercise books, pencil, bag and school uniform.
- They wanted to be treated with love and affection.
- They wished that peace would prevail in the country.
- They wanted equal treatment at area of destination.
- Support for free education and reading materials at least for five years.
- They expected care and security in future.
- Some of them wanted to work for the society but due to poor economic condition they could not achieve this goal. They had doubt about the support from other organizations in order to fulfill this demand.
- They also stated that they needed support for sport materials and regular classes.

## **Roles and Responsibilities of Organizations**

Based on the information available the government and various organizations/institutions and community based organizations have to perform the following roles and responsibilities:

### **Government**

- Documentation on reliable data on IDCs
- The government should make provisions to provide free education to the internally displaced children.
- Safe environment should be provided to make teaching/learning effective.
- Education should be provided to all levels of people and it should be made work oriented.
- Opportunities for special education should be provided to the students.
- Vocational education programme should be created/implemented by the government.
- There should be provision of hostel for IDP children.
- The government should develop a mechanism to identify displaced children and design special programmes for them.
- The government has to provide free study materials for the IDCs.
- An opportunity for free education at higher level should also be created.

### **Insurgents**

- Should understand the changing situation
- They should not repeat this kind of conflict in the country.
- They should not force children/students to participate in civil war and motivate children towards better education.
- They have to develop education oriented programmes.
- They should show great responsibility towards the society.
- Conflict must be stopped in the country.
- They have to cooperate in creating an environment of security for the people in the country.
- They should show more commitment towards peace building and try to focus on child rights.

- Safe and healthy environment is essential in the schools.
- Should not touch schools for political purpose. Regard schools as “Zones of peace.”
- Return property to the concerned persons/households.

### **INGOs**

The INGOs have to:

- Provide specific support programmes to the target groups
- Support schools by providing educational material
- Provide shelter, food and lodge management
- Provide school stationary
- Support government for the proper distribution of materials provided
- Provide support to orphans and training to their parents to create educational awareness and skills for income generating
- Manage good shelter, food and lodging for displaced children

### **Local NGOs**

The NGOs at local level have to:

- Provide dress, bag, awareness programmes
- Make students aware and responsible towards the society and their education by providing supports
- Develop awareness programme and make them participatory and transparent
- Search for new opportunities
- Conduct programmes on education and skill training
- Identify the situation of IDPs
- Provide physical and financial support to school

### **School management committees**

School management committees have to perform the following roles and responsibilities:

- They have to create good environment to make displaced children assimilate in the situation.
- The IDCs should be encouraged and supported to continue their studies.

- The IDCs should be provided with free education and school material support such as dress and stationary.
- Interaction with parents is important to find out solutions to provide good education to the displaced children.
- Creation of a school fund for the displaced children.
- Scholarship programmes.
- Request other non governmental organization for financial support

### **Local agencies**

The local agencies have to perform the following major roles:

- Provide financial support for those who are in need.
- Social equity for the students.
- Save IDCs from being humiliated.
- Search for support.
- Creation of separate activities/work for the displaced children.

#### **Case 9: A health worker rendering medical and social services to the IDPs at Rajhena Camp**

When we were moving into IDP Camp, Kirannala, we met with a health worker. Prem Shahi (name changed) was a man of courage, commitment and dedication. He was also displaced due to the effect of insurgency. Shahi, a moderately dealing person of 25, is always taking care of patients at the camp. He passed the SLC but could not continue further study. Later on, he got training as a CMA. He is currently utilizing his knowledge and skills in treating sick people at the camp.

Mr Shahi told the story based on his experience, "I have no permanent job. However, I have not lost my patience to stay there. I am always working with the IDPs and share their pathetic life styles. We, the displaced people are always dominated and treated differently by other people of the community."

He further added, "The conditions of the IDPs are very miserable. Many were looted and the houses were destroyed as well as burnt. However, they are not in a good mood to return to their area of origin. Some NGOs and INGOs helped the people at the camp but this support is not regular."

Thanks to the Himalayan Foundation, the only one organization which is regularly providing medicine for the camp people. The Nepal Government was not paying attention to the people of the IDP camp.

Shahi says, "The government is not taking care of these people. If the government provides at least one Katha land, the inhabitants of that camp could produce vegetables in order to support their livelihood."

Shahi expects political stability and restoration of peace on behalf of the government and insurgents as well.

**PTA (Parents Teachers Association)**

PTA has to:

- Collect resources and give direct support
- Support to initiate programmes focusing on displaced children.
- Control on running programmes that are not suitable to the school.
- Recommendation for free education
- Work as a pressure group for the free education of these students.
- Search ways for free education
- Reformation at school is important.
- Send children to schools.

## CHAPTER V

### Findings of the Study

The major findings of the study are summarized as follows:

- There was a problem of identifying the real internally displaced persons because the government had not fixed specific criteria.
- The IDPs in the study area had to face several problems regarding the schooling of their children. The major problems they reported were supporting children's study by earning money in India working as labourers due to the unavailability of employment at local level, taking food once a day and lack of educated persons in the family. The IDPs told that living was very difficult in new area. In many cases problems of medical treatment were also prominent.
- Lack of access, timely response and coordination for specific groups within the population, such as girls or youth were the major challenges in the provision of education in emergencies. The major learning problems of IDCs were created by the lack of materials like pen, pencils, books, school bag and uniform.
- The guardians/parents reported that they had to borrow money to buy school materials and dress for children.
- Inadequate teachers, lack of sufficient rooms and physical facilities were the major barriers faced by the IDCs in the schools surveyed.
- Performance of the students was found to be better at the schools of destination as compared to that of place of origin. The major reasons were better quality of education at destination, less strike, better facilities, more teachers, security and no compulsion to be involved in the construction of the road.
- The level of students' learning and their performance was reported to be satisfactory in most of the cases. However, only 4 out of 22 parents were not satisfied with it. Asked if there was any differences in the level of learning before and after displacement, majority of them (16 out of 22) were found to report that it was better at the destination because children at village were forced to participate in insurgents' activities.
- Majority of the IDCs were getting time to study at residence. The time available ranged from less than 1 hour to more than 3 hours. Seven out of 30 students were getting time more than 3 hours.
- Majority of children stated that they were helped by parents at home but very few were found to be discouraged by them. Asked about the

interest in study, almost all of the children replied in positive. A few of them had to work at home and did not get time to study.

- Friends' behaviour was found good in most of the cases. Only one student reported that he was misbehaved by friends as an outsider. In some cases, they were humiliated and dominated by friends. The local people and friends used to call them displaced and Jumli who had no food to eat. Such behaviour was not liked by IDP children. The monitors were found not to support them in class. Almost all of the IDCs (29 out of 30) replied that the teachers' behaviour towards them was not found to be different from those of the local students. Thus, there was no discrimination in teachers' behaviour.
- Children in areas of armed conflict have some psychological problems. Their daily lives are directly affected by surrounding violence and can be changed dramatically due to its effect. The major issues in this area are break down of social and cultural aspects, loss of children's close relationships and confusion about common notion of daily life, show of power, violence, shooting, explosion and torture. The IDCs in the schools of the study area stated that they remembered their villages and relatives lost, previous schools and friends, missing parents and property. It is also evident from selected case studies that the homes were looted by insurgents, parents were seriously beaten, they were forced to leave homes after locking them, and their residences were burnt. A memory was created about such painful events that disturbed learning performance of the IDCs in the study area.
- They reported that the educational programmes should be focused on children's need and the nongovernmental organizations have to support them in living arrangement. They further added that facilities of drinking water, kerosene, and income generation activities should be provided to them for supporting education of children.
- The major institutions providing support were DOCFA, Red Cross and SAFE Nepal and BASE. They supported IDCs for school uniform, books and bags, copies, and sometimes provided cash amount. However, these supports were not regular and sufficient for IDCs. The books provided by DEO were less than actual number of students in each class. This created a kind a conflict between school teachers and students/parents. More importantly, unavailability of books in time was perceived as a major obstacle for teaching-learning activities.
- The schools were found to have a contact with DOCFA for school dress, bag, stationary, development fees, and exam fees for boys and

girls. An attempt was also made to involve them in school activities and discussion with parents was made to improve the educational status of IDCs. However, the expectations of IDCs were not fulfilled.

- The teachers and Headteachers reported that insufficient rooms and furniture, increment of student teacher ratio, difficulties in managing physical facilities, lack of safe drinking water and toilet facilities and lack of teachers for checking homework regularly, were the major causes affecting the total academic environment of the schools as well as the performance of the IDP children. The number of students in public schools of the urban areas was found to have almost doubled after the Maoist movement and the schools were not in a position to accommodate the increasing number of students.
- The specific effects of programmes available from NGOs and INGOs were creation of confidence among displaced children, motivation in learning and regular attendance in the schools, psychological relief and opportunities to make adjustment in new areas.
- It was found that the role of government and various organizations/institutions and groups of people was not identified. They have to perform roles and responsibilities with specific reference to identification of criteria for displaced children, generation of actual and reliable data on IDCs, provision of special free education system to the children, safe environment in order to make teaching/learning effective, access of education to all level of people, provision of special education, occupation oriented educational programme, provision of hostel and special provision of programmes for IDCs.
- It was also found that the government and insurgents have to understand the changing situation, should not force children/students to participate in civil war, motivate children towards better education, develop education oriented programmes, perform greater responsibility towards the society, create environment of security, initiate the environment of basic search for peace building and return property to the concerned persons/households.
- School management committees have to create good environment to make displaced children assimilate in the situation, encourage them and make them aware about this, encourage and support the IDCs' study, create an opportunity of free education and school material such as dress and stationery, interaction with parents, creation of a school fund for displaced children, establish IDC scholarship and search for support to other non governmental organization.



- It was suggested that the PTA has to collect resources and give direct support, support to initiate programmes focusing on displaced children, control on running programmes that are not suitable to the schools, search ways for free education, work as a pressure group, and reformation at school according to the changing needs of the IDCs.
- The teachers/Headteachers suggested that provision of the necessary teachers, supply of textbooks in time, construction of building, management of desk and benches, management of teachers according to the number of students, motivating IDPs to return to their origins, provision of free education and scholarship, implementation of programmes to meet the needs of people, management of ground and sports material would be the appropriate measures to be implemented in order to improve the existing conditions of the schools affected by the IDCs.

## CHAPTER VI

### Conclusion, Recommendations

Present research was carried out in order to assess the current status and challenges in education of IDP children in Banke and Dang districts of the Midwestern Development Region of Nepal. The specific objectives were: to identify the educational status of internally displaced children; to assess the provision for programs available from the government, NGOs and INGOs in order to meet the needs of IDP children; to assess the effectiveness of programs implemented by various organizations and their coverage and to recommend remedial measures to address the existing status/needs of IDP children

Based on the findings of the study, the following recommendations are made:

#### **Develop criteria/indicators in order to identify the IDP students**

Present study found many reasons why people migrated from their original homes to destination. The conflict is one reason. Besides this, poverty and lack of employment opportunity are other major reasons. The IDP children studying in the schools can be categorized into two areas of need - financial and educational. Financially, some students are self supporting, some of them need to work part-time and rests of the students are having problems of supporting themselves. Educationally, some guardians of students are aware of the value of schooling and are able to afford it whereas others need a little support and the remaining guardians of IDP children are not aware of the value of education for their children nor can they afford to send their children to schools.

It is strongly recommended that the IDP children must be identified by developing some criteria/indicators with verification measures. The criteria may be the children losing both their father and mother, losing either parent, or losing their key family members or their whole property.

#### **Establish one door support mechanism**

Dalit and girl students are getting very few scholarships from the DEO. The amount is insufficient to meet the cost of educational materials and school uniforms and does not include food and accommodation expenses. Likewise the NGOs and private sector organizations are providing support for school uniforms, stationery and so on, for a few students. This indicates that the support system for IDPs students is fragmented. None of the organizations was found to provide sufficient scholarship or support to the recipients.

In order to avoid duplication and missing IDP children, support from different sources should be pooled and distributed to IDP students through a single (one door) distribution system. This method and process will help:-

- maintain transparency
- ensure bias free selection
- involve stakeholders in the scholarship distribution committee and
- distribute scholarships to needy children on a priority basis.

**Clarify the roles of GO, I/NGOs, local bodies, school authorities, professional organizations, and civil society**

At present, there is no clear role defined in the IDP support program. The individual organizations including GOs have their own regulations and norms for providing support to IPD children. This has created confusion and as a result the system is not functioning well.

It is recommended that the following roles have to be played by the following actors:

<u>Actors</u>	<u>Roles</u>
GOs (DEO)	Leading and coordinating role
Local Bodies (DDC, VDC, Municipality)	Supportive role
I/NGO, CBOs and other IDP support organizations.	Supportive role
Journalist, civil society and professional organizations	Supportive role
School community (HT, Teachers, SMC, PTA)	Managerial and supportive role

**Increase the amount of support**

The survey reveals that the IDP children are receiving limited support from GOs, I/NGOs and other organizations. The amount does not cover the required expenses like enrolment fees, uniforms, stationeries, food and accommodation. The amount does not significantly assist children to enroll in school and continue their studies.

It is recommended that the amount of support needs to be increased to be increased. Support should be provided only to real IDP children. New and potential internal and external donors should be investigated and coordinated.

### **Create IDP friendly school and classroom environment and teachers training**

In some cases, it was found that the IDP children were neglected and humiliated at school in the classrooms. They preferred to sit in the back seats and did not interact much with the teachers.

Provide Child Friendly School (CFS) training to teachers and head teachers and create a child friendly school environment and a child friendly classroom environment. It is suggested that the Teacher' Unions could be made responsible for undertaking the child friendly school initiatives.

It is also recommended that a psychosocial counseling center should be established in schools where the numbers of IDP students are high. This program should be implemented through training of teachers.

### **Empower teachers with the skills to deal with IDP children**

The teachers were facing various challenges in classroom delivery. They were using their usual delivery techniques. The current behavior of teachers does not meet the requirement of IDP students.

Teachers need to be prepared to address the psychosocial circumstances of IDP students. It is recommended that the teacher training curriculum should be revised and updated to meet the educational and psychosocial needs of IDP students

### **Emphasize literacy and skill-oriented classes for the guardians of IDP children, with specific reference to women and establish ECD centers focusing on targeted population.**

No additional classes were run to address the needs of IDP adults. Most of the IDP adults were illiterate. As a result, they lack awareness about education for their children. They earn low wages and are unaware about the support available.

It is recommended that ECD and literacy classes along with skill-oriented training by targeting IDPs, early childhood age groups and adults have to be established.

### **Coordinate with cooperative and other financial institutions for income generation activities targeted to IDP children and families**

IDP children are mostly poor. They not only have a shortage of school expenses but also scarce livelihood which is crucial. They are frequently mobile for the sake of employment.

It is recommended that the government should develop income generating activities (IGA) for IDCs' guardians. The government should seek I/NGOs working in IGA and also coordinate with cooperative and other financial institutions for income generation activities targeted to IDP children and their families.

### **9. Construct extra classrooms and support teacher**

Due to the influx of children, the classrooms in IDC affected areas are crowded and there is a shortage of teachers. The DOE support for teachers in Banke and Dang targeted schools was not found to be sufficient to cope with the high Teacher Pupil Ratio (TPR) and the same condition was found in the community managed schools (10 in Dang and 35 in Banke as indicated by the Planning Section, DOE). This support has not addressed the needs of IDP children.

It is recommended that the DOE should support and take initiation in classroom construction and furniture distribution program under EFA in the IDP affected areas. It is also further recommended that the number of teachers should be increased to address the government's norms of Teacher Pupil Ratio (TPR).

In addition to the above recommendations, it is further suggested that the Ministry of Education and Sports (MOES) and the Department of Education (DOE) have to pursue, implement, follow-up and monitor the policies and programmes after conducting a nation wide conflict sensitivity assessment of the educational provision and the schools:

- Involvement of IDP communities in the SMCs and focus on "Inclusion" in the decision making process.
- Better use of teachers and community workers and use of flexible teaching learning practices. Classes should also be managed during vacations and extra classes should be managed in morning or afternoon. For this purpose, the schools have to manage overtime payment to regular teachers.
- Construction of low-cost temporary structures for the classrooms.

- Bilingual education. Teachers training on language, cultural differences and sensitization; conflict, its impact on children, trauma and healing.
- Revision of the curriculum and adjustment of local contents with a focus on conflict, peace and long term solutions of conflict. Life skills for healthy and peaceful living should be added to the curriculum.
- Management of vocational training linked to workplace practice and rural job demand.
- Focus on feeder schools close to the dwellings of the IDPs and their younger children.
- Facilitating home-based studies for periods of school closure.
- Rapid re-supplies of schools with basic school equipments and educational materials like books and stationeries.
- Use of distance learning, open schools, informal schools, farm schools, radio education and other modes of using effective mass media for educational delivery in the conflict affected areas.
- Better conflict sensitive approaches in educational planning, implementation and monitoring.
- Creation of a special cell in the DOE on this focus to gather data and to conduct field surveys, researches and support to the DOE with proper planning tools.
- Focus on flexible financing programmes in the EFA. Need of conducting dialogue with the NPC, MOF and the donors on this theme for effective delivery and success of EFA programmes.

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त्रिभुवन विश्वविद्यालय  
शिक्षा विकास तथा अनुसन्धान केन्द्र  
आन्तरिक रूपमा विस्थापित बालबालिकाहरूका निमित्त शिक्षा  
वर्तमान स्थिति र चुनौतीहरू  
(बालबालिकाहरूका निमित्त प्रश्नावली)

विद्यार्थीको नाम र थर :

उमेर :

अभिभावकको नाम :

अभिभावकको पेसा :

दाजु भाइ दिदी बहिनीहरूको सङ्ख्या: दाजु..... भाइ .....दिदी..... बहिनी .....

हाल कहाँ छन् ?.....

**खण्ड क: बालबालिकाको सामान्य विवरण**

१. तिमी कति कक्षामा पढ्छौ ? .....

२. यसभन्दा अघि तिमी कुन ठाउँमा थियौ ?.....

३. तिमी यहाँ किन आएको ? .....

४. तिमी अहिले कसरी बसेका छौ ?

डेरा लिएर  आफन्तकहाँ  अन्य व्यक्तिको घरमा

५. त्यहाँ बस्दा तिमीलाई कस्तो व्यवहार गरिन्छ ?

मन पर्ने व्यवहार:.....

मन नपर्ने व्यवहार:.....

### खण्ड ख: बालबालिका र सिकाइ

६. तिमीले घरमा कति घण्टा पढ्ने गर्छौ ?.....
७. तिमीले गृहकार्य नियमित रूपमा गर्छौ ?  
गर्छु  गर्दिन
८. तिम्रा अभिभावकले तिम्रो पढाइमा सहयोग गर्नुहुन्छ ?.....
९. तिमीलाई किताब कापी नभएर पढ्नमा समस्या आएको छ ?  
छ  छैन
- अन्य केही भए .....

### खण्ड ग: भाषा र सिकाइ

१०. तिमीले अरू साथीले बोलेको भाषा बुझ्न सक्छौ ?  
सक्छु  सकिदैन
११. तिमीले बोलेको भाषा अरू साथीले बुझ्न सक्छन् ?  
सक्छन्  सकिदैनन्
१२. शिक्षकले पढाउँदा प्रयोग गरेको भाषा तिमीले बुझ्न सक्छौ ?  
सक्छु  सकिदैन
१३. यदि नसक्ने भए कुन भाषा बुझ्न कठिन छ ?  
नेपाली  अङ्ग्रेजी  अन्य स्थानीय भाषा

### खण्ड घ: शिक्षक तथा अन्य साथीहरूको व्यवहार

१४. तिम्रा साथीहरूले तिमीलाई कस्तो व्यवहार गर्दछन् .....
- मन पर्ने व्यवहार के के.....
- मन नपर्ने व्यवहार के के.....
१५. तिमीलाई स्कूलमा शिक्षकहरूले कस्तो व्यवहार गर्नुहुन्छ ?
- मन पर्ने व्यवहार के के.....
- मन नपर्ने व्यवहार के के.....

१६. अरू साथीहरू र तिमीलाई गर्ने व्यवहारमा फरक छ ?

फरक छ  फरक छैन

**खण्ड ड: बालबालिका र उनीहरूलाई प्राप्त सहयोग**

१७. तिमीलाई स्कूलबाट के के सहयोग भएको छ ? .....

१८. तिमीलाई अन्य कतैबाट पनि सहयोग मिलेको छ ?

मिलेको छ  मिलेको छैन

१९. यदि मिलेको भए कसले के दिएको छ ?.....

सहयोग पुऱ्याउने संस्थाको नाम :

सहयोगको प्रकार :

२०. विस्थापित बालबालिकाको स्थितिमा सुधार ल्याउने उपायहरू के-के हुन सक्लान् ?

.....

**खण्ड च: बालबालिका र उनीहरूको मनोसामाजिक अवस्था**

२१. तिमीलाई कहाँ पढ्न मन पर्छ ?

आफ्नै गाउँ/घरमा : यही ठाउँमा:

२२. तिमीलाई घर छोडेर यहाँ आउँदा कस्तो अनुभव भएको छ ?

.....

२३. तिमीलाई पढ्न मन लाग्छ कि लाग्दैन ? लाग्छ  लाग्दैन

यदि नलाग्ने भए किन ?

.....

२४. तिम्रो मनमा सधैं खेलिरहने कुरा के हो ?

.....

२५. तिम्रोजस्ता बालबालिकालाई के गरे राम्रो होला ?

**त्रिभुवन विश्वविद्यालय**  
**शिक्षा विकास तथा अनुसन्धान केन्द्र**  
**आन्तरिक रूपमा विस्थापित बालबालिकाहरूका निमित्त शिक्षा**  
**वर्तमान स्थिति र चुनौतीहरू**  
**अभिभावकका निमित्त प्रश्नावली**

**पारिवारिक पृष्ठभूमि**

नाम: उमेर : लिङ्ग: जात/जाति:

वैवाहिक स्थिति: परिवारमा आफ्नो स्थान (मूली):

परिवारमा आम्दानीको स्रोत/पेसा: खान पुग्ने वा नपुग्ने:

परिवारमो सदस्य सङ्ख्या र शैक्षिक स्तर: निरक्षर  साक्षर  एस.एल.सी.  
 भन्दा कम  एस.एल.सी. पास  आइ.ए.  बि.ए.  एम.ए.

**विस्थापन र यसका कारणहरू**

१. तपाईं यहाँ कुन स्थानबाट आउनुभएको हो ?

गाउँ/टोल

.....गा.वि.स./न.पा.....जिल्ला.....

२. तपाईं कहिले आउनुभएको हो ?.....

३. तपाईं यहाँ कसको सहयोगमा आउनुभएको हो ? .....

४. तपाईं यहाँ आउनाको कारण के थियो ?

कारण	बाध्यता पार्ने पक्ष	
	विद्रोही पक्षबाट	राज्य पक्षबाट
(क) हत्याको धम्की		
(ख) शारीरिक यातनाको डर		
(ग) घर-सम्पत्तिको विनाश		

(घ) परिवारका सदस्यको अपहरण		
(ङ) परिवारका सदस्यको हत्या		
(च) लुटपाट		
(छ) राजनीतिक कारण		
(ज) अन्य		

५. तपाईं आफ्नो पुरानो स्थानका परिवार/मित्रहरूसँगको नियमित सम्पर्कमा हुनुहुन्छ?

छु  छैन

६. यहाँ वस्दा तपाईंलाई के-के समस्याहरू आइपरेका छन् ?

१.

२.

३.

४.

५.

७. तपाईंले कुनै निकाय (सरकारी/गैरसरकारी) वा व्यक्तिबाट कुनै सहयोग प्राप्त गर्नुभएको छ ?

प्राप्त गरेको छु  प्राप्त गरेको छैन

यदि प्राप्त गरेको भए विवरण उल्लेख गर्नुहोस् :

क्र.सं.	संस्था	सहयोगको प्रकृति	कैफियत

८. तपाईंको आम्दानीले परिवारका कति सदस्यलाई पाल्नुपरेको छ ?

सदस्य सङ्ख्या..... आम्दानीको अन्य स्रोत.....

९. भविष्यमा तपाईं आफ्नो घर फर्कन चाहनुहुन्छ कि ?

चाहन्छु  चाहन्न

यदि नचाहने भए त्यसको कारण :

**बालबालिकाको शैक्षिक स्थिति**

१०. तपाईंका छोराछोरी कति छन् ? छोरा  छोरी

११. छोराछोरीलाई विद्यालयमा भर्ना गर्नुभएको छ ?

गरेको छु  गरेको छैन

१२. छोराछोरीलाई विद्यालयमा भर्ना गर्दा केही समस्या प्यो ?

प्यो  परेन

परेको भए उल्लेख गर्नुहोस् .....

१३. छोराछोरीको पढाइको स्थिति र श्रममा संलग्नता (सम्बन्धित विद्यार्थीलाई प्राथमिकता दिने)

क्र.सं.	छोरा/छोरी	उमेर	पढिरहेको कक्षा	बालश्रममा संलग्न भए कामको प्रकृति	पढ्न छोडेको भए कारण
१					
२					
३					
४					
५					

१४. छोराछोरीको पढाइमा कतैबाट सहयोग पाउनुभएको छ ?

पाएको छ

पाएको छैन

यदि पाएको भए त्यसको विवरण

क्र.सं.	सहयोगी संस्था	सहयोगको किसिम
१		
२		
३		

१४.१. प्राप्त सहयोग पर्याप्त छ वा छैन ?

छ  छैन

१४.२. सहयोगबाट तपाईंका छोराछोरीको पढाइमा कस्तो प्रभाव परेको छ ?

१५. बालबालिकाको पठनपाठनको व्यवस्थामा तपाईंलाई कुन-कुन समस्याहरू आइपरेका छन् ?

१६. छोराछोरीको पढाइको स्तर कस्तो छ ?

कमजोर  राम्रो  धेरै राम्रो

१७. पहिले र अहिले तपाईंको छोरा वा छोरीको पढाइमा के अन्तर पाउनुभएको छ ?

१८. तपाईंको छोरा वा छोरीमा कुनै मनोसामाजिक समस्या भएको पाउनुभएको छ ?

(क) छ (ख) छैन

यदि छ भने, कस्तो समस्या पाउनुभएको छ ?

(क) टोलाइरहने (ख) डराउने (ग) निराश हुने/कुनै पनि काममा चाख नदिने

(घ) खाना नखाने (ङ) नसुन्ने (च) बरबराइरहने (छ) रुने/कराउने



(ज) अन्य (उल्लेख गर्ने)

१९. विस्थापित बालबालिकाको शैक्षिक स्थितिमा सुधार ल्याउन कुन-कुन उपायहरू अपनाउनुपर्ला ?

२०. तपाईंले सरकारी वा गैरसरकारी निकाय तथा अन्य क्षेत्रबाट के-कस्तो अपेक्षा राख्नुभएको छ ?

२१. द्वन्द्व समाधान भएमा तपाईं के गर्नुहुन्छ ?

२२. अन्य केही प्रतिक्रिया भएमा उल्लेख गर्नुहोस् ।

.....

**त्रिभुवन विश्वविद्यालय**  
**शिक्षा विकास तथा अनुसन्धान केन्द्र**  
**आन्तरिक रूपमा विस्थापित बालबालिकाहरूका निमित्त शिक्षा**  
**वर्तमान स्थिति र चुनौतीहरू**  
**प्रधानाध्यापक/शिक्षकलाई प्रश्नावली**

**खण्ड क: वर्तमान अवस्था**

१. तपाईंको विद्यालयमा द्वन्द्वको प्रभावद्वारा विस्थापित भएका बालबालिकाको सङ्ख्या कति छ ? छात्र.....छात्रा.....
२. यी बालबालिकाहरू खासगरी कुन-कुन जिल्लाबाट आएका छन् (धेरैबाट थोरै) ?  
१..... २..... ३..... ४..... ५.....
३. यी बालबालिकाहरू कुन जाति/जनजातिबाट आएका छन् (धेरैबाट थोरै) ?  
.....  
१..... २..... ३..... ४.....  
५.....  
६..... ७..... ८..... ९.....  
१०.....
४. के तपाईंको विद्यालयमा द्वन्द्वका कारणले बाबुआमा गुमाएका बालबालिकाहरू पनि छन् ?  
क. छन् ख. छैनन्

४.१ यदि छन् भने तिनको विस्तृत विवरण

क्र. सं.	छात्र/छात्रा	जात/जाति	पठिरहेको कक्षा	गुमाएको व्यक्ति (बाबु/आमा)	सहयोग गर्ने व्यक्ति/सङ्गको नाता/संस्था


नोट: ४.१ मा उल्लिखित छात्र/छात्राहरूको वैयक्तिक अध्ययन (Case study) तयार पार्ने ।

५. विस्थापित बालबालिकाको कुनै शारीरिक समस्या छ ?

(क) छ (ख) छैन

५.१. यदि छ भने, कस्तो समस्या पाउनुभएको छ ?

६. विस्थापित बालबालिकालाई कुनै मानसिक चिन्ता भएको पाउनुभएको छ ?

(क) छ (ख) छैन

६.१. यदि छ भने, कस्तो असर भएको पाउनुभएको छ ?

(क) टोलाइरहने (ख) डराउने (ग) निराश हुने/कुनै पनि काममा चाख नदिने

(घ) खाना नखाने (ङ) नसुत्ने (च) बरबराइरहने (छ) रुने/कराउने

(ज) अन्य (उल्लेख गर्ने)

**खण्ड ख: विस्थापित बालबालिकाहरूका लागि विद्यालयले गरेका कार्यक्रम/प्रयास**

७. तपाईंको विद्यालयले विस्थापित बालबालिकाहरूका लागि कुनै विशेष कार्यक्रम सञ्चालन गरेको छ ?

(क) छ (ख) छैन

८. यदि छ भने उल्लेख गर्नुहोस् .....

**खण्ड ग: विस्थापित बालबालिकाहरूका लागि कार्यक्रम र सहयोगको विवरण**

९. तपाईंहरूको विद्यालयमा सरकारी निकायबाट विस्थापित बालबालिकाहरूका लागि कुनै खास सहयोग प्राप्त भएको छ ?

(क) छ (ख) छैन

९.१. यदि छ भने कस्तो सहयोग प्राप्त भएको छ ?

सरकारी निकायको नाम प्राप्त सहयोगको प्रकृति

१०. तपाईंको विद्यालयमा गैरसरकारी निकाय (I/NGOs) बाट विस्थापित बालबालिकाहरूका लागि कुनै खास सहयोग प्राप्त भएको छ ?

(क) छ (ख) छैन

१०.१. यदि प्राप्त भएको भए त्यसको विवरण

संस्थाको नाम प्राप्त सहयोगको प्रकृति

११. यस किसिमको सहयोगको उपयोगिताको बारेमा तपाईंको धारणा कस्तो छ ?

**खण्ड घ: विस्थापित बालबालिकाबाट विद्यालयमा परेको प्रभाव र प्रयत्न**

१२. विस्थापित बालबालिकाको सङ्ख्या बढनाले विद्यालयमा के-कस्तो असर परेको छ ?

(क) शिक्षक-विद्यार्थी अनुपातमा वृद्धि (ख) भौतिक सुविधाको अभाव (कक्षा कोठा, फर्निचर) (ग) शौचालयको अभाव (घ) दोभाषे शिक्षकको अभाव (ङ) विद्यालयमा अनावश्यक द्वन्द्व (च) अन्य (उल्लेख गर्ने)

१३. यी समस्या समाधान गर्नका लागि विद्यालयबाट के-कस्ता प्रयत्न भइरहेका छन् ?

१४. तपाईंको विचारमा द्वन्द्वको राजनैतिक निकास भएमा विद्यालयमा विस्थापित बालबालिकाको अवस्था कस्तो होला ?

(क) घट्ने (ख) बढ्ने (ग) यथास्थितिमा रहने

१५. भोलि देशको स्थितिमा सुधार आयो भने, विस्थापित परिवारहरूको अवस्था कस्तो होला?

(क) फर्केर पुरानै ठाउँमा जाने (ख) यहीं जीविका चलाएर बस्ने

(ग) राम्रो अवसर भएको स्थान खोजेर जाने (घ) अन्य (खुलाउने)

#### खण्ड ड: राय तथा सुझावहरू

१६. बाबुआमा गुमाएका बालबालिकाको शिक्षाको लागि निम्न संस्थाहरूले के-के गर्दा उचित हुन्छ ?

(क) राज्यले (सरकारले) .....

(ख) विद्रोही पक्षले (माओवादीले).....

(ग) अन्तर्राष्ट्रिय संस्थाले (INGOs).....

(घ) स्थानीय गैरसरकारी संस्थाले .....

(ङ) विद्यालय व्यवस्थापन समितिले.....

(च) स्थानीय निकायले.....

(छ) अभिभावक शिक्षक संघले.....

१७. वर्तमान अवस्थामा विस्थापित बालबालिकाको चापमा परेका तपाईंहरूको जस्तो विद्यालयमा शैक्षिक अवस्था सुधार्न के गर्नुपर्ला ?

१८. शिक्षण संस्थालाई “शान्ति क्षेत्र” बनाउन निम्न संस्थाहरूले के-के गर्दा उचित हुन्छ ?

(क) राज्यले .....

(ख) विद्रोही पक्षले.....

(ग) गैरसरकारी संस्थाले.....

(घ) व्यवस्थापन समितिले.....

(ङ) स्थानीय व्यक्तिहरूले.....

**त्रिभुवन विश्वविद्यालय**  
**शिक्षा विकास तथा अनुसन्धान केन्द्र**  
**आन्तरिक रूपमा विस्थापित बालबालिकाहरूका निमित्त शिक्षा**  
**वर्तमान स्थिति र चुनौतीहरू**  
**लक्षित समूह छलफलका लागि आधार**

लक्षित समूह छलफलमा भाग लिने सहभागीहरू

(जि.शि.अ./वि. नि./गै.स.स.प्रतिनिधि/पत्रकार/वि.व्य.स./शि.प्र./राजनीतिक दलका प्रतिनिधि/सामाजिक कार्यकर्ता आदि)

जिल्ला:

सहभागी संख्या:

महिला:

पुरुष:

**(क) विस्थापित बालबालिकासम्बन्धी विवरण**

१. यस जिल्लाका विद्यालयहरूमा द्वन्द्वबाट विस्थापित भई भर्ना हुन आउने बालबालिकाहरूको सङ्ख्या लगभग कति होला ?:
२. छात्र-छात्राको अनुपात:
३. जात/जाति (धेरैबाट थोरै): क.....ख.....ग.....घ.....
४. बढी विस्थापित भइआउने जिल्ला (धेरैबाट थोरै)
५. विस्थापनको प्रवृत्ति र परिमाण वार्षिक रूपमा:
६. अभिभावकको आर्थिक अवस्था र व्यवसाय
७. बालबालिकाको सिकाइस्तर (Performance)
८. विस्थापनका कारणबाट बालबालिकाको सिकाइमा परेको प्रभाव

(ख) विस्थापित बालबालिकाप्रतिको धारणा

- प्र.अ. तथा शिक्षकको
- व्यवस्थापन समितिको
- समुदायको
- अन्य बालबालिकाको

(ग) विस्थापित बालबालिकाहरूलाई विद्यालयमा भर्ना हुन आइपने समस्याहरू

(घ) द्वन्द्वबाट विस्थापित बालबालिकालाई सहयोग गर्ने निकायहरू

सहयोगी संस्थाको नाम	सहयोग पुऱ्याइएको बालबालिकाको संख्या	सहयोगका प्रकार र मात्रा

(ङ) सहयोग पर्याप्तता

- बालबालिकाको सङ्ख्याको हिसावबाट
- मात्राको हिसावबाट
- सहयोगको प्रकृतिको हिसावबाट

(च) सहयोग व्यवस्थापन प्रक्रिया

- समितिको गठन/सहभागिता
- पारदर्शिता
- निष्पक्षता
- सहयोगको सदुपयोग वा दुरुपयोग



(छ) सहयोगको प्रभावकारिता

- कक्षा व्यवस्थापन
- सिकाइ
- वैकल्पिक समय/उपायको व्यवस्था
- भाषिक पक्ष

(ज) सहयोगमा देखिएका समस्याहरू

- १.
- २.
- ३.

(झ) द्वन्द्वबाट विस्थापित बालबालिकाको व्यवस्थापनमा प्रभावकारिता ल्याउने उपायहरू

(ञ) माथि नपरेका अन्य केही थप कुरा भएमा

थप कुराहरू अभिव्यक्त गर्ने व्यक्ति