Reconciliation: A Pre-requisite to CAC Reintegration

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Foreword

Reconciliation is a very crucial aspect and process of reintegration. The importance of this part of reintegration is not adequately realized by most stakeholders and affected people. People have come to realize the importance of psychosocial counseling but essentiality of reconciliation process has yet to be viewed for sustainable peace in this country and positive development for individual CAC. During the protracted armed conflict in Nepal children witnessed and or suffered direct torture, killings, and disappearances or were part of the insurgency. As stated in one of the presentations in Seminars on the trauma Awareness and Recovery Participant Manual (EMU 2002) "Pain that is not transformed is transferred". Pain and trauma these children faced in past has to be addressed. Many CAC who participated in Reconciliation: Voices and Experiences of Children affected by Armed Conflict (2008), in the introduction session shared that they will take revenge to avenge for the torture, killings, and disappearances of their loved ones, especially parents and themselves (torture). However, by fourth to fifth day of the workshop they spontaneously shared they would not take violence as a means to seek for justice for themselves as it creates vicious revenge cycle for them and others. The process of reconciliation workshops helped them manage to heal trauma, process their sense of victim hood, and come to forgiveness and empathy for others.

The participants of 2008 shared, one the major challenge in their reintegration is non-empathy from their family members, teachers, and community. Thus, this year we focused our activities on reconciliation workshops for parents, teachers and community members of these participants in ten districts, Accham, Kailali, Rolpa, Dang, Myagdi, Kapilvastu, Kavre, Rautahat, Dhankuta, and Saptari. These workshops helped immensely to parents, teachers and community members to understand "eccentric" behaviors of CAC and what are their own roles in effective reintegration of these children. Many parents and others were victims of armed conflict themselves which enabled them to heal their trauma too. Teachers shared that they had deeper understanding conflict and structural violence in society.

Based on the outcomes of previous year the Public Hearings were envisioned too and was a roaring success as this became a platform for the CAC to share their experience and plight directly to the stakeholders for the first time and vice versa. The stakeholders were deeply touched and moved by what children had to say and made commitments to make differences. Especially the government stakeholders had never imagined the magnitude of their sufferings. This has paved way for children's voice to be integrated at district level as they realized the need and importance in policy formulation. Many cases got formally registered in the CDO office for compensation. Furthermore, this event was aired live which enabled thousands of people had access to information of services provided by government. For the children this was a first time when duty bearers listened to them respectfully and for most it was their first public speaking.
This year too, exhibitions were conducted of the art work done in previous year which has been able to graphically depict the sufferings and human rights violations of CAC to larger audience. This artwork got exhibited in B+15 Asia Pacific NGO Forum, Manila, Sept. 22-24, 09.

Reconciliation is not an event, but it is a continuous process of revelation, clarity, insight, truth, justice, and human dignity and rights to move forward positively for all.

I would like to reiterate we have been able to address just a tip of an iceberg or a drop in an ocean of children affected by conflict; thousands are yet to be identified. If their issues and grievances are not addressed there might be more violent conflicts in the country. We hope this approach is a means to address conflict affected children's experience at much larger level and also creating empathetic, healing, and respectful environment for them and others.

I would like to extend my appreciation and gratitude to all the participants from 10 districts, CAC, their parents, teachers, community people, duty bearers for trusting in us and making this process a huge success without their cooperation the project would not have materialized. Their commitment, dedication, and vibrant energy kept the whole project moving with enthusiasm and vigor. The outcomes of this process will be the future direction for HimRights activities on Reconciliation.

We are immensely grateful to UNICEF, Government of Japan and German for their support. We would also like to thank UNICEF Child Protection team especially Annette Lyth, Anita Knudsen, Evan Rai and Radha Gurung for their extensive support.

I would like to thank all the district coordinators, without their tireless effort and dedication, reaching our targeted participants would be impossible. My sincere appreciation goes to HimRights team for all the tireless efforts with enthusiasm and vigor. My sincere appreciation goes to the resource persons, Moderator, Rapporteur and psychosocial counselors: Ramesh Kumar Paudel, Chitra Niraula, Bhojraj Timilsina, Shiva Adhikari, Prakash Upadhyaya, Prakash Gautam, Anita Shakya, Prajwol Man Shakya, Bholo Kadka, Sushmita Nepal and Rajan Maharjan.

Once Again I thank and applaud the participants, CDOs, LDOs, police, political party representatives, especially Maoist, NGOs, district focal points/organization, UNICEF and HimRights team for exuberating experience in the whole project.

We hope our approach could be replicated to heal the pain and trauma of conflict affected children and serve as a crucial instrument to establish peaceful, new Nepal.

Ms. Anjana Shakya
Chairperson
HimRights
Abbreviation

CA: Constitutional Assembly
CAC - Children Affected by Conflict
CDO- Chief District Officer
CWIN- Child Worker in Nepal
DEO- District Education Officer
DDC- District Development Committee
FGD- Focus Group Discussion
IED - Improvised Explosive Device
LDO- Local Development Officer
UNICEF- United Nations International Children Education Fund
RVECAC- Reconciliation; Voices and Experiences of children affected by conflicts
DCWB-District Child Welfare Board
SP - Superintendent of Police
VAE – Victim Activated Explosion
VDC- Village Development Committee
MOPR – Ministry of Peace and Reconstruction
NHRC – National Human Rights Commission
Executive Summary

The problem, suffering faced by the children during the armed conflict is still daunting. Children became eyewitness to killing, tortures and mutilation of family members, friends and neighbors. During this decade long uprising children witnessed gruesome incidents through which they lost their loved ones leading to instable mental state. Children became the ultimate sufferers and paid the price of it through their innocence for something they had no clue about. These incidents are not well documented and even those whom have been acknowledged have not been able to receive support or follow ups. Further they don’t have space to raise their voices with concerned stakeholders. The plights, sufferings are within themselves; perpetuating in several problems. Even till this date children are still being used as child soldiers and being recruited for various activities by numerous armed groups, especially in the Tarai region.

During the Reconciliation: Voices and Experiences of Children affected by Conflict (RVECAC) workshops in 2008, CAC children shared problems they were facing and challenges in reintegration. So, following the findings and input of previous year, the four different activities was envisioned in those previous ten districts: Reconciliation workshop, Public Hearings and the Artwork Exhibition for the smooth reintegration of CAC in their families, schools and society. Similarly to provide them a safe space to voice their issues with relevant stakeholders and share these voices in a larger public sphere too.

Based on the recommendations given by RVECAC, the reconciliation workshop with teachers, community people was conducted. Workshops were conducted with teachers, parents of CAC, people from CAC working organizations. Moreover, these participants relating to diverse social and professional background provided a shared platform to learn and understand CAC’s experiences and have an empathetic disposition. With a diverse participant the workshop was a challenge but all of them had an opportunity to learn from each other and understand their own roles in effective CAC’s reintegration.

Similarly, Public Hearings proved to be a dynamic platform for CAC to voice their issues by themselves with the relevant stakeholders of the government and to ventilate their grievances. Moreover, many undocumented cases were highlighted. Likewise, most district stakeholders realized the magnitude/ extend of sufferings of CAC and committed to provide them justice; expanded case registration time. Furthermore, the live transmission of Public Hearing through the local FM was able to reach people from that and neighboring districts. Stakeholders were able to disseminate information on provisions and compensation packages with larger population of the districts. On the other hand some children had difficulties at speaking at public space and or with a microphone. As the stakeholders are key people in the district they had difficulty 3 hours at a time although many of them stayed for the whole time. The representatives for key stakeholders had difficult time making commitments.
In the same way, Artwork Exhibition: The exhibition gave face to the reality of children. It gave a glimpse of what children saw and how they felt. The artwork helped create an empathetic environment for CAC and to reduce ostracization in the community. Many visitors said, “We hope to never witness another armed conflict in this country.”

Through these three programs HimRights has been able to successfully address CAC’s issue to some extent; but there are numerous children who still need to be identified and supported for a smooth reintegration process. In the same way, respectful space needs to be created for their voice to be heard. Similarly, there are numerous cases that are neither documented nor responded. Many CAC and the adult participants shared that this program has been very beneficial for them but this has to be taken in a much larger context than just few districts, to benefit CAC, people close to them and for sustainable peace.
Background

In the post conflict situation, Nepal is facing many challenges. Reconciliation of victims of conflict is a major crisis. Children are facing many problems, psychologically, physically, emotionally, socially and financially as well. Many have strong need to retaliate, avenge killings and torture of their family members and/or themselves by the conflicting parties from both sides, Government and Maoist. Furthermore, there are many other issues like reintegrati on of Conflict Affected Children (CAC), survivors of the landmines and mine explosions. At the same time there is increasing trend on abductions, mine explosion related killings and injuries, torture, imprisonments, re-recruitments in armed groups.

Reconciliation amongst the conflict victims is one of the major challenges which is usually not the priority for most stakeholders. It is extremely important to rebuilt trust amongst the people. The aim of the process is to help CAC overcome the plights and trauma from the war and other conflicts and help them understand the importance of reconciliation and the negative consequences of violence and armed conflict; foster empathy to other side of the conflicting parties. During “Reconciliation : Voices and Experiences of Children Affected by Armed Conflict” (RVECAC) project in 2008, we saw the children change significantly from the need to take revenge, angry and silent, transforming into becoming children once again with full of laughter, sharing their stories, becoming friends and empathetic with victims from opposing sides; their traumas decreased and ready to seek other forms of justice within 4-5 days; come to conclusion that violence only perpetrates further violence, it does not forge path to peace within themselves and peace building process in this country. This process facilitated children to believe they have role to play as agents of peace.

During RVECAC workshops, we have been able to deal with just a tip of an iceberg or a drop in an ocean of approximately 270 children affected by armed conflict. If their issues and grievances are not addressed there might be more violent conflicts in future in this country. One of the participant from Achham shared, "If CAC needs are not met there might be another armed conflict in future". Reconciliation is a means to address conflict affected children's experiences at much larger level and the worldview is seen from their lens, creating empathetic environment for them for effective reintegration and reparations.

Reconciliation process is a precondition for effective reintegration. It compliments and supplements each other. Reconciliation among the conflict victims is one of the major challenges. Major challenges shared by participants of these programs were difficulties in reintegretion in family, community and schools. The stakeholders from these institutions stereotype, ostracize, and marginalize in every way possible. Thus, unless these groups have understanding in difficulties and traumatic experiences CAC have faced they are not going to be sensitive, empathetic and caring towards CAC. In earlier assessment on Role of Paralegal Committees on Reintegration of Child Soldiers, we found if there is loving caring parents the children have no problem in reintegration within families and communities but in problematic families children are further marginalized, ostracized,
traumatized and vulnerable to abuses. These are cases from Udaypur and Nawalparasi respectively. In the recent project “Reconciliation: Voices and Experiences of Children Affected by Armed Conflict” (RVECAC) a boy from Kavre was shot in his leg in Kalanki during Jana - Andolan II. He was hospitalized for months and still continues to have problems. He became suicidal as his family and community; all blamed him and continued to pick on him for his situation. (He is a transformed cheerful child with positive self-image after he attended both RVECAC and national exhibition). Another case is of a child soldier from Dhankuta who got into substance abuse as he was harassed by his school colleagues and teachers but he successfully quit alcohol consumption but yet to do the same with smoking. Similarly another participant said “If there is any negative incident in the community we are blamed for it”. Another child soldier from Kailali fought with his teacher because he was discriminated and bashed for his past life; at present he lives in the house of this teacher who supports him. He further said “If I had been part of this reconciliation process I would have joined another armed group to take revenge. All I wanted to be inflict more pain to others as I had suffered but now I have been able to transcend the need for revenge”. The stories are endless. Thus, reconciliation is prerequisite for effective reintegration of CAC which needs to be extended to their family, community, school system. Their issue needs to be addressed by the policy makers at district and national level for the same. Similarly, children should be provided a platform to voice their issues and problems with the relevant stakeholders Here, HimRights is looking at reconciliation and reintegration through children as agents of peace from community to national level through their experiences and realities.

**Project Goal:**

The overall goal of the project is to create a platform for conflict-affected children to voice their experiences and their role in Reconciliation and Peace Process.

**Objective:**

- Create a platform for conflict-affected children to voice their experiences
- Promote the meaningful involvement and participation of children and youth in the peace process
- Develop opportunities to promote children’s perspectives and consider CACs view points at district and national level, ensure their issues in CA member
- Build a protective environment for children to participate in reconciliation processes
- Ensure that the family, extended family and community are incorporated into the development of reconciliation activities.
- Sensitize people and stakeholders on the status of the children affected by armed conflict and other relevant issues
Outcome:
- Public aware and sensitized on experiences and realities of the CAC
- Positive disposition towards CAC
- Stakeholders at local and national level sensitized and empathetic towards CAC and their issues.
- Stakeholders committed to take and follow up CAC issues
- Communities’ positive behavior and disposition towards CAC
- Facilitated smooth reintegration of CAC
- Involvement of CAC in the local peace process

Target Groups:
Children affected by armed conflict-- mine victims and physically challenged, CAAFAG, victims of communal violence, IDPs, disappeared, political demonstration, Madhesis and other ethnic movements (Limbu, Khambu, Tharuwan, Tamseling, etc), Government Stakeholders, community, parents and teachers. Gender balance will be focused in all target groups.

Geographical coverage:
The project is being implemented in 10 districts of five development regions in consultation with UNICEF.

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Process
A holistic approach with four different activities has been carried out in each district. Four different activities nearly covered the entire process of the project. Moreover, at the end of the project the national level program-National Policy dialogue has been carried out between the CAC and policy makers.

Activity: 1

Touring and exhibition of Artwork

The artwork of CAC our" Voices and Experiences" is toured in the ten districts to sensitize people and stakeholders to the problem children are facing due to conflict, in their own districts and as well as others. The two days long exhibition was key awareness tool. This activity also was as follow up to sensitize and reemphasize the children's realities and experiences from the district level. Numbers of community people, teachers, students and representative from various organizations have visited the exhibition.

Activity: 2

Public Hearing

Public hearing of CAC including participants from the RVECAC is conducted at district level to raise their voice and ventilate their grievances to make government stakeholders accountable to children's human right violations and highlight their issues. 50 children are selected based on various experiences in conflict-Maoist insurgency, ethnic and communal violence, mine survivors, child soldier. Similarly, 50% participants of girls ensured. CDO, DEO, LDO, Superintendent of Police, political parties, were put in the stakeholder panel.
**Activity: 3**

**Workshop on Reconciliation and Peace building**

A four days workshop on Peace and Reconciliation is conducted with the parents, community, school teachers, and social workers, respected elders for smooth reintegration of CAC in family, community, and society. 30 participants are identified from these different groups. The entire process of workshop is carried out through participatory approach as sharing of experiences, role play focusing on internalization of CAC issues and their role in smooth reintegration of CAC in community.

**Activity: 4**

**Monitoring**

The monitoring of the impact of programs has been conducted to document the behavioral and attitudinal changes towards CAC by their families and communities. Two focused Group Discussion in each district with one CAC and one community is conducted. Similarly, 10 in-depth interviews with CAC and Community are conducted based on a frame work. During the monitoring parents, family, teachers/schools have been visited to document their behavioral and attitudinal changes towards CAC.

**Activity: 5**

**National Policy Dialogue**

A national policy dialogue has been conducted between the CAC, relevant stakeholder and policy makers at national level. It is carried out to provide CAC a platform for direct dialogue to interact with policy makers and CA members from their experiential lens and initiate a process to ensure their issues in the constitution. Seventeen CAC were selected from eight different districts representing the comparative issues.
Findings

- **Most of the CAC from socially excluded and marginalized background do not have access or opportunity to voice their issues.**
  The conflict affected children and their families from the poor and/or marginalized background do not have or they are less able to voice their issues with the concerned stakeholders. Moreover, they fear to approach their stakeholders without the support/help of anyone so they have a hard time accessing the officials. Due to this difficulty majority of them are facing lack of care, educational support and financial difficulties.

- **Stakeholders had no idea on the magnitude of the sufferings of CAC.**
  The captivated district stakeholders had lack of understanding on the magnitude or extent of children’s pain, suffering and trauma. In most of the district they showed amazement when the children voiced their stories. A Superintendent of the police from Sapatari said, “I had no idea on the sufferings and plight of the conflict affected children; this program has opened my eyes.” Similarly, a chief district officer from Kapilvastu said; "The public hearing is really worthwhile in order examine the impact of conflict on children and realizing our roles."

- **Children don’t have platform to voice their issues.**
  For many children there is a lack of platform for direct dialogue with stakeholders. In many cases children have been ignored and ostracized. It seems essential to provide a platform to voice their issues where children themselves can sensitize the stakeholders on their issues. Moreover, the platform for direct dialogue would have been effective instrument to catch their attention on prevalent problems.

- **Girls are facing problem in reintegration more than the boys because of the social stigma.**
  Most of the Child victims of violence and sexual abuses are girls. The stigma of living away from home with male combatants and having lived with male combatants; are presumed that they have been sexually exploited. Furthermore, those girls who returned back to home have been suffering with these social problems and had no alternatives for livelihood. The social stigma and the trend of ostracizing to returnees is becoming a major impeding factor for the girls to reintegrate in their society.

- **Realizing the importance counseling and trauma healing in reintegration process along with relief assistance.**
  The impact of conflict is further perpetuates in the psychosocial problems and it’s been a major impeding factor in the healing process of the CAC and their family. The participants of the workshop; school teachers, parents and social leaders doubts on trauma healing. One parents said, “How can the wounds be healed by
providing compensation to victims who have had to witness gruesome incidents in their own family.” A social mobilizer said, “Reintegration doesn't mean only to provide victim with compensation; but also need to heal their trauma otherwise all the attempts to heal their wound will be futile.” So, for a successful reintegration there must be a balance support of both- psychosocial counseling and other compensation- to upgrade their living conditions.

- Many cases are still not documented or documented but not supported. More CAC were identified for public hearing in addition to last year's participants. Child victims who had been injured in crossfire, mines/IED explosion, and other incidents participated too in the program. There were 3 participants from Kailali (Victim of Mine/ IED explosion), Kavre and Rolpa (injured during crossfire) one in each district. They need medical support. Though one from Kailali was referred to Mine Action Joint Working Group and the agencies are willing to help but the boy could not be located. These are few cases which were included in the public hearing and were highlighted, likely to get support but there are many more that need support and are yet to be identified. We are able to reach those hidden cases and documented too. Further we found some of the documented cases which have not received support yet after the years.

- Majority of CAC and their family do not have idea and knowledge on the support packages available for them. Most of the parents of CAC themselves are unaware on the available packages for them. Moreover, they don’t know way to approach it. Even, some of them are expressed amazement on the compensation packages available to them.

- Visible antagonistic relationship between Madhesi and Pahadi primarily in Terai area. The communal feelings between the Madhsi and pahadi people have been seen in the community and school children. Most of the children participant’s stressed visible division between them in schools. The misbehaving and mistreating by either group has made unfavorable environment mostly for the girls to attend schools.

- Many programs are not focused on empowerment of CAC; nor well coordinated. Most of the participants realized the need of empowerment oriented programs geared towards CAC. Moreover, they stressed that the programs are not co-ordinated in the best interest of the CAC. It is essential to empower them to sustain their life where they can strengthen their capability themselves in the upcoming days.
• **Few children got support but there was no follow-up support.**
Children supported by the reintegration packages are not being further supported. They have no option to return back to their home or seek employment for their livelihood. Many who have passed SLC are struggling to get higher education. One of the participants from Kailali was receiving support from an agency but after he completed 10th grade he has been having difficulty getting support for further studies. He said, "I want to study and don't want to return home but I have no support. My family cannot support me due to our economic condition. I have completed my 10th grade by staying at my school teachers' house but now I don’t know where I am going". Hearing his dilemma, HimRights has supported him for his higher education but there are many more who needs support and proper guidance.

• **Hard to trace conflict-victims.**
Many of the children who have participated in the reconciliation workshop in 2008 were very hard to trace. Since some of them have completed their secondary education (SLC) and few have left their area for various purpose; some of them went to India for employment, forced for migration due to the unfavorable social circumstances.

• **Victims did not have trust towards state for any kind of relief and support.**
Most of the victims had no faith, trust towards the state and other organization working for them. Some of the children stressed that the government did not help them as it should be. Moreover, some denounced that they have no one- neither government nor NGOs to supporting them. They felt isolated and neglected.

• **Realizing the important role of LPC (Local Peace Committee)**
For the victim’s compensation and relief packages, the LPC plays a core role to referee the victims to the captivated stakeholders. Similarly, in the identification and registration of CAC the LPC holds a major role. But, in some of the districts LPC are inactive and CAC are getting difficult to approach the relevant stakeholder due to the lack of evidence from LPC. It is essential to make more responsible for LPC in the reconciliation process. So the LPCs should be made more aware on the national / and international provisions and make responsible for the community level protection of the children.

• **Time taking process to reach compensation, relief packages for the CAC and their family from central level to district level.**
Most of the participants have said it’s too late for them to get the compensation and relief packages. The registered cases are still waiting for the compensation though it’s been more than a year. Moreover, they stressed to conduct a central level lobby and advocacy for its efficiency.
Achievements

- Teachers committed to create an empathetic environment for CAC in their school. They would be respectful to CAC in their school and internalize their role as many of them said; *special care and support is essential for CAC.*

- Participants of the workshop- teachers, social mobilisor, parents realized the extent of impact of armed conflict on children and their roles in reintegration process.

- Most of the children and parents have realized that other have suffered too and also their children. They are able to process a sense of victimhood; developed a positive self-image and parents have a more understanding on their children.

- Most of the participants of the reconciliation workshop understood victimhood from either or both sides and create empathetic relationship.

- Public Hearing provided a safe platform for mutual interaction between CAC and Stakeholders; CAC felt easy to approach government stakeholders and its process.

- The public hearing illustrated the impact of conflict on the children and it helped duty bearers to understand/ internalize the extent and depth impact of conflict on children.

- The direct dialogue between stakeholder and victims helped to develop trust towards state and organization working for them.

- Able to share government packages, provisions for CAC and their family with them and at larger context through the local F.M.

- From the exhibition, Duty bearers and community people are able to look the children issues graphically. Many said “*we hope this never gets repeated*”.

- We are able to share children voices at much larger level through the exhibition of artwork at national and international level too. The artwork got exhibited in B+15 Asia Pacific NGO Forum, Manila, September 2009.

- Stakeholders expanded deadline for case registration after having the interaction with CAC.

- The public hearing proved to be a safe and respected platform to voice the issues for CAC in public sphere; provide empathetic space with the experiences, realities of CAC.

- Space to raise the different issues and commitment on confiscated property and /or compensations.

- A girl child who was raped was able to transcend her pain and sufferings; have started a child club in her school.

- A child soldier who had attended workshop and public hearing did his higher secondary with the support of HimRights able to enroll in Pokahara engineering college.

- All the case studies of the children participants from the National Policy Dialogue were collected and made a profile which had been submitted to NHRC for further support
Challenges

• During the Public hearing some of the key stakeholders had a difficulty to stay in program.
• Some children had difficult to speaking at public space and or with a microphone.
• Frequent bandhs, strikes, natural calamities made it challenging to conduct program in a timely frame.
• Participants were expected the DSA
• Sub- groups, communal feelings were seen between Madhesi and Pahadi people especially in Terai region.

Recommendations

• Documentation of CAC from the remote area.
• Effective implementation of National Plan of Action (NPA) with adequate financial and human resources.
• Reconciliation should be major part in reintegration of CAC.
• Spaces at every level should be created for CAC’s voices to be heard.
• Program should be envisioned to empower the awareness of their rights and their livelihood.

Conclusion

Following the inputs and the reflections of previous year, we have envisioned a holistic approach to address the prevalent needs and problems of the CAC in the reintegration process. The approach is able to meet its objective as we have expected but still we have seen large number of cases which need to be document and respond as soon as possible. Further more, it should be known that the suffering, plight and challenges in the reintegration of the CAC can no longer wait for the constitution to be written. The immediate response to their social, economic and psychological needs is extremely important to address the entire impeding factor for reintegration. Again, here our approach seems as a drop in an ocean; large number of CAC yet to be identified and respond. The state and relevant stakeholders need to acknowledge the depth impact of conflict on children and also the children should be provided with platform to have a direct dialogue with them. So, it is realized the effective implementation of National Plan of Action with adequate financial and human resource. Similarly, the reconciliation program must be oriented towards the reintegration of CAC to address the issues at larger context to benefit CAC and to achieve the sustainable reconciliation.
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The Art Work Exhibition

The event was formally started after writing inaugural note on the sketch paper and lightening the Panas (traditional oil lamp) by the Kali Prasad Parajuli, Chief District Officer. Other guests present on opening ceremony were Ramdhin Yadav, Local District Officer; Jhum Prasad Rai, District Education Officer; Sanu kaji Lamichhane, DSP, District Police Office. The representatives of political parties, local social organizations, and journalists and other enthusiasts were present on the opening ceremony.

“The feelings expressed by CAC in artworks are timely as well as informative.”- Chief District Officer

“The presentation of suffering, plight and feeling of traumatic condition of CAC in the form of artworks is really appreciative. All the stakeholders should work together on minimizing all kinds of sufferings and hardships of CAC.”-District Education Officer

Similarly, there was overwhelming number of visitors. A successful event with more than 500 enthusiasts consisted of students, local organizations, people from Dhankuta Municipality and surrounding VDC’s observed the event. They were from Dhankuta Municipality and surrounding VDCs. Many of them were local youths, school students and college students. There was remarkable presence of adults and representatives of different organizations as well. Most of them observed the artworks and creations with curiosity and great interest. They also made valuable comments as well.

The visitors appreciated the initiation of HimRights in the field of Children Affected by Conflict in raising their voices for reconciliation which leads to sustainable reintegration. They also expressed their views on the need of protection of the rights of the children especially those who are affected by armed conflict. They also put forth their views that all the stakeholders must act together in minimizing the suffering and plight of the CAC.

“Children have presented these artworks, poems, stories very well”. - A school Teacher
Workshop on Peace building and Reconciliation

There were altogether 32 participants including 14 female and 18 male. The participants were from 13 VDCs and Municipality of the Dhankuta district. They were from different social backgrounds including teacher, community representatives, social mobilizers, social workers, victims and family members of victims, and representatives of social organizations. Most of the participants were directly affected by the conflict.

The decade long armed conflict has left its vestige even after 3 years of end of armed conflict and the peace building process in the country. People were affected in different ways; some took part in conflict directly; some caught in the middle of the conflict; numerous people lost their lives, and far more than that got injured. Children were the worst affected segment of population in the district.

The participants once arrived with the relevant expectations to learn and develop an understanding from the workshop with regards to the issues of reintegration of CAC, status of children residing in Cantonment and situation of assistance to them, state assistance to CAC etc.

The participants were from different social backgrounds, but the similarity is that most of them have been affected by armed conflict at some point of life. The workshop proved to be a good platform for sharing their experiences. Moreover, it was helpful in figuring out the lacking and weakness in distribution scholarships and compensations to the conflict affected persons. The concerned stakeholders realized the faults in the distribution process and made commitment to improve the faults. Moreover, they came to know the different kinds of services available in the district through shared process of the workshop.

The workshop was also helpful in disseminating information on the supports/assistances and compensations provided by government and non-government organizations to the victim of conflict and children affected by armed conflict. Many participants were unaware of activities of different organizations. They were provided with a session to discuss and share their understanding.

The participants were more interested to know about the provisions, compensation packages of Government and non-government agencies that have been formulated, allocated for the overall benefit of CAC; wanted to learn that how they could help the CAC in their reintegration process from their own level. Moreover, they discussed and

Bhasa Higher Secondary School in Dhankuta Municipality has started bridge course to the conflict affected children who has passed district level examination of 8th grade and dropped out for some years. The school has developed special course of 3-4 months and the dropped out students can enroll into the bridge course and appear in SLC examinations. This has provided educational opportunity to the dropped out students to continue higher level education. This is a good example of educational reintegration which provides education opportunity to the CAC who were deprived of education.

- A teacher shared among the participants.
conducted together group work on the role and responsibility of those participants who are from different social background.

"School infrastructures were destroyed leading into closure of schools during the conflict. Thousands of children have left the schools and many of them have been deprived of education for many years. Education of CAC is big issue for their sustainable reintegration process. So, teachers should identify drop out students in their schools and give them proper attention. Moreover teachers have a role to pressurize the DEO for the reconstruction of those destroyed infrastructure." - Participant figure out the role of teacher

Similarly, the participant shared several packages and provision related to CAC and also to victim's family." The government has made provision to provide Rs. 10,000 as scholarship to the children affected by conflict. In Muga VDC, District Education Office has provided Rs.3,000 to 3 children out of 6 identified CAC. The scholarship provision only applies for those who are below 18 years of age. Likewise the organizations like Nepal Red Cross Society, SOLVE Nepal are also working with CAFFAG by providing support in their education and livelihood upliftment of their families and school improvement programmes. Likewise Madan Aashrit Foundation, VDC's, Community Health Service Center are also working with CAC in different ways. MAF provides education and residential facility to CAC and other needy children. VDC office of Muga provided Rs. 1,000 to 5 children for their education. Likewise CHSC, working in 10 VDCs provided Rs. 5,600 to the children who lost their parents during armed conflict."

Similarly they discussed on the need to psychosocial counseling and trauma healing. During the psychosocial counseling session most of the parents and teachers were attentive to listen and willing to share their own and their children's and students condition.

The State should manage the psychosocial counseling to the children affected by conflict who are in the school and, community. - A participant

Most of the participants expressed that they have found the platform to express varies of their experiences regarding conflict and its impact on children who are their children, students and children of the neighbor. Moreover, they came to internalize the CAC's sufferings that are different in its kind. They admitted that they have learned many new things which they can implement in their village in many ways such as in identification of conflict affected children, approaching concerned stakeholders for assistance/ relief/ compensations to CAC and other conflict affected persons and reconciliation process. Similarly, they have identified the role and duties of state, community, GOs/ NGOs and civil society which was more effective to internalize amongst them.

“We have to take ownership to reintegrate the victims of armed conflict. We can still see traces of conflict even after peace process. Our strengths are the laws and policies formulated by the state based on which we can create the conducive environment for CAC for their education and reintegration process." - A participant
**Public Hearing**

There were total of 54 children from 16 VDCs and different wards of Dhankuta Municipality. Most of the children have been affected by the decade long conflict in some or other way. They were representing 20 of different schools of Dhankuta District including both government and private schools. Among them there were 25 girls and 29 boys participants. The children are selected in such way that they are directly or indirectly affected by armed conflict at some point of time and they have gone through series of problems perpetuated by the adverse effect of armed conflict.

The one-day orientation program was conducted with the aimed at facilitating the children in raising their voices and experiences and put forth in proper way to the concerned stakeholders. The orientation also helped in building up the confidence of the children to have dialogue.

The program was organized in Dhankuta Municipality in presence of 54 children and more than 35 invited guests and observers. In public hearing, these 54 children from different backgrounds came together in a platform and raise their voices.

The panelists present on the Public Hearing were:

- **Kali Prasad Parajuli** - Chief District Officer
- **Jhum Prasad Rai** - District Education Officer
- **Bidur Subedi** - President, HUSADEC Nepal (Human Rights Activist)
- **Nirmal Rai** - District Secretary, Unified CPN

The programme started off with the presentation of the working paper by Mr. Saroj Bhujel on “Dhankuta District: Armed Conflict and Situation of Children”. The paper gives brief information of status of children affected by the armed conflict specifically in Dhankuta district.

The working paper gives brief information on the situation of children in the district and impact of armed conflict on children, the initiatives taken to address the problems being faced by the children affected by armed conflict. Many of the children were excited to put their questions, queries where the children were encouraged by each other to question the panelist on varies of cases as clearance mine, killing, use of schools for political purpose, compensation and scholarship packages for CAC.
Some of the issues raised by the children and reflection of the concerned stakeholders:

Clearance of Landmines/IED

Questions: Even after 3 years of end of Armed Conflict, there are numerous landmines and IED implanted in different places. Many people got injured due to explosion of such landmines. Children are more vulnerable to those explosives.

Answer: Landmines/IEDs are implanted in different places and time by both of the conflicting parties. Primary responsibility goes to the state to clear those landmines/IEDs. Due to lack of information, it is very difficult to identify the places where explosives were implanted. However, it is not heard so far in this district about the explosions of landmines/IEDs. However, the army has removed explosives from different places but detailed information has not come out formally. I will alert notice soon and bar the mined area as ‘restricted area’ as soon as possible if there is any information on landmines/IEDs in any places of the district. - Chief District officer made a commitment.

Victim of the armed conflict

Thousands of people got injured during armed conflict. Father of Elisa Tamang of Ghorlikharka VDC was tortured by Security forces. He is still not fully recovered yet and he can not perform daily activities. She asked about the medication, relief and compensations to her father and other victims of the armed conflict.

Answer: Government is responsible for medication of all of those who were victimized and injured by both parties and there is government provision of medication of victims of conflict. When it was informed to CDO, he made commitment to refer the case to the Ministry of Peace and Reconciliation for his medication and relief as per necessary. For that the concerned family must submit an application in District Administration Office. UCPN is also preparing database at village level about casualties that took place during armed conflict. He assured that the case would be referred to Peace Committee for further treatment. - Representative of UCPN-M

Political activities in schools

Children raised many queries regarding political activities in the school. They urged that schools should be free from political activities. Schools and children should be formally declared as ‘zone of peace’. Many issues were raised against wall painting, voluntary/forceful involvement of students in political campaigning, activities of sister student unions in schools, closure of school for different reasons. These kinds of activities not only hamper their studies but have long term effect on the children.

During the conflict, many schools were used as shelter by both of the conflicting parties. No school is far from wall painting and political campaigning. But this trend is much in decreasing order. Representative of UCPN admitted that these activities in schools raise
political awareness among the students because no one could be excluded from politics. However, he could not make any commitments regarding stopping political activities in the schools in the district. The commitment is to be made by central level, so he admitted that is beyond his reach. However, he insisted that no schools and students were forced to join in their political activities and campaigning neither are there any forceful political activities in schools.

From human rights perspectives, the students should be aware of politics of the country, they have right to be affiliated with political parties or follow different political ideologies. But they should not be forced to follow any particular political ideology. It would be far better to include separate curriculum on political ideologies of different political parties at school level rather than carrying forceful political activities in schools. School being ‘zone of peace’ should be left far from political activities.

**Situation of child rights in the district**

Children raised the child rights situation of street children, poor children and children in prison. Their situation is miserable. State is obliged to promote rights of every child in the country.

Due to different reasons like poverty, family conflict, armed conflict and other various reasons, children come to street. They are deprived of their rights to education, health, and other basic needs. Nepal is signatory State of UNCRC which ensures rights of every child. Due to weak implementation mechanism, the state is not able to reach every child. However, the state is working hard on that. There is a provision of providing financial assistance to CAC and their family in following manner.

<table>
<thead>
<tr>
<th>Level</th>
<th>Financial Assistance (Rs)</th>
</tr>
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<tbody>
<tr>
<td>Primary level student</td>
<td>10,000</td>
</tr>
<tr>
<td>Lower secondary student</td>
<td>12,000</td>
</tr>
<tr>
<td>Secondary student</td>
<td>14,000</td>
</tr>
<tr>
<td>Higher secondary student</td>
<td>16,000</td>
</tr>
</tbody>
</table>

So far the children in prison are concerned; the major issue of those children is lack of nutrition. Children and parents are not provided with adequate nutritious food. The children are not supposed to be suffered for the crime committed by their parents. This problem should be worked out at administrative level and those children should be given security and other facilities so that they can pursue their life normally.

**School improvement**

Many issues were raised regarding school improvement which includes upgrading of school infrastructures, adding facilities of toilets, buildings, extra curricular activities, and laboratory materials (Shree Panch Krishna Higher Secondary School, Khoku) and broadening of boundary of scholarships to poor and intelligent students. Some of the issues related to education were untimely delivery of curriculum (Jeevan Sudhalaya Secondary School, Khoku), overcrowded classrooms, and government support for differently abled students in education, and trend of punishment and torture in private schools etc.
District Education Office releases fund for school management and necessary curriculum every year on the month of Baishakh. So, there should be curriculum delivered on time. DEO assured to carry out further investigation on untimely delivery of curriculum in Jeevan Sudhalaya Secondary School. Khoku. So far as educational support to CAC is concerned, there is provision of providing Rs. 10,000 to each CAC. Due to insufficient budget delivery in the district, DEO provided only Rs. 3,000 per child. Likewise there is provision of assistance to Dalit and Poor and Intelligent students. District Education Officer admitted that there should be coordination between School Management Committee, District Education Office and the available resources for upgrading the school facilities. – District Education Officer

This Child Public Hearing was historic in its kind as it was the first public hearing in the district. All the stakeholders and the guests appreciated the program as it provided the CAC with one of the best platforms to express their problems and issues relating to armed conflict and voice them straight in front of concerned stakeholders. Active participation by all the stakeholders and their affirmative inclination and inquisitiveness towards addressing the issues raised by CAC helped a lot in successful completion of the program. However, the representatives from different organizations expressed their views that the success of the program hinges on the fulfillment of the commitments made on the historic event.
A total of twenty eight participants were present at the workshop which included parents, teachers, students, community members and representative of local organizations. Rajbiraj is known for its crime rate with many unresolved criminal cases. With an open border with India criminals can easily cross the border after committing crime, due to which Nepal Police has been unable to resolve cases. Participants of the programs showed grave concern over this as there has been an alarming increase in kidnappings, extortion and killing which has been target towards the children and adults. The communal violence between people from the Terai and Hills has brought added pressure and fear amongst the residents of Rajbiraj.

“During the Madhesh Andolan, girls from the hills were subjected to constant verbal abuses which made them not want to go out from their homes, which lead to direct decline in school attendance.” – Shared the impact of communal feeling

The participants discussed positive and negative impact of the conflict and how it has changed the society. Children have become articulate, aware of their political rights, have taken leadership roles, are aware of armed conflict and how it affects a nation. Similarly, government and non-government agencies are bring programs which have targeted development of children. However, the conflict during the conflict children attendance in schools was low, lived in constant fear of being killed, kidnapped. Children’s has had to face humiliation due to their parent’s involvement in the Maoist party. As children who lost their parents don’t get proper guidance due to which they get easily attracted to wrong things in the society.

Participants felt that for a better tomorrow the government should create a conflict free environment in the country and respect people for who they are.

Create job and equality so that people can progress and increase their living conditions. They should help conflict affected children with free education, health care, shelter and food and enforce strict laws against discrimination on children who have been disabled through the conflict. Government should develop programs that will help children take their lives in a positive direction as lately the children have a feeling of wanting to get revenge which will lead to more unrest in the future.
Participants discussed on discrimination done in the schools which need to change. Schools should be announced as peace zones with no political parties preaching the student and use them for their political activities. Teachers should identify conflict affected children, given them guidance and attention as they are different that other students and are in need to care. There needs to be scholarship packages for the children and the schools should search for donor agencies that can help with children’s educational needs. Schools need to facilitate on building trust amongst the children so that they can forgive and get along. Participants shared with each other problems facing the district and how each one of them can play an important role to bring peace and prosperity in their communities. One needs to be aware of their roles and responsibilities only then everyone can be a contributor for the development of the society. It's not just the role of teachers but parents and community members must work together to help children develop.

Participants were shown a movie on Truth and Reconciliation Committee which gave them a view on different armed conflicts that had taken place around the globe and how they are being dealt with in the recent times. This movie encouraged participants as they witnessed that justice will be provided.

They felt this type workshop and trainings should be conducted in the rural parts of the country for people to learn different methods of reconciliation and share success stories from different parts of the world so that they have an idea of how people from the rest of the world dealt in similar situation. They showed the commitment on sharing their learning to other members of the community.

Maoist cadres came to my house and took me along with them as they wanted me to cover an event. Being a reporter I went along with them but later was told that I was kidnapped. I was in their custody for 16 days and then released. This mentally affected me but it was my children who were affected the most. Now when I go out they fear that I might not return and keep asking me not to go anywhere.- A participant
Public Hearing
Altogether 66 participants including 25 girls and 41 boys participated in the program.

The five panelists comprised of

Mr. Bilash Rai Yadav  Chief District Officer
Mr. Bhupal Kumar Bhandari  Superintendent of Police
Mr. Kedar Tiwari  District Educational Officer
Mr. Surya Nath Yadav  Representative of the United Maoist.

Representative of Madhesi Jana Adhikar Forum, who had committed to attend the program failed to come.

The panelist’s talked about what their respective departments have been doing to protect children’s right and development and how they were resolving issues prevalent in the district. The DEO said, “We first need to make schools free from politics and political activities. Our department has been talking with the Education Ministry and pushing them to bring programs that will target conflict affected children and the special needs. Along with this we have been asking help from counselors to give counseling to children.” The CDO, SP shared about the current security situation and how they are working on recommending for compensation.

The representative of the Maoist party from the beginning of the program seemed least bothered of what was going on and was not properly responding to the questions being asked. Many of the questions relating with communal violence did not get properly answered due to the absence of representative from FORUM.

Kedar Tiwari, DEO, “Seeing and hearing you all speak about the conflict, it’s affect and your demands for a better future, I feel that we will never see another armed conflict in this country. You all are determined to change this country, so have a positive attitude and work for a better tomorrow. From my side I will try to push for more scholarship/free education programs from the educational ministry.”

Bhupal Kumar Bhandari, SP, “Please provide us a list of cases who have not received any help. We will talk with the concerned agencies and will try help you get justice.”

The children questioned the panelists on the need of employment, kidnappings, killings, communal violence, compensation, availability and criteria for scholarship programs being provided by the government.

Some interesting questions that were raised in the program are:

Question: Ram Kumar Paswan, I was in the 5th grade when the Maoist took me. They promised me to give work in their party. After 10 years working with them they just left me with out nothing. Now, I would like to get employed rather than continue my education as I need to take care of my family.
Surya Nath Yadav, Maoist, “I have been working in this area for a long time and I know everyone involved in the party. However, I don’t know you and don’t think that you have even worked for our party for a day. I can vouch that no student from this district has been taken forcefully or willingly in our party.”

Question: My father Raj Kumar Tamag was kidnapped and we don’t know if he is alive or not. We filed a report to the police but have not received any answer. People talk and look at us very negatively due to which we have been subjected to numerous problems and mental pressure. We even spoke with FORUM but they sent us back saying that we are from the mountains.

Bhupal Kumar Bhandari, SP: “We are still looking for him and have asked help from the Indian Police as well. We are trying our best but sometime it takes time to solve a case. We are trying to get compensation for her family as well.”

Bilash Rai Yadav, CDO: “Even if your father was kidnapped your family should be eligible for compensation, so please come to our office and we will look into it.”

Question: I was studying in grade 6 when I joined the Maoist party. Currently, I am not studying but I would like to study. How will the Maoist party help me and what do I need to do to take the school leaving certificate examination?

Surya Nath Yadav, Maoist: “I know her and she was part of our cultural troop. However, I am not sure what sort of help she is seeking from us as I know that she is studying with the help of some organization”

Kedar Tiwari, DEO: “Regarding the SLC examination, there are private centers that provide tuition and help prepare for the examination. Also there are open schools where people can get admission and study further.”

Question: My father was a Maoist leader and was killed by the Janatantrik group. After his death my mother has fallen sick and even I am a handicap. The party did not announce my father as a martyr and the person who killed him has not been arrested. So far my family has not received anyone’s help except for Red Cross who gave us Rs.100, 000.

Bhupal Kumar Bhandari, SP: “One of the accused in this case is in jail while the other is still missing. Our department is still working on this case.”

Surya Nath Yadav, Maoist: “Our party has announced him as a martyr. We have been asking the government for re-establishment of families killed by other parties/groups.”

Bilash Rai Yadav, CDO: “Regarding compensation for his family, they first need to fill a form without which the government cannot take any action. So, I would ask them to fill in the application and submit it to us.”
**HimRights**: Purna Shakya, program director had committed to support his schooling up to 10 grades.

At the end the stakeholders shared their reflections with regards to the program.

“I found this program really interesting and helpful. I got an insight of the problems through the eyes of the children and kind of support they are seeking from us. – Superintendent of Police

“For the first time such an event has taken place in this district. Numerous organizations organized events before but this one helped the children raise their issues and for the first time saw an organization willing to support a child’s education instead of saying, we will find some organization that will be able to help. I am really glad such programs was brought here and hope that this organization continues the work it has been doing.”
- Local youth leader

Similarly, most of the child participant shared that the program is first kind of experience for them to have a direct dialogue with district level stakeholders. Moreover, they have said the program helped them to build the trust towards the government after having dialogue with government representative.

**The Art Work Exhibition**

The exhibition was started in the same day of the public hearing in the Municipality hall, Rajbiraj. The day of public hearing helped to grab the attention of more people in exhibition too. The district level stakeholders and other representatives from relevant organization observed the artwork of the children and many of them expressed amazement as they came to understand the magnitude of plight and suffering.

*It’s a good and effective approach to share the children’s voice at much larger level* - A visitor.

Similarly, most of the visitors realized the impact of conflict on children; became empathetic with children’s experiences, problems and issues.

*We have to respect these words.* - A visitor puts his reflection.

Likewise, some of the visitors also realized the special protection mechanism for children with regards to their districts. Further, they have shared the problem of using children in armed groups in their districts. However, the districts people realized the impact of armed conflict and also the visible challenges of armed group for children in their own districts.
The Art Work Exhibition

"The work is really appreciable and apt for the present context of the country". - A visitor.

Almost 150 people including representative from several organizations, government officials, local people and students visited the two day artwork exhibition. Numerous visitors expressed that the artwork was appropriate and would sensitize the people on children’s experience. This exhibition would sensitize the general public in building an environment conducive for CAC and also to develop trust amongst Madhesi and Pahadi community.

"The work is prolific and real in itself as it is a product of CAC children themselves where they got chance to voice their experiences, sufferings as they had gone through. Moreover, it is an effective apparatus to sensitize the stakeholders from different area of work." - A visitor

Workshop on Peace building and Reconciliation

A total of 31 participants participated in the program. The participant included local school teachers, community leaders, parents of CAC and psychosocial counselor. Rautahat is has not only been affected by the 10 years long conflict but also through communal violence between Madhesi and Pahadi. Even though a peace treaty was signed by the Maoist there is many other unidentified armed groups especially in the Terai region that has created an atmosphere of fear. During the 2008 workshop HimRights staff had sensed mistrust between Madhesi and Pahadi children. Through the past and present program HimRights has been trying to strengthen the relationship between the two communities.

Through the workshop participants got a chance to learn about the root cause, the system perpetuating conflict and violence. Through the sharing session participants admitted to problems between Madhesi and Pahadi which not just effected them but their children’s as well due to which Madhesi families have stopped sending their childrens to schools to protect them from possible threat of communal violence.

"In our school Madhesi and Pahadi students have their own communal group and they find difficult to mingle. But from now on, I will try my best to create good relation between these two community students." – A teacher.

Programme Schedule:
The Exhibition: 14th - 15th July 2009
Child Public Hearing Orientation: 16th
Child Public Hearing: 17th
The Workshop: 18th – 21 July 2009
The participant from both community- Pahadi and Madhsi- got a platform to exchange their ideas and worked together throughout the program. The workshop helped them to build trust and foster a positive relation between the two communities. Moreover, the 4 days long workshop helped to create empathy between the participants. Participants understood that they all were responsible and had to work together to create a good environment for CAC.

"It is crucial to look at the reality of CAC from their lens and adult people have to change their perspective towards them; be empathetic and foster favorable environment for them in schools, community and even their own home." - A participant

The participants of the workshop have formed a group of 9 members with an aim to look after CAC from their own level; and to circulate the updates amongst the group members on the progress and challenges.

A school teacher reflected: *I felt that we, the teachers must have a positive and friendly approach towards the conflict affected children in our schools.*

**Public Hearing**

Fifty-five children participated in the Public hearing. The children were provided with a one-day orientation. The orientation was to help children be able to bring out there issues confidently as well as to be able to word it respectfully. The orientation focused on hearing their problems and how to frame their questions so that the panelist’s would be able to feel their dilemma. As the Public Hearing was held only for three hours, this restricted the questioning time for the participants. However, the participants learned about various issues that children were facing due to the conflict.

**The six panelists consisted of:**

- **Mr. Dilip Koirala:** Human Right Activists
- **Mr. Ram Ashis Das:** Local Development officer
- **Mr. Ghadananda Bhatta:** Superintendent of Police.
- **Mr. Bindeswor Shah:** Representative from District Education Office
- **Mr. Gopal Prasad Baral:** Representative from District Administration Office
- **Mr. Indrajit Sahani:** Representative from District child welfare Board

The Chief District officer was unable to attend however a representative was sent on his behalf from the District Administration Office. The program began with a research paper presentation by Bipin Gautam, a local human right activist. The paper focused on use of children during the conflict and its impact.

Dilip Koirala, seconded on the research paper. However, he felt that it was hard to get accurate information due to the political scenario. He stressed on the situation of children in Terai region which has been affected by the growing hostility and movements by several armed groups.
**Bindeswor Shah,** shared that they have already send the letter to schools to follow all the scholarships and other compensation packages provided by the central level specially for the CAC. However, due to threats from different armed groups to the teachers some schools are facing difficult to provide their services in an effective manner.

**Some interesting questions that were raised in the program are:**

Most of the government schools are not providing quality education and are unable to compete with private schools. I would like to know why the government schools are not functioning properly; why the teacher’s quota not been filled and scholarships packages are not provided.

We have sent letters to six different schools for monitoring of different packages. While providing packages and appoints teachers to the schools it needs well co-ordination and consensus. So, we are on process and we will do it soon. It is clear we have a package to provide books for the Dalit students in free of cost till 10 grades and Rs 320 for students. All these packages will be sent in co-ordination with the schools. So, hereby I promise to follow-up on behalf of our office. - **Representative of District Education Officer**

this year in Ashad 10, Roshan Kumar Jha had been taken to Gaur Hospital for the treatment of the snake bite. The doctor told us that the medicine was not available. When we asked the reason behind the unavailability of the vaccine we were told that a budget had not been allocated for snake bite treatment. I would like to know who is responsible, if he died. – **A participant**

It seems to be a case of negligence. I would like to make the commitment for its further investigation and action will be taken. - **Representative from District Administration office**

A 3 years old child, Lal Shyam Yadav son of Jayaram Yadav had been abducted and later murdered. The child was from Shakhuwa -4, Rautahat. The death body was found in a small pond in the village. However, a local FM station announced that the death happened as child got drowned in the pond. Later, when people approached to FM station to verify about the news, the FM representatives said that the confirmation of the death report was given to them by the District administration office. It has been almost 3 months since the incident occurred however there has been no initiation from the government to get the facts regarding the incident. The victim’s family did not even get compensation. I would like to know who is responsible for spreading false report. Why the administration is hiding the actual report? Where is that child rights? - **Chringibi Misra**

The victim’s family has not filed any complain regarding false news due to which we have not taken any action. We will go through our records and will take actions when a formal complaint is given. - **Superintendent of police**
It’s hard to get the correct information about the cases as we got from you. We will soon approach the family for further investigation. - **Human Rights Activist**

During the armed conflict I was forced to join the Maoist party and got my hand injured due to that I have not been able to use it. Now, I have passed SLC and I would like to study further but due to my economic condition; is there any assistance I can get to continue my education? - **A participant**

For the compensation, first write an application to the local police office. Then the police department will forward the letter to the administration office and through them it will be sent to the Ministry of Peace. Once it is finalise then the money is sent to the administration office. While writing the application be specific and write about your situation in detail. - **Representatives from DAO**

What are the specific provisions for the conflict affected children being provided by the District Child Welfare board? - **A participant**

DCWB doesn't have any special packages for conflict affected children but we do try to help children who are in need. The VDC has not provided any information on it but if you are a conflict affected then you can drop the application on DCWB. We can look for further assistance. - **Representative from District Child welfare Board**

My father was killed during the armed conflict. After his death our financial condition has worsened. We have 8 members in our family with no one being employed. How can you help us? - **A participant**

We were told that your family had received compensation from the government but if you did not then you can apply for it. - **Superintendent of Police**

**Confiscated land**

It's been almost 7 years since the Maoist confiscated our land. We spoke with the Maoist leaders and they replied that it was already returned back to us. However, Maoist cadres still live there. What can we do? – **A participant**

Please file a formal complaint and we will take action. - **Superintendent of Police**

At the end of the program the panelist signed on a commitment paper. The children showed a sense of satisfaction and hope. A participant said, “In the beginning I did not trust the government but after participating in this program I have hope that the state will do something for us.

"The program is a good effort. On one side effort to empower and developed the resilience of CAC and on the other side effort to make duty bearers responsible".- Superintendent of police.
**Kavre**

**The Art Work Exhibition**

Nearly 200 artworks were displayed in the exhibition from May 8-9, 2009 in Kavre districts. The artworks of the conflict affected children from the 10 districts including Kavre were exhibited in Dhulikhel Municipality hall on May 8, 2009. Journalists, local people, victims of conflict, teachers and students visited the exhibition. On May 9, 2009, the exhibition was held in premises of Red Cross building in coordination with local youth club in the Food festivals in Banepa, targeting the visitors of the local festival Chandeswori Jatra --of Boudha Jayanti in the area. People from diverse community and background and of different age groups visited the exhibition. They had felt that these were true and some expressed it was real work portrayed by the children. They were curious to know more of these stories.

*These all artwork purely examines the sufferings and problems faced by the children during the armed conflict and hope this never gets repeated. – A visitor*

They were empathetic to the experience children had to go through. More than 1,000 people visited the exhibition.

**Public Hearing**

Total of 48 (boys 23 and girls 25) conflict affected children participated in the public hearing. Both direct and indirect victims of armed conflict and Jana-andolan II participated in the program. Participants included victims of cross fires, father, mother and relatives killed and/or jailed, disappeared, threatened, psychosocial problems and trauma, disruption of education due to strike often called by Maoists during the armed conflict. They were cajoled in a way representing the most conflict affected part of districts such Jymadi, Ryale, Dhungkahrka, Anaikot, Panchkhal, Hokshe, Koshi (Most of 17 VDCs) VDCs of the districts. CAC children from CWIN shelter home Panauti also participated in the workshop. In past, numbers of incidences of VAE have been recorded in the district.

The children were most excited to question the member of panielist as per their area of work. However, the children were able to question the panelist on the issue of trauma existed in children as they went through or witnessed different incidents during the armed conflict, Educational support for CAC, Programs by local organizations and NGO/INGOs/ GOs for the conflict affected children, Need of empathetic environment to all the conflict affected children.

**Programme Schedule:**

- **Exhibition:** 8th to 9th May
- **Public Hearing:** 9th -10th May
- **Workshop on Peace building and Reconciliation:** May 11th -14th
The Panelists were

Mr. Netra Prasad Neupane  Chief District Officer
Mr. Meg Nath Kafle  Local Development Officer
Mr. Bhola Thapa  Nepal Patrakar Mahasangh
Mr. Krishna Chandra Acharya  Human Right Activist, HUREC
Mr. Ram Kumar Mulmi  District Child Welfare Board
Mr. Jaya Ram Acharya  District Superintendent of Police

Krishna Chandra Acharya, Local Human Right Activist – During the armed conflict 35 children between 12–17 years age group had lost their lives. Many children were disabled, Internally Displaced (IDPs), disappeared. However it is very hard to present in data. Various cross firings and attacks occurred in the districts which had severe impact on children. They are mentally disturbed and traumatized. They are deprived from their fundamental rights. Their human rights status is not satisfactory in the district.

Bhola Thapa, Nepal Patrakar Mahasangh – I agree with Krishna Chandra Acharya. It is very hard to retrieve the data of all the cases. We are trying to collect further information/ data of conflict affected victims; however, it could not be completed as scheduled since we were unable to find out all the details.

Ram Kumar Mulmi, District Child Welfare Board – The 10 years long armed conflict has affected children a lot. According to our database we have records of only 27 children who lost their lives. There are approximately 200 children IDPs in Kavre. However there is no proper data on different conflict affected children. We have provided medical support to those who have approached us. There are many children who have metal pieces in their face and body due to mines/IED explosion. Few of them were referred to schools for scholarships are getting it in the coordination with other organizations. They are receiving NRs. 600 per month as scholarship. Five children benefited from it.

Some of the issues children raised were:

Parents Killed:

My father was killed during the armed conflict. After his death we are having difficult time as he was sole bread winner of the family. We have to beg everyone for our education. One of the stakeholder mentioned that conflict victims will receive NRs. 100,000/- as compensation but we have not received any till date. The compensation that the widow used to get is also stopped. We are in big problem and are having difficult time.

Victim of Crossfire:

I was injured during the armed conflict by the state forces. I still have the bullet in my right leg and the small fragments of bullets in my hand and face. I have not received any medical support from the government as well as other organizations. I am worried about
my future. I could not go to school because of the injuries and I have become physically weak. The incident took place 5 years ago. Although District Administration Office has committed several times to support me but I have not received anything till date, not even the medical treatment. So, I would be grateful to get medical support.

**Victim of Jana-Andolan II:**

I was injured in the People’s Movement II in 2062/63 BS. I am the elder son of my family. My family has a poor economic condition. Now I am at an age where I need to earn for my family but I cannot work due to injury. I would like to know if there are any kinds of package from the government for me and to similar victims like me.

**The CDO shared** that the government has certain amount as a package for medical support for the conflict victims. He asked one of the CAC who was caught in crossfire and needed medical support to approach DAO.

**Involved in Maoists Campaign:**

I was abducted by the Maoists for one and half year. My education was disrupted and my friends are in higher grades. I used to feel embarrassed to be with my juniors. And my economic condition is also very poor. I have not received any support from anyone.

**The CDO shared** that Scholarship packages is limited to DAO and will be distributed through District Education Office once it has been finalized. It will be disseminated in close coordination with local organization and urged everyone to come forward.

**Cases of Disappearance:**

During the armed conflict, my maternal uncle disappeared till date. Since then his daughters haven’t got any opportunity to go to school and are struggling to eat.

Children were very excited to raise their queries to the concerned stakeholders. Stakeholders committed to follow up all the cases and for the cases filed. They will provide compensation to the conflict victims as soon as possible. The Chief District Officer, Netra Prasad Neupane, said, "We are verifying all the applications filed in the District Administration Office. Once it is done we will deliver the compensation package. We also urge concerned organizations to work in coordination with us to deliver it. Although the deadline of the application has been expired, through this public hearing I would like to call on all the conflict affected victims to apply for the compensation if anyone have not been able to do so." He also shared that since the DAO do not have any budget for information dissemination this program was opportunity to share the information through FM as it was transmitted live.
The Local Development Officer accepted that he was not aware of many CAC issues. "This was a good platform for him to hear it directly from the children themselves". He committed that he will raise the issue in the meetings of local development office with all the concerned stakeholders, incorporate or design specific programs for these children through budget available in Local Development Office. During the program he said he will share the concern in the meeting in LDO.

He further said, "All the stakeholders are concerned about the school buildings destroyed during the conflict. Government is thinking about the reconstruction of the destroyed schools. We are also requesting the government for it."

Local Human Rights Activists, Krishna Chandra Acharya suggested, "To make the peace process success, political parties and other organizations have to go for 3 R (Reconciliation, Rehabilitation, and Reconstruction). To end the conflict, Reconciliation is the most essential thing."

All the stakeholders were happy to participate in the program as they could share information as well as listen to problems faced by CAC. They shared that they will evaluate their work based on what they have heard. They appreciated HimRights initiation to work with children affected by armed conflict.

**Workshop on Peace and Reconciliation**

Total of 32 (Male 19 and Female 13) participated in the program. The participant included parents, teachers, social mobilizers, and psychosocial counselors. The parents and teachers of the participants of workshop in 2008 also participated in the workshop. Some of them had also worked under reintegration of CAAFAG programs in the district.

The participants of the workshop were from more diverse group. In the initial days of the workshop the participant questioned how reconciliation process is possible with the deep scar left behind by the armed conflict within the hearts of these immature children, people; thus how can it be healed. During the workshop they were provided different session of sharing; focused on problems and issues of conflict affected children and on ways and means to address those for achieving their reconciliation and reintegration in the society. They realized that there are different means of reconciliation with the examples of different countries and groups work.

Most of they were seen interested to take part in the every session. However, they have figured out the roles and duties of their own and moreover, it helped them to internalize the CAC's issues in connection with the experiences that the district has gone through. Similarly, the sharing session amongst them helped to understand the children's perception in armed conflict.

"Children still fear of Army personnel and they have a belief that the arms holds a power"- A participant shared the impact of armed conflict on children
Participants shared that the problems, sufferings faced by the children are still daunting. They shared the current status of child mine survivor of the district. Moreover, they have discussed in the removal of IED/ mines and also shared the program should be on MRE to create awareness. During the conflict the district is highly suffered by the mine and IED. The sharing and mutual interaction amongst the relevant stakeholders subjected to realize their roles and duties in the social reintegration of CAC in a school, Community and their family too. The participants who are the parents of the CAC have shown great interest to share their problems amongst the other parents and these parents realized that the other has suffered and their children too.

*The workshop is a healing experience for me to see and share with other people like me. - A parents*

Many of the parents and other were victims of the conflict themselves where the workshop was also a healing experience for them as they were able to share their and their children’s experiences, generate empathy and compassion and process the sense of victimhood.

Similarly, by the end of the program all the participant realized their role and wanted to help CAC from their own level to facilitate the smooth reintegration in the community, schools. Some of the teacher participant shared their reflection s that they had deeper understanding conflict and structural violence in society and moreover, they expressed their desire to disseminate these learning in the class with children too.
Workshop on Peace and Reconciliation

Altogether 30 participants including 17 male and 13 female participated in workshop. The participants included parents, teacher, and member of victim's family, community members and representative of local NGOs working with CAC.

Throughout the entire session participants shared their experiences as they had faced in the time of armed conflict and also the sufferings of CAC they were familiar with. They discussed on both positive and negative impact of conflict on children during the sharing session. Moreover, the parents and other victims of armed conflict shared their own stories making connection with their own children and the children from their community; made other to realize CAC's issue in depth. Similarly, parents realized others have suffered too and developed positive self-image.

A community member said, "I came to realize the magnitude of sufferings of CAC which has been daunting them. They need special attention in every aspect" Likewise, participants became aware of policies, laws and provisions of different GOs/NGOs for CAC. The level of participation was remarkable though the participants came from different social and professional backgrounds. A local journalist expressed, “It’s a new experience for me and I became familiar with several aspects of CAC and I will make an effective use of it through my profession; raising their voices and issues”.

Participants were shown a documentary on the Truth and Reconciliation Commission and what they have been doing around the globe. The documentary helped them to develop broad understanding and they got to see that like them there were many others around the world who have gone through similar situation.

"We hadn’t any information, knowledge on the different aspects of reconciliation and provisions relating to CAC and their family but through this workshop I have been able to develop a broad understanding on CAC issues along with different aspects on reconciliation and reintegration. We are very grateful to HimRights for conducting this program."- A participant

Participants shared that there is still no factual data on CAC. Some of the cases are neither documented nor supported. Many felt the need of profiling CAC and providing them with support and assistance, for which they asked HimRights help and initiation. Also listening to the psychosocial counselor they understand the need of counseling and how it can help CAC.

Programme Schedule:
Workshop: 9\textsuperscript{th} - 12\textsuperscript{th} September  
Exhibition: 13\textsuperscript{th} - 14\textsuperscript{th} September  
Public Hearing: 15\textsuperscript{th} - 16\textsuperscript{th} September
A participant said, “Although I have taken part in many programs, this has been meaningful and I think positively.” A conflict-affected participant shared, “I always thought that I was the only one who was suffering but by taking part in this workshop I realized there are many just like me. Hearing everyone’s stories I am now confident and ready to take challenges.”

**The Art Work Exhibition**

A visitor feeling after going through the artwork, “*End war and discriminative behavior, otherwise it will destroy our country’s identification.*”

The exhibition was held in Beni, from September 13 – 14, 2009. About one hundred artwork was displayed. The exhibition was visited by conflict-affected children, various representatives from NGOs/INGOs, government agencies, teachers, parents and students. Nearly 600 people visited the exhibition.

"*This artwork is a reminder to all of us scarifies we have made for this country. This exhibition gives us a message that war is not a solution for anything.*" - A visitor

Many of the visitors expressed that such tragic incidents should not occur for which everyone has to work jointly and peacefully through dialogue. The exhibition helped disseminate the experiences of conflict-affected children with the general public.

**The Public Hearing**

“I just realized the trauma and stressful lives children have been living under. Earlier, I had no clue what the children were facing. Through this program I felt a need of special programs targeting children and their needs. I am thankful to HimRights for conducting this program.” - Bishnu Prasad Pokhrel, Local Development Officer,

Myagdi is one of the conflict-affected districts where 10 children had lost their lives. Among them 5 children were killed from the state side, three through Maoist, one by a unknown group and one is died from IED explosion. Similarly, about 700 children have been affected by the conflict. According to the report of District Child Welfare Committee there are 148 Conflict affected children in Myagdi district who have been directly affected. However, these children have not been receiving any support from the state. According to the DEO only 2 children got scholarship through the District Education Office.

47 children including 21 boys and 26 girls were provided with a one-day orientation. The orientation was to help children be able to bring out their issues confidently as well as to be able to word it respectfully. The orientation focused on hearing their problems and how to frame their questions so that the panelist’s would be able to feel their dilemma. The public hearing proceeded with the presentation of a research paper "*impact of armed conflict on children in Myagdi district*” by Ghanshyam Khadka.
The following stakeholders were panelists in the program:

Mr. Yagya Raj Bohara          Chief District Officer
Mr. Bishnu Prasad Pokhrel     Local Development Officer
Mr. Lokendra Malla            District Superintendent of Police
Mr. Dil Nath Puri             District Education Officer
Mr. Mithu Acharya             Representative of District Child welfare Board

Some of the issues raised by the CAC were:

**Question**: Directly 148 and indirectly 700 children affected through the conflict. Some of these children lost their parents or family members other were forced to quit their schooling. These children are living in a miserable condition with no support from the government. According to the DEO out of 148 children only 2 received support, what about the remaining 146 children? Why haven’t they received any help from the government?

**Question**: One can clearly see the discrimination in the distribution of relief materials. Schools teachers are shown negligence while distributing scholarships. Teachers favor children who belong to their political party, if they are not then, they don’t get any help. Teacher’s political ideology should not affect children’s future.

**Question**: Schools and children are declared as 'Zone of Peace' but children have been forced to attend programs conducted by armed group. Children are abducted and made to walk for 2-3 days and are forced to take part in labor camps. Recently, 2 children were killed by unknown groups and the police were unsuccessful to find the culprits.

**Question**: Nepali Army established a camp on our land and till now they have neither evacuated nor provided us with any compensation.

**Question**: an unclaimed bomb explosion left me with injuries in my body. I filed a report at the local police station asking for help for medical treatment but till now I have not received any support. There are many children like me who has been injured or even lost lives due to these unclaimed bombs. There are no organizations working to create awareness regarding bombs/IED.

**Question**: My father worked for a school. He had a misunderstanding with the principle and the school management committee for which the school gave a false report to the security force that my father was associated with the Maoist. The security personnel came to our home took him and tortured him. How can we get justice?

In the end of the program the panelists committed to look into all the queries and take action.
The stakeholders committed:

- Thak Bahadur Purja from Dowa VDC, his father was killed by the Maoist after which his mother remarried. His two sisters also married and currently he is living in his new father’s home as a servant. The CDO and DEO both committed that they will provide him relief material after his submit necessary documents.

- Chandrama Gharti Magar from Jamurkot VDC entered the Maoist Combatant at the age of 13. She has now left the Maoist party and currently lives in a rented room in Benibazar. The stakeholders agreed to help her and other returnee children with such problems.

- Stakeholders committed to record CAC, disappeared, rescue children from vulnerable condition and to provide support to them as well as to conduct awareness programs.

- Stakeholders committed to help to CAC by making long term plans for their physical, educational and educational needs.

- Stakeholders committed to that schools and children will be “zone of peace” and no political parties will use them and their schools for their political activities.

- Those who had been abducted, faced agony and were misbehave during the conflict, their numbers will be recorded and will be provided with educational support as well as compensation.

"All we did count how many died during the conflict. We never tried to understand how the conflict will affect our future generation. We never tried to look into problems CAC are facing. After attending the public hearing, I have come to realize the extent of trauma CAC are facing." - A local Journalist.
Kapilvastu

Workshop on Peace and Reconciliation

Altogether 30 participants, 19 male and 11 female participated in the workshop. The participants included parents, teachers, students and community members. Kapilvastu has been seriously affected by the armed conflict and communal violence that occurred in 2007. Although the major communal violence in Chanauta took place two years back, its effects could still be felt among the people living there.

The participants of the workshop were from diverse groups, from teachers to parents to literate to illiterate, but they all wanted to learn how they could help children and be part of the reconciliation process. Participants shared about their plights and situation during the communal violence and how it affected them and changed their lives. The participants were eager to learn about the reconciliation process and how they could be agents in bringing back peace in their communities. Along with it they wanted to know how children could be helped to reintegrate back into the society and what their role is in doing so. The participants discussed the role of teachers, "Teachers should identify victims in their schools and give them special attention and realize that they are different from rest of the students."

My husband who was a good football player was killed by the Maoist; they accused him of being a spy for the army. After his death I opened a small store through which I had been supporting my two children and mother-in-law. The store got burned down during a communal riot. I never got any compensation for it. I then took loan and went to Saudi Arab to work but soon had to return back as my mother-in-law passed away. She was the one taking care of my children during my absence. Currently, I have many issues relating with my financial status and I fear of my children's education and future. One of my daughter had participated in a workshop conducted last year and once she returned back she said that the program was really good and gave her a good understanding of the conflict and how it has damaged our society. I felt after attending the program she has changed a lot and is positive towards her future. I feel that the organization should help her in getting good education.

-Bishnu Pariyar from Birtpur, Kapilvastu.

Parents should realize that children have witnessed a bloody violence and they are traumatized due to which parents should be patient and talk with them about their problems. On the other hand community members should not look down upon armed conflict affected children and try to help them build their self-confidence.

Programme Schedule:

Workshop: 7th-10th August
Public Hearing: 11th-12th August
Exhibition: 12th-13th August
Similarly, the participants discussed on ways to end communal difference one way is to respect each other for who they are and not for what they believe in. Participant's level of interest in this subject could be witnessed as even after a long day’s training they would still continue discussing on various topics through late evenings.

The level of participation from the participants was amazing. Everyone contributed to the workshop and learned from each other. They were respectful about people’s lives and events that had occurred. Some of the participants who were not literate were helped by fellow participants when they had to write, elders shared how children's behavior had changed, from being polite to rude and violent at times.

Participants shared that children still live in fear even though the Channauta incident had occurred two years back. To begin with Maoist conflict had already created negative view towards the system in their young minds. Many shared for this to change schools need to come up with special programs which could help bring back the harmonious communal feelings and positive sentiments which has been lost due to the armed conflicts. Similarly, the non-government organizations should help in counseling these children and pressurize the government on bringing programs that will help children’s development.

A psychosocial counselor talked with the participants on different methods of counseling and some of the major cases that he had worked on. How correct method of counseling could help children heal their pain and move forward in future. Participants whose children were going through trauma and whom they were unable to change asked help from the counselor. Parents were willing to share that their children have problems and they needed professional help. One of the parents said that her daughter gets angry very fast and would resort to violence at times. She cannot control her anger and neither could she express the reason for it. The psychosocial counselor committed to visit their homes and work with their children.

They felt this type workshop and trainings should be conducted throughout the country for people to learn different methods of reconciliation and share success stories from different parts of the world so that they have an idea of how people from the rest of the world dealt in similar situation. They showed the commitment on sharing their learning to other members of the community.

Most of the participants were surprised that there is no DSA in UNICEF supported program and had expectation of some kind of direct benefit to them as most of the participants are daily wage earners.

**Public Hearing**

In a society where adults are in charge and take responsibility to speak on behalf of the children, children’s voices have not had a chance to be heard. Adults assume to know everything that a child goes through and what they want, which cannot be held accountable. In such a scenario giving a platform for the children to speak out their
feelings, experiences and wants are very important. This event gave that platform for children to bring out their concerns and demand for a better future.

The children were provided with a one-day orientation. The orientation was to help children be able to bring out these issues confidently as well as to be able to word it respectfully. The orientation focused on hearing their problems and how to frame their questions so that the panelist’s would be able to feel their dilemma. As the Public Hearing was held only for three hours, this restricted the questioning time for the participants. However, the participants learned about various issues that children were facing due to the conflict.

A total of 57 children with 31 girls and 26 boys participated in the program. The children were excited on having a chance to question stakeholders and get direct answers. Yet they were nervous, as for many this was the first time they were holding a microphone, talking in front a large audience and it did feel daunting to question the high profile panelists. Nevertheless, the children were able to question the panelists without any hesitation on disappearances, killings, displacement, abductions, compensation issues, availability and criteria for scholarship programs being provided by the government, security for students, and how the police were dealing with the increase in crime rate. Many children also raised questions regarding the Chanauta incident, how the victims from that incident were being compensated, were the people involved being prosecuted and what the government and its agencies were doing to prevent such appalling incident from reoccurring?

The five panelists comprised of;

Mr. Madhav Prasad Ghimire
Mr. Khim Bahadur GC
Mr. Lila Raj lamichane
Mr. Anup Baral
Mr. Om Prasad Aryal

Chief District Officer
District Educational Officer
Police officer
Representative of the United Maoist
Child Rights Activist

The panelist gave three hours from their busy schedule in order to be part of the program. Even for the panelist’s this was the first time to dialogue directly with children directly and be accountable to their issues. The panelist’s talked about what their respective departments have been doing to protect children’s right and development and how they were resolving issues prevalent in the district. They talked about the budget, recommendation for compensations, role of Non-Governmental Organizations for protection and improvement of children, distribution of free books and materials being provided by the government, reintegration, law and order situation, programs launched by the police department to control crime, drug abuses, and kidnappings.

Khim Bahadur GC, DEO, said “I had no clue as to what the children of this district have been facing until I listened to them in this program. I did not realize the depth and intensity of the suffering they are going through. This is the first time I came to know about their trauma and sufferings.”
Similarly, the Superintendent of Police said, “I was not here when the Chanauta incident occurred but I would like to say that we have developed a mechanism where police will be deployed immediately with any indication of communal violence.”

When the children raised questions regarding the horrendous Chanauta incident, the panelist expressed their sadness and commitment to take action against the perpetrators. At the end of the program the panelists signed a commitment paper in front of the participants and on a live air broadcasted by a local fm station. They committed to look into all issues brought to their attention.

Some of the questions that were raised in the program are:

**Question:** During the Chanauta incident, many lives were taken, properties burned down and countless people displaced from which the survivors are currently living in trauma. The victims had submitted written pleas to the government to punish the people involved in this event; some people were arrested but they were released. How would our wounds heal when we do not get justice?

**Madhav Prasad Ghimire:** I would not deny that the government and its agencies do not have weaknesses, but I promise you that this sort of incident will never reoccur. Police will take quick action and arrest the criminals. The court takes its course but justice will be received. Another problem is the open border, as criminals have easy access to it becomes difficult to arrest them.

**Question:** I accidently stepped on a mine and it blasted, this occurred outside the army barrack. My brother took me to Butwal hospital for treatment and they have given me an artificial limb for free. The doctor has advised me to have check ups in an interval of six months. However, it’s been four years since I visited the hospital due to lack of money to go to the hospital. As a result I have wounds in my leg as my leg has grown and the artificial limb hasn’t been expanded. I would like to know who is going help me with my expenses.

As none of the panelists had answers from where she could get money to go to the hospital, HimRights committed to pay for her transportation along with one member of her family to go to Pokhara.

**Question:** My brother was in the police force and was killed by the Maoist in 2061. My sister-in-law has been getting his pension, however she does not live with us. After my brother’s death we have been facing my problems due to our financial difficulties and my mother has been having numerous mental illnesses. I along with my sister are working in order to pay the bills but it would be great if we could get half of the pension my sister-in-law is receiving, in order to better take care of our mother. Please tell me what we need to do?
**Om Prasad Aryal:** The law says a woman who has lost her husband will get the compensation. The wife suffers the most so that’s the reason for her receiving the pension. Also in the pension nominee form if the name of the wife is written she rightfully gets the pension. So, I would recommend working things out between your sisters-in-law.

**Question:** My father was killed right in front of me and after that I have not been able to continue with my education due to financial inability. Are there any programs for families like us?

**Khim Bahadur GC:** The government has announced couple of scholarships packages for which you will need to fill up the forms and submit it to us. The government is providing Rs.10,000, Rs.12,000, Rs.14,000 and Rs.16,000 depending on peoples need. However, the drawback is that this package is only for children affected by the Maoist conflict and not for other incidents. I would urge you to find out if you are eligible for the scholarship and use it.

**CDO Rep:** The government has these packages but you need to come forward to ask for it. We cannot come to your house to give it.

**Question:** Children who were part of the Maoist party are returning back. However, the communities do not treat them properly. The Maoist leaders are least bothered about these children’s living conditions. The Maoist party is responsible in giving big hopes to these children but as they face the harsh reality they have been forced to commit suicides. What do you have to say about it?

**Anup Baral:** We did not kidnap any children; if this was done in any other district please let me know. Children above 18 have not been sent home, but if they are leaving on their own will we cannot stop them. There were incidents where children studying in schools did join us and we asked them not to. I can assure you that we have not played with children’s future.
The Art Work Exhibition

The exhibition of artwork was held in Libang. There was a large number of people from the community came to observe the exhibition. Some of the community people expressed that this kind of effort will serve an instrumental role to establish new and peaceful Nepal. Moreover, they realized the upcoming constitution must be child-friendly; making children free from the conflict and political use.

“It would be better to incorporate these voices in upcoming constitution and the constitution should be child-friendly.” - A visitor shared his reflection after the observation of artwork

The artwork of children from Rolpa also got exhibited along with other districts. Some of the people of Rolpa amazed to know the experiences of children from their own districts as they had no idea before. Moreover, they shared that all these words and stories are real illustration of experiences as they had gone through. Rolpa district is one of the highly affected districts among others and the exhibition graphically depicts the suffering of that time and most of the visitor hoped this should not be repeated.

The Public Hearing

The children who suffered the ultimate impact of the conflict were abducted, maimed, deprived from education and orphaned. 84 children died, 14 became handicapped and 615 children are out of school due to the parents’ death. Rolpa was one of the worst hit districts during the decade-long armed conflict. Most of the children were bound to cope with bombing, killing, explosion, torture and search operation etc…

The main objective of the program was to hold interactive discussion amongst conflict affected children and the duty bearers. 54 children participated in the program which was also attended by following district level duty bearers:

Mr. Dhan Bahadur KC  
Mr. Raj Kumar Kakshapati  
Mr. Ghanashyam Acharya  
Mr. Gokarna Prasad Pun  
Mr. Dev Mani Chaudhary  

Asst Chief District Officer  
Maoist Area Joint-In-Charge  
Human Rights Activist  
District Child Welfare Board  
District School Supervisor

Surprisingly, the participant children did not know about the government compensation for conflict victims. Lack of information dissemination contributed to the failure of government plans to deliver services for the conflict-victims.
The public hearing stressed on the armed conflict induced problems. The program also featured extensive discussion on the role of the state and the negative impact of party politics in education system.

In the program other issues such as, writings of political slogans on the school walls, closing of school because of strike/ political demonstration, irregular attendance of teacher in school and number of children in cantonment were discussed. The recent incidence of missing children from different villages of Rolpa was also discussed.

The duty bearers stated that the conflict affected children could have holistic support if the civil society, I/NGOs and the government line agencies collaboratively address the issue.

At the end of the program, six commitments are signed by all the stakeholders:

1. School walls will not be used by any political parties for slogan-writing-purpose.
2. The conflict affected teachers should be reinstated back to schools.
3. Concerned authority will cover the treatment cost of Bhavana Gharti, who was injured during conflict.
4. The government authority will investigate the children disappeared cases as soon as possible and ensure the child protection.
5. Government compensation should be given to all the conflicted affect persons.
6. Education sector must be kept free from political activities.

The public hearing program was broadcasted live through Rolpa FM as it became successful to share the children’s issues at much larger level.

**Workshop on Peace building and Reconciliation**

A 4-day-long workshop on “Peace building and Reconciliation” was organized in Libang. Total of 23 teachers, guardians, students and representative from concerned organizations participated in the workshop. The expectations from workshop were collected from the participants and the objectives were made clear.

*We want to participate in shared process for the reintegration of CAC students so that we can share good practices and action for the process.* - A school teachers

The participants were informed about root causes of conflict and violence, and the impact of decade long armed conflict. Discussions were also undertaken on trauma and its consequences, cycles of violence and revenge, impunity and transitional justice with
regards to the experiences that the district has gone through during the Maoist conflict. The participants were encouraged to share their experience of conflict. The several experiences of brutality from conflicting sides, fear, torture were shred amongst the participants with regards to the impact on their children. It made each other to realize that others and their children have suffered too.

Most of the teachers and social leaders were committed to take action themselves for the reintegration of CAC from their own level. As the teachers, social leader and social mobilizers committed to create a favorable environment in school, community and their working area.

Discussions were also conducted on psychosocial problems of children and importance of it and the role of teachers to help minimizing the problems of children. Subsequently, three participants’ groups were formed to discuss on the specific subjects: What are the causes of armed conflict? What are the positive impacts of armed conflict? What are the negative impacts of armed conflict?

At the end of the workshop, the role of state, civil society and teachers for reconciliation of conflict affected children in the communities were discussed. The group work on this content helped them to understand their roles and duties for smooth reintegration of CAC in schools, community and family too. There was a realization of importance of joint/collective effort from the people having different social and professional background.

“The issues of reintegration cannot be solved single handed; all the concerned parties and people have to show their commitment for balanced reintegration.”- A participant

“The state should allocate funds for the proper educational rehabilitation of the conflict affected children”
The Art Work Exhibition:

The artwork created by children affected by armed conflict was exhibited in Gorahi, Dang. The exhibition was visited by the conflict affected children, various representative from NGOs/INGOs, teachers, parents and students. It was also visited by physically handicapped children. Nearly 500 people visited the artwork.

Similarly, most of the visitor shared that the graphic depiction of these words are an effective approach to internalize CAC’s issues and problem in depth. Most of the teachers have shared that the voices of these children must be respected and they should be provided with the platform to raise their voices.

“*These words and voices should be incorporated in upcoming constitution*”- A visitor

Similarly, the participants of 2008 observed and shared their satisfaction and felt respected space for their voices as they saw once again in this year along with the artwork of other districts.

Public Hearing

Total of 92, (46 boys and 46 girls) children participated in the public hearing. It included both directly and indirectly affected children of armed conflict. The children have come from most remote part of the districts and most affected too.

The public hearing was held from June 17-18, 2009. On the first day of the program, children affected by armed conflict were oriented on their issues. They were oriented on how to raise their queries and to whom.

The second day, June 18, 2009 of the program was the public hearing where CAC raised their queries to the concerned stakeholders. The following stakeholders were panelists in the program:

**Mr.NetraPrasad Sapkota**  
District Education Officer

**Mr.Umakant Poudel**  
Representative from District Administration Office

**Mr.Ganesh Bikram Shah**  
Representative from District Police Office

**Mr.Tika Ram Regmi**  
Civil society

**Mr.Biswa Raj Neupane**  
Representative of UCPN Maoists
Some of the issues raised by the CAC are:

**Reintegration of released CAC:** Maoists have taken us in to their cantonments with various attractions. We were later disqualified by UNMIN during first verification of People's Liberation Army (PLA). Some of our friends who returned home were not accepted by their family. In the meantime we also lost our studies. Now we want to study but we don't have money. However, during armed conflict many of us have also lost our parents and some were displaced. Who is responsible for our daily needs, food, cloth and shelter and other needs as well.

**The District Education Officer shared,** “There are relief and compensation packages available for conflict affected children. Many have received too. If anyone has not received they can come to DAO along with recommendation from VDC, Local administration, and schools. In case if the children returned from the cantonments during verification they can also approach with the UNMIN verification certificate. Once it is verified that the person is conflict affected they will receive the compensation. I commit on it.”

**The local Maoists leader said,** “The funds available in Maoists Marty’s Foundation, Dudhrash are to help conflict affected children in Dang." He said that he was not clear with what the CAC want and whom they want to be responsible Maoists or the State for the past activity. He said that Maoists are ready to support them and recommend them with the identity card.

- **Use of School and Children:** Schools and children are declared as 'Zone of Peace' but political slogans are painted on walls of school by various actors. Students are also taken for political rallies. Schools are closed in various Bandhs.
- The Local Maoists leader committed that schools and children will not be used in any political activities. "We are forced to close schools during any strike to make our voices heard by the state; so we are compelled to do it and we know it shouldn't be. We will try not to repeat in future."

**Internally Displaced People (IDPs):** Many People have been displaced during armed conflict. Thus, are there are any programs or packages available for their reintegration.

Our relatives disappeared during armed conflict. We don’t know whether they are dead or alive which has caused negative impact on us. We are in mental trauma. We are not able to go to school and moreover facing lots of difficulties.

**The representative from DAO informed,** "IDPs are being identified with the formation of Local Peace Committee in Dang. Thus we have to verify the database of IDP. If you could bring paper to verify then we could help and facilitate in reintegrating in your place. DCWB is also responsible for it and will coordinate with local organization." Regarding the same Maoists leader said he would verify with his party and reason for the displacement.
**Family Loss:** My relatives were killed brutally in front of us. We are totally traumatized. Furthermore, my brother and sister mentally disturbed.

We are extremely sympathetic to this case. If it is recognized as a case of conflict victim then we can do whatever available in our department. If there is need of immediate assistance; we are ready to provide as available with us.

**Torture:** My parents were brutally tortured by Maoists cadre without any reason. They are facing many health problems and bedridden.

**Victim Activated Explosion:** Recently a child of 16 years old was killed in a Mine/ IED explosion in police barrack in Arjun Khola, Lamahi. The child accidentally triggered the explosion when he entered the restricted premises of the barrack, adjacent to East-West Highway. Who is responsible for the accident? Don't they have to remove those Mines/IEDs.

The representative from DAO said the all the Mine/IED fields could not be cleared due to insufficient human resources and technology. "We will increase the size of the board with hazardous sign for visibility and replace it better and clearer picture."

The representative from District Administration Office committed to make the resources available in district child welfare board to CAC in coordination with others

**Workshop on Peace building and Reconciliation**

Altogether 30 participants including 21 male and 9 female participated in the workshop. The participants of the workshop included parents, teachers, and community members of the district. Amongst them most of them were teachers. Though gender balance was the target there were fewer female participants than male.

A four day workshop was organized for school, teachers, community people and the family member of the CAC. The participants get the basic concepts on human rights, children rights and similarly, the reconciliation workshop became a platform for the people from different social background to participate in shared reconciliation processes.

*It was a great chance to foster the mutual understanding, trust amongst the people of different background and may be helpful for the reconciliation and peace process.* - A participant

During the sessions participants discussed different attacks in the districts which were happened in the decade long armed conflict. They also discussed both direct and indirect impact on children from the armed conflict. After the discussion on the various sessions of the workshop they came to know the magnitude of problems, sufferings of the CAC in one platform which helped to change their lens towards CAC; empathetic to their issues. They realized their roles and responsibility towards these children and possible ways to
facilitate in their community. They shared they would refer to the local organizations and government stakeholders for further support.

*Today, I felt that we must have to try from our own level for the reintegration of CAC if it is not possible from us then we should circulate and refer to the other organization* - A social mobilizer

The second day consisted of conflict and violence along with causes and impacts of conflict, focusing and affects on children

The third day covered peace and rehabilitation, reintegration and reconciliation, focusing on reconciliation in CAC.

The fourth day consisted of roles and responsibilities of stakeholders, particularly family and community members, including school teachers, focusing on CAC’s needs and rights

Similarly, they have developed a deeper understanding of root causes of conflict and its impact, necessary for reconciliation. The family and community members became empathetic to experience, realities and challenges of children affected by armed conflict and shared their own experiences where parents understood that other have suffered too.
1. Public Hearing

Altogether 60 (boys 40 and girls 20) conflict affected children participated in the public hearing. It also included participants from the previous year 2008. Both directly or indirectly affected children participated in the program. They had come from different parts of the districts. Some of them were from the most affected part of the districts such as Bhajani, Fulbari, Godavari and Masuriya, were some of the most affected VDCs of the district. Bhajani was the most mines/IED explosion affected VDC as well as the victims from it.

During orientation participatory and other various interactive approaches were used for facilitation. They were also informed about the concerned stakeholders of the district. They were oriented on the roles and responsibility of the different stakeholders in the districts with the government stakeholders and political parties. They were also oriented on how to raise their queries and to whom.

During the public hearing the participant question their stakeholders on the issues of impact of conflict on education, way to resolve their problems, worst form of child labour. Moreover, the participants shared their stories, experiences and problems with enthusiasm. The stakeholder accepted their issues with the respectfully and also realized the extent of sufferings of CAC. Moreover, the CAC made a significant participation in the public hearing as it was for the first time they got platform to have a direct dialogue with their stakeholders.

The district stakeholders who took part in the public hearing are:

**Hon. Bhagat Baduwal**  
Constitutional Assembly Member CPN (Maoist)

**Mr. Kosh Raj Paneru**  
District Education officer (DEO)

**Mr. Dhan Bahadur Khathayat**  
District Superintended of police (DSP)

**Mr. Dhirgh Raj Sodari**  
CPN-UML

**Mr. Ganesh B.K.**  
Human Rights Activist

**Mr. Khadkha Raj Joshi**  
Human Rights Activist

The chief District Administrator though committed to be in the public could not make it however a representative from District Administration Office was present for a while. The program was initiated with a brief version from the stakeholders of the public hearing.
Ganesh B.K., Local human rights activists shared on the human rights violation during the armed conflict, impact of it on children, and the status of conflict affected children in the district. According to him, Kailali is one of the most affected districts by armed conflict however it's affect on children is very hard to present in data. Tharus were most affected during the time as they find hard to communicate with Nepali speakers due to the language barrier. Being Tharu was enough evidence for security person to suspect them as Maoists.

According to Khadga Raj Joshi, Human Right Activists, A 8th grade disappeared by state from her school. This instilled fear and trauma in children in that school. Maoists had also used them in different forms especially as informants, though they were not directly involved in the war. Nearly 1,604 people lost their lives. Their families are facing lot of troubles and problems. Psychosocial problems are pervasive amongst children. They are struggling for and in their education and nor do they have access to health facilities. Many children have migrated to India during armed conflict for various reasons, and have continued. Furthermore, Mine/ IEDs explosions continue to be a major threat, 52 children have been affected by the explosions till date. Children directly affected by armed conflict still find hard to talk openly and express what they have gone through.

Hon. Bhagat Baduwal, Constituent Assembly Member (CAM), CPN (M) shared 564 persons lost their lives including non residents of the district. In most cases both parents were killed. According to him, these incidents were put into operation by the state forces. He stressed that it is very important to ensure the livelihood of the people to heal their sufferings from the armed conflict. Basic needs such as food, shelter, clothing, education, health and employment should be ensured for both victims from both state and Maoists.

Koshraj Paneru, District Education Officer shared their Office have scholarships for the conflict affected children. The scholarship package per year is: primary school- Rs. 10,000/-, lower secondary – 12000/-, secondary – 14,000/- and higher secondary – 16,000/-. According to him, three children under age 18 from each conflict affected family could apply. To apply for the scholarship, family members must have already received Rs. 100000/- as compensation for victims from the District Administration Office. The deadline is end of June. They have to submit the death certificate of the deceased family member, birth registration of the student, relationship certificate and recommendation from school to apply. According to their data 33 out 78 cases (applications received over nine months) children have already received the scholarships. Incase if they cannot make the deadline their application will be forwarded to ministry with recommendation from their office. All applicants will get the scholarship.

After sharing and presentation from district stakeholder the children were given floor to raise their queries to the concerned stakeholder.
Some of the concerns raised by the children were:

**Emergency and long term support for disable by Victim Activated Explosion (VAE) of Mines/ IED**

As it is already present that almost 52 children are badly affected by mine during the armed conflict but here want to know who have been caring and assisting of those mine survivors.

**Unaware of scholarship and compensation**

Many children were ignorant of the availability of scholarships. Thus they requested to increase their accessibility. Disseminate the information targeting the larger audience and extend the deadline of the application date.

**Reintegration of CAC associated with Maoist during the conflict**

Many children have been used by Maoists in many forms. In the post conflict period they returned to their society. The children used by Maoists were curious to know about plan and strategies for them by the Maoists for their reintegration, education and further support.

**Use of children by the sister wing of various political party**

Several political parties in their different youth forces have been using school children for the different purposes but no one is caring about it? Why these innocent children are using for the political purpose?

**Use of children for worst form of labour by the police**

Two children are using in the form of labour at Fulbari police station. They are using in the worst form of labour- cleaning cooking. These children shared about their condition with us then how can you refuse on this sensitive matter.

**Use of schools and Reconstruction of those schools destroyed during the conflict**

Many schools had been used during the conflict by the both rebel party. Some of the schools even blasted but still nothing have done to reconstruct those schools. When will be it constructed?

One of participants asked to DSP "I was innocent but police jailed me for one and half years in the suspect of being Maoists. My father was also jailed for four months. My younger brother and I were released in Tarekh. We bribed (7000/- for me and 4000/- for my brother) one of the policeman in Bhajani police station in 2058 BS to withdraw Tarekh and remove our name from the Maoists list. Can the policeman be located and actions against him be taken or not."

The DSP replied, "The policeman can be found out and further actions can be taken." He assured it will be done.
Various concerns and issues raised by conflict affected children to the stakeholders were addressed by the stakeholders. Similarly, they raised issue regarding the compensation to those who have not yet received any. A commitment papers was signed by the district stakeholders at the end of the public hearing which stated as:

- The issues and concerns raised in this public hearing will be addressed.
- The investigation will be held on the use of the children in the police station located in Fulbari VDC, Kailali. If it is found true the use of children in worst form of labour then further actions will be taken.
- Victims of the armed conflict will be identified and relief packages will be delivered.
- The data collection of the conflict affected children for education and relief package will be extended
- Initiation to make identity card of the victims from both State and Maoists will be taken.

**Workshop on Peace building and Reconciliation**

Altogether 26 participants- 10 male and 16 female participated in the workshop. The participants included teachers, parents, local civil society, and representatives from NGO. Majority of the participants were also the victims of armed conflict who were repeatedly harassed by both state force and Maoists, most of them were teachers. Others included victims of torture and threatened by both warring parties. One of the victims who was sexually abused by army and jailed participated too. She was married to a local man but was thrown out of the house once he knew that she had been raped. Thus, workshop had been able to include diverse victims too.

Most of the parents of CAC were seen enthusiastic to learn about the circumstances of reconciliation and willing to share the experiences of their children among the parents, school teachers and other community people. They were really wanted to share their reality with others.

“*It’s a good space to sensitize other about our reality*”. – A parents of CAC

Moreover, those parents and other participants wanted to know the ways to approach the compensation as they had no idea on it. At the end, these participants from diverse background realized the importance of Collaborative/ Joint effort of people for the enduring peace in the country and facilitation for the reintegration and reconciliation of children affected by armed conflict.

The sessions were interactive. Their queries on different topics were answered and group work had been conducted. The group work was really good for the participants to share the good practices for the reintegration of CAC amongst the people having different social background. Further, there was a realization of importance of multifarious effort in the smooth reintegration as from the teachers, parents, social leaders and NGOs. Similarly, it encouraged them to implement those good practices from their own level.
"It was fruitful to participate in the program. During the workshop understood the meaning and importance of reconciliation. Furthermore, I have also learned different ways to facilitate for the reconciliation and reintegration of conflict affected children. I will share the things what I have learnt from the workshop in my community." - A Social Mobiliser

Moreover the participants have developed the deeper understanding on the root cause of conflict followed by the broad socio economic and political analysis of the context. They realized that the violence perpetuates violence so the reconciliation and mutual faith trust is ultimate way to resolve conflict. However, those understanding helped them to be more empathetic towards the conflict affected children and further, they stressed on stopping all form of violence for children.

*It enhanced the knowledge and understanding to sustain the reintegration approaches for CAC - A school teacher.*

Sessions on Psychosocial counseling helped them to understand different trauma that children are going through, different psychosocial problems and possible help. Moreover, the teachers and parents figured out the importance of teaching peace education and psychosocial help through the school curriculum.

At the end the participants realized their possible roles for facilitation of the reintegration and reintegration. The teachers have expressed to help the CAC in their schools through the special care and support.

**The Art Work Exhibition**

The exhibition was held in municipality hall of Dhangadi. The program is formally inaugurated in the presence of Chief District Officer and further, it became successful to grab the attention of people in those two days. The large numbers of people have visited the exhibition including district level government stakeholders, Human rights Activist and representative of political parties. Similarly, there was presence of large number of community people too. Most of these people realized that reconciliation process has to be viewed from children’s lens. Moreover, the exhibition was able to share the children’s voice in a public sphere comprising people from all background. We believe it has helped to became empathetic to community people and stakeholders with the experiences, realities of CAC.

“The work is really appreciable; let’s hope this attempt will facilitate a positive environment for reconciliation and peace building” - A visitor

“Reconciliation is not possible without addressing these voices and words of children and it’s a duty entitled to all of us.” - A visitor
Accham is located in the far western region of Nepal. However, the district has not been able to develop for various reasons, access to road, education and employment opportunities. Due to awful road condition there are no regular transportation services available.

Achham is one of the worst conflict affected district and have witnessed major clashes between Maoist and security forces since 2058 BS. Participants from the workshop shared killing, abduction, disappearance, extra-judicial detention, rape, threat, use of schools in political campaigning, lack of freedom of speech, destruction of physical infrastructures, internal displacement, psychosocial problems among victims, feeling of revenge and retaliation, unemployment were events that occurred frequently during and post conflict.

**The Art Work Exhibition**

150 artwork prepared by children affected by the conflict was exhibited in Mangalsen. The program was inaugurated in the presence of the Deputy Chief District Officer Dilli Ram Bhattarai and District Police Officer Rabindra KC.

*It is sad that children have not been able to enjoy their rights. Through this artwork I saw a New Nepal through the eyes of children. - An visitor*

More than 120 visitors observed the exhibition which included non-government organizations, journalists, students, government officials and local youths. Numerous observers expressed that the exhibition was innovative and clearly showed the plight and psychological suffering children had gone through during the conflict. They appreciated HimRights effort to provide a platform to share their thoughts.

**Dilli Ram Bhattarai, Deputy CDO** of the district expressed, “These creations represented the dreadful situation of conflict and displayed children’s emotion through which we all should learn realize so that a conflict never reoccurs.”

**Prof. Kamal Raj Sharma, Consultant Pediatrician**, expressing his sentiments admits, “I knew that children encompass hidden talent; here, I got chance to witness it in the form of these artworks. I get sad thinking how these children must have felt and experience to see all the bloodshed and loss of lives but in the positive side I feel these children will not make the same mistakes.”

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**Program Schedule:**

- **The Exhibition:** 11th and 12th November
- **The Workshop:** 13th to 16th November
- **Child Public Hearing Orientation:** 17th November
- **Child Public Hearing:** 18th November
Workshop on Peace building and Reconciliation

Altogether 29 participants: 19 male and 10 female participated in the four day workshop. The participants included representatives of different community based organizations, teachers, students, journalists, representatives of youth clubs, women’s group, victims of the armed conflict and guardians of CAC. The workshop had an active participation from all the participants with lively discussion on conflict and its effect on children. Through the workshop participants were informed on post-conflict efforts being made by the government and non-government organization in the district.

All the participants have been direct or indirect victims of the conflict. Although they all came from different backgrounds they all wanted to learn about reconciliation. Participants shared their experiences during the armed conflict and its consequences in their lives and the development of the district. Many of them talked about not receiving the promised government support, mainly due to not having access with government officials and unawareness about the relief packages. An INSEC representative estimated that there is around 570 children affected by the conflict out of which 120 has received support from the government.

Participants shared, during and post conflict children faced psychological and reintegration problems. Children were and are discriminated in schools resulting to a large number of drop outs. These are based on few case studies however they are many children whose cases have not yet been heard about due to fear and constant threats they have been living under.

Participants felt political instability, discriminative social structure; impunity and non-inclusion are the main causes of the conflict. Inclusive policies, political awareness and Comprehensive Peace Accord were the changes that they witnessed post conflict.

Reconciliation should be prioritized in order to reintegrate children and victims of the conflict, and establish social harmony. Through group discussions, participants discussed about the contributing factors for the armed conflict in the district and it’s after effects. Participants jointly worked to find ways to reconciliation that would be appropriate for the district. They had group discussion on causes of armed conflict; it’s negative and positive impact, role of the state, NGO’s and civil society and the role of schools, community.

The State is poor due to poor leadership. Political leaders are always fighting at the central level and they work only for their personal benefit. How can reconciliation be possible in the district, if leaders are just fighting for power?

- Moti Singh Tamatta

Participants made commitments to share their learning with other members of the community and work to build an environment where children can progress and develop.
Public Hearing

52 children from 14 VDCs participated in this program. A one day orientation was provided to the children on the objectives of the public hearing and the way of asking questions to the panelists. Children shared their experiences and incidents they had gone through based on which questions were framed so that it would be direct and could convey their stories effectively. The orientation also helped in building up the confidence level of the children.

The program was conducted at the DDC Hall at Mangalsen in presence representatives of political parties, social organizations, teachers and journalist.

The panelists consisted of:

Mr. Gyan Prasad Dhakal  Chief District Officer
Mr. Rabindra KC  Deputy Superintendent of Police
Mr. Karna Bhatta  Representative of District Education Office
MS. Manju Mahat  Representative of Women Development Office
Mr. Tek Raj Dhungana  Representative of UCPN-M

Mr. Bhim Janala presented research paper on armed conflict and situation of children in Achham district. The challenge post conflict is how to prevent children from misused by political parties for their vested interest, giving them space to speak their problems and needs, and how to reintegrate them back into the society.

The panelists expressed their reflection on the research paper presented by Mr. Bhim Janala. Chief District Officer expressed that, “District Administration Office has provided relief to all the victims. However, there are some applications which have been referred to Ministry of Peace and Reconciliation (MOPR) for further inquiry. Likewise, the cases of disappearances have also been referred to MOPR. The deadline for submitting application for relief and compensation for casualties occurred during conflict is due 20th November 2009. The cases of death, wounded, disappearance, disability, destruction of private and public properties, etc. due to conflict can be reported to District Administration Office (DAO) before 20th November.” He further said, “There may still be the cases of death, disappearance, injuries and displacements which can be reported to the DAO by different organizations so that the activities of relief, assistance and reintegration can be carried out.”

Tej Raj Dhungana, Representative of UCPN-M, admitted that the State should promulgate clear provisions for the protection of children and implement them accordingly.
Some of the interesting questions raised by the children were:

**Prem Bahadur Shahi:** My brother, Bhupendra Shahi, was an active member of CPN (Maoist). During his involvement in the party he got injured. He has not fully recovered and is living with 3 bullet sharpnails in his head; due to which he has not been able to work. Currently, he resides outside the country. We have reported the case to UCPN-M and DAO, but have not received any response.

**Representative of UCPN-M:** We have submitted the files of the wounded cadres and those who have lost their lives during the conflict to the DAO. We also have been pressurizing the government to provide medical assistance. For now I commit to provide him medical support to your brother.”

**Chief District Officer:** We have a committee at the DAO which refers cases of casualties occurred during the conflict to the Ministry of Health. The Ministry then refers the victims to suitable hospitals for treatment. Regarding your brother I have not gone through this case personally.

**Rakesh Sodari:** When will the political slogans be erased from the walls of schools and public places and when will the bunkers that had been dug in school compounds be filled?

**Representative of UCPN-M:** Different political parties have used schools for political campaigning. I agree that CPN-M did put up slogans in schools and public places. We believe that schools are zone of peace and I commit that we will do that in the near future.

**Tapeshwori Dhungana:** My brother, Rup Raj Dhungana, lost his life in the Mangalsen Attack in 2058. He was neither involved with the State nor the Maoists. He was normal citizen. Though his family received some government relief but his children have not received any scholarships as per they are entitled to. Do we have to be involved with conflicting parties to receive the scholarships?

**Representative of DEO:** as a representative the DEO I cannot give answer on his behalf. Regarding scholarships, we have scholarships available for the disabled and Dalits. I urge you to visit the DEO with your case.

**Chief District Officer:** if a victim has not received any support from the government through the DAO, their children under 18 are entitled to scholarship. For that they have to submit referral letter from concerned school, proof of relationships with deceased and birth certificate in District Education Office. There is a committee comprising DEO, CDO officer which then gets refered to the Ministry of Education. Then the Ministry issues funds to the concerned DEO. It issues Rs. 10,000 for primary level, Rs. 12,000 for lower secondary level, Rs. 14,000 for secondary level and Rs. 16,000 for higher secondary level. I urge you to submit application with all the proof in DEO so that we can precede the case.
**Dambar Kumari Regmi:** Children are considered as zone of peace. In our village, Kalagoun, many children are affected due to alcoholism. Children are also involved in trafficking alcoholic substances. What do you say about that?

**DSP Rabindra KC:** Achham district is declared as an alcohol free district. My opinion is that the production, consumption of alcohol should be banned. Till date we have arrested 8-10 alcohol consumers however due to the size of the district there are many villages that are beyond our reach. Regarding Kalagaon, I assure you that I will take action on that case after detailed investigation.

The stakeholders were very positive on the issues raised by the children. They made commitment to figure out the most appropriate solution to problems raised and address as soon as possible. Similarly, the CDO has expanded the time for case registration and applications for compensation for those non-registered case.

All the stakeholders appreciated the effort of HimRights for providing children of the district with an opportunity to raise their voice in front of concerned stakeholders. They acknowledged that the program is also a platform for disseminating information on different government provisions relating to relief, support and compensations to victims of conflict and their families and working mechanism of government on such matters.

DSP Rabindra KC appreciated the effort of HimRights in creating a platform for children affected by armed conflict to raise their voices. He said, “Conflict has victimized children not only physically but also psychologically. So, we have to work very carefully with these children in integrated and coordinated way so as to achieve the goal. I assure you that District Police Office will provide all necessary support in this process.”
Eighteen children represent from eight different districts participated in the policy dialogue. However, twenty children were supposed participate in the program but due to the undefinate bandh, children from Myagdi and Accham could not attend the program. Other 18 children were provided with a one day orientation on the new national policies and laws on children affected by conflict. HimRights through its reconciliation programs had witnessed that sending children back home was not the solution, for a better resettlement process, the community had to be aware and properly trained for a smooth reintegration. This to occur, HimRights had conducted reconciliation programs, workshops, public hearings and exhibitions through which other children, teachers, parents, community elders and stakeholders came to realize conflict affected children’s situation and how they all played important role in helping children resettle.

All these work done by HimRights is a drop of water in the ocean. Reconciliation can be achieved only if it’s done through the joint effort by government, its agencies, non-government organizations and change in state policies. This dialogue program was an effort to connect children affected by armed conflict with CA members and relevant stakeholders from the ministries with regards to the policies and provisions for CAC.

The panel of stakeholders and policy makers consists of;

- Five Honourable CA members representing the Committee formed to study on Children from Constituent Assembly.
  
  Hon’ Malamati Rana  
  Hon’ Binod Pahadi  
  Hon’ Shila Katela  
  Hon’ Kabita Sardar  
  Hon’ Ramsila Thakur

- Spokesman of the National Human Rights Commission- Hon’ Gauri pradhan
- Joint Secretary of Ministry of peace and reconciliation- Mr. Sadhu Ram Sapkota

Ganesh Nepali: “I had gone to the jungle along with my friends when we found a pen. I took the pen and brought it back home, till then nothing had happened. I wanted to see how well it write and when I unscrewed the cap, it blew. I was taken to the hospital for treatment. The Maoist party gave Rs. 1500 and Red Cross helped me with my treatment. Through the blast I lost finger tips. I now have difficulty writing. Even if I do write, my hands pains for at least a day. Coming from a poor family there is nothing much my family can do for me.”
Children shared how their lives changed due to the conflict and what they needed to move forward in their lives.

**Gauri Pradhan**: “500 children were killed during the armed conflict, 8000 children lost their loved ones, 40000 children have been internally displaced and more than 3000 children are currently part of PLA. Issues raised by the children needs to be addressed by the government and it’s the job of NHRC and other human rights groups to see that the government is doing its work. Making policies is not enough they need to be implemented. All ministries need to allocate budget for the children as every sector is linked with them.”

**Gauri Pradhan** explained to the children how National Policy is made. “Village representatives, district representatives collect issues which are then brought to the attention of Constitutional Assembly Members, and then these issues are discussed during the CA session. The accepted issues are passed by the CA, following which the laws are made, which we need to follow. This is how national laws are built. The high court can even ask the state to incorporate certain issues, likewise the NHRC can recommend as well. The state can also make some laws depending on the situation and need of the hour.”

**Sadhu Ram Sapkota**: There have been frequent policy dialogues conducted recently, laws are made but the sad part is that they are not being applied. Children’s concerns should be placed in the highest level and their voice included while making new policies. We recently had a meeting with different NGO’s regarding programs that are needed and how it’s going to be implemented. The international community is keen on funding program for children’s reintegration as well.

**Laxman Khanal**: By the Nepali year 2090, Nepal government aims to have everyone educated. This year we have introduced children friendly programs. The SSRP program is going to change the way our educational system has been set up. Primary education will be considered from grade 1-8 where as grades 9-12 will be higher secondary education. There will be no more SLC.
Due to poor economic conditions children are forced to stop their schooling and work. For such students who later want to rejoin schools for them we have started alternative schools, where they can work in the day time and go to schools in the evening. One family of martyrs will be provided job by the government. Providing education is not enough, one has to take care of their family as well as for which we need to have better policies and jobs created. Also the DEO’s can recommend scholarships for children.

A presentation on Laws and policies for children was given by Indu Tuladhar. Proper reconciliation can be achieved only when children’s pain is addressed and in future there should a mechanism placed to prevent children from being part of a conflict. Nepal has signed all the 15 international convention on protection of children. However, just signing the convention is not enough, execution is needed. In the Nepali constitution, under section 22, it states that children affected by conflict, internally displaced is supposed to be provided special attention by the state and children under 18 will not be used by the army or armed forces. Nevertheless, this has not been followed. Making laws and policies is not the solution; we have to see to it that proper structure for implementation is there. Political ideology indoctrination has to be stopped.

Time was separated for an open discussion but due to the time constrain many questions were unanswered. Nevertheless, CA members and staff’s from the ministry committed to take their issues in the CA and in the ministries.

Some of the questions and answers from the open discussion:

**Hari Narayan Mukhiya:** We need job and education. How is the new CA going to address this?

**Ministry:** The national planning commission is working on this issue. We have suggested that children under 14 year should be allowed to work in non hazardous environment and children 15 years should not have any restrictions.

**Nawaraj Parajuli:** I was studying in grade 8th when Maoist kidnapped me; 3 days later I was released after which I moved to Kathmandu. During Jana Andolan II, my leg was hit by a bullet. I had to stop my education for 3 years and had to frequently visit the hospital for treatment. My family, teachers and community treated me badly as I am a handicap. At a stage when I should be earning I have not been able to support my family. As I am originally from Karve, I tried to talk with the CDO of Karve for financial support. I knew that Jana Andolan victims were given compensations. But the CDO refused to give me the compensation. The reason they gave me was that I was injured in Kathmandu and not in Karve so I did not qualify. How can I get any help?

**Hon’Binod Pahade:** I thought that all victims from Jana Andolan II had received compensation. I don’t know how you got left out. I will look into it. I do know that we have flaws in our compensation distribution mechanism. I would like to share with you of one incident; a person received the Jana Andolan II compensation 29 times from the Peace committee. This is not right but this has happened.
Hon’ Malamati Rana—“I realized the extent of suffering CAC when I heard from them; so being a coordinator of my committee I will raise these voices in my committee to ensure the rights of these children. I will talk with the CDO of Karve regarding your compensation. Regardless, where you were injured you should receive it”.

The children with different experiences and stories of the conflict had a meaningful dialogue with stakeholders and policy makers. The interaction between the children and policy maker was purely focused on national strategy, policies and programs for CAC. From the direct mutual interaction with children, the policy makers realized the magnitude of sufferings of CAC and furthermore, the policy makers realized the need and importance to reflect their issues in the constitution of Nepal. The dialogue was effective to internalize children’s issues.

Similarly, the children felt an easy forum to have dialogue among stakeholders on their own issues and problems. The children shared their issues from their experiential lens of conflict as it offered comparative experiences and perspectives to the policy makers. The major stakeholders understood the children’s realities.
Glimpse of the Public Hearing
Glimpse of the Reconciliation Workshop
Glimpse of National policy Dialogue
Glimpse of Media Coverage
Glimpse of the Art Work Exhibition
Monitoring

The monitoring of the impact of the programs has been conducted to document the behavioral and attitudinal changes towards CAC by their families and communities. District follow up is conducted with the participants of RVECAC to monitor changes in them, school and community. Focused Group Discussion in each district with CAC and community people is conducted. And, similarly individual interviews with CAC and community is also conducted. The findings of the monitoring has been illustrated below which consist of ten different districts.

Dang

Individual Interview with children

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
<th>Respondent no.2</th>
<th>Respondent No.3</th>
<th>Respondent no.4</th>
<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning / experience from the both year program</td>
<td>Deeper understanding on root cause of conflict</td>
<td>Had a safe space to voice my experiences through artwork.</td>
<td>Had a platform to share experiences amongst the other victims.</td>
<td>A different, new experience to voice the experiences of conflict thorough the artwork.</td>
<td>New experience to speak in the Public Hearings</td>
</tr>
<tr>
<td></td>
<td>Mutual sharing of experiences with other CAC; reduced my suffering.</td>
<td>Broad understanding on revenge cycle.</td>
<td>Self-assured that not only me but others have suffered too.</td>
<td>Session on revenge cycle.</td>
<td>Safe platform to raise my issues to the stakeholders.</td>
</tr>
<tr>
<td>Sharing of the learning of the program with others</td>
<td>The members from another victim’s family from my village.</td>
<td>Other friends in schools and community people.</td>
<td>Family member and neighbors.</td>
<td>Teachers and school friends.</td>
<td>Only with friends.</td>
</tr>
<tr>
<td>Challenges/ problem during the sharing of learning</td>
<td>No</td>
<td>Some are reluctant to hear.</td>
<td>Not yet</td>
<td>Some of the friends just made fun of sharing.</td>
<td>No</td>
</tr>
<tr>
<td>Positive changes in the participants after the program.</td>
<td>Able to transcend the feeling of revenge which I had.</td>
<td>Transcended the feeling of revenge and felt empathy towards others who have suffered from Conflict.</td>
<td>Developed confidence to voice my problems.</td>
<td>Reduced the negative feelings which I had.</td>
<td>Developed the confidence to speak.</td>
</tr>
<tr>
<td>Suggestion for upcoming program.</td>
<td>Well documentation of CAC and long-term support program to sustain their life.</td>
<td>Proper identification of CAC and sustainable program for their empowerment</td>
<td>Program to promote the economic condition of CAC.</td>
<td>Support/ assistance to the CAC who are in critical condition.</td>
<td>Continuation of program</td>
</tr>
</tbody>
</table>
### Individual Interview with adult people

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
<th>Respondent no.2</th>
<th>Respondent No.3</th>
<th>Respondent no.4</th>
<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning/ experience from Workshop</td>
<td>Understanding on the various practices to create a favorable environment for CAC. Realized importance of reconciliation as the ultimate means of conflict transformation</td>
<td>The graphic presentation on the ways of reconciliation helped to internalize the issues vividly.</td>
<td>Understanding on root causes of conflict and its effect both-positive and negative.</td>
<td>Realized my role for the reintegration for CAC in the community, society, schools etc.</td>
<td>Understood the depth impact of conflict on the children. Graphic presentation on sessions helped to internalize contents effectively.</td>
</tr>
<tr>
<td>Attitudinal/ behavioral change in the understanding of CAC after participating in the program.</td>
<td>Respecting their voices, making their participation on various activities, Providing moral supports.</td>
<td>Trying to raise voices in favor of CAC in the community.</td>
<td>Realized need of moral support to CAC.</td>
<td>Realized the importance of help and support for CAC.</td>
<td>Felt responsible to take part in the reintegration of CAC.</td>
</tr>
<tr>
<td>Challenges/ problem during the implementation of learning</td>
<td>No</td>
<td>Lack of support from entire community.</td>
<td>Not yet</td>
<td>No</td>
<td>Informal interaction and classes to the students</td>
</tr>
<tr>
<td>Positive changes on students, children's noticed after participating in the program.</td>
<td>Developed confidence to voice their concern, issues freely.</td>
<td>Able to voice their issues without any hesitation and transcend the feeling of revenge and retaliation.</td>
<td>Developed their confidence to speak out about their rights.</td>
<td>Able to overcome the feeling of revenge</td>
<td>Once they were forlorn but now it seems they are able to heal their pain.</td>
</tr>
<tr>
<td>Idea to create a conducive environment for CAC in their schools, community</td>
<td>Participation of CAC in the program oriented to trauma healing, psycho social counseling Child- friendly environment in schools and community that welcome the entire CAC.</td>
<td>Training through the method of Child psychology Child –friendly environment in schools that encourages CAC to enroll.</td>
<td>Program to promote the economic condition of CAC.</td>
<td>We all are responsible like teacher, parents, and community people. So, we have to be aware of our responsibilities.</td>
<td>Pressurizing the state on CAC’s issues Training to empower CAC.</td>
</tr>
<tr>
<td>Challenges/ difficulties in creating environment for CAC</td>
<td>Lack of support by stakeholders and the state. Range of problems –physical, economic, social and psychological difficult to address or incorporate at one time.</td>
<td>Poor economic condition of CAC and their family don’t have any training, skills to promote their livelihood.</td>
<td>Lack of support from the state.</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Suggestion for upcoming program.</td>
<td>Identification of CAC and program to reintegrate them in the society.</td>
<td>Program in the proper documentation of CAC and support to reintegrate them in the society.</td>
<td>Psychosocial support and program for trauma healing</td>
<td>Upcoming program should be for entire community including CAC and others in a shared platform.</td>
<td>In the upcoming program all the CAC should be involved. Raise the no. of participant.</td>
</tr>
</tbody>
</table>
The Focus Group Discussion with Children

Most of the children from previous year are pleased as they were provided with a safe platform to voice their experiences in the form of artwork. Moreover, the participant of 2008 workshop shared that it is a healing experience for them to express their experiences, reality in the artwork and other form of literature. The new participants of the Public Hearing felt good and new experience for the first time to have a direct dialogue with the concerned stakeholders which they had never in their district. Most of the children put their reflection that the public hearing is a good program with efficiency and effectiveness to share the issues at much larger level.

Public Hearing was really a new for all of us and a good chance for children to voice own issues which I think we never had- A child participant of Public Hearing.

During the discussion, it is found that children have been sharing what they learned from both years program with their friends in schools and their neighbors. The broad understanding on the vicious cycle of revenge and retaliation is a major learning for them. Furthermore, they said the understanding has helped them to rebuild the social relationship amongst the victims from both sides conflict. The program of both years was a healing experience for the actual victims as they had a good time for mutual sharing amongst the victims and realized that other have suffered too; manage to heal trauma and came to compassion for others. Similarly, for some of others who have suffered in other way; became more empathic with the experiences, sufferings of victims.

Moral support and special care is essential for CAC to upgrade their condition. - A child participant of the workshop.

Similarly, the children suggested such kinds of program should be organized at national level to lobby and advocacy on their issues.

Focus Group Discussion with Adults

Majority of Participants have shared the same reflection that the program is really effective in a way that it brought the people with different social background in a platform to share the good practices to smoothen the reintegration process for CAC. Moreover, it made them obligated to internalize their own roles in the reintegration of CAC. Similarly, the participants have developed the broad understanding on the relief packages, compensation and its way to approach.

“Lots of knowledge on the packages available to CAC; I believe we can help CAC to approach it”. - A school teacher

Most of the participants have said, what they have learned from workshop is being shared in the schools, community. Similarly, the teachers have said that through the informal classes and interaction they are sharing these learning with students. In the comparison to other participants teachers and social mobilizer had a more chances and spaces to share their experiences and understanding of workshop with others. However, for the parents and victims, the program was a healing experience; reduced their pain and sufferings and able to process the sense of victimhood. Moreover, the teachers have started to take the action in favor of CAC’s reintegration.

“I referred a child case in a community based organization for his help and support”. A teacher shared

Similarly, the parents and other victims are happy to have a platform for mutual sharing with other victims which helped them to transcend all boundaries to rebuild the trust amongst the victims from both sides and further have a depth understanding on their children. The participants shared their suggestion as the upcoming program should be with wider participation of CAC in every aspect that has direct link to their life. Moreover, the program should be guided with the best interest of those victims whatever they want logical in the reintegration process.
### Kailali

**Individual-Interview with children.**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
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<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning / experience from the workshop</strong></td>
<td>Root cause of conflict</td>
<td>Realized that the feelings of revenge generates the cycle of revenge and avenge</td>
<td>Ideological understanding of conflict/new kind of experience to pour suffering, voices through the form of artwork.</td>
<td>Learned about the conflict Happy to voice my issues with the stakeholders in Public Hearing.</td>
<td>Got the moral support from the workshop and developed confidence we can overcome all the challenges.</td>
</tr>
<tr>
<td><strong>Sharing of the learning of programs with others</strong></td>
<td>Shared with teachers and friends in school</td>
<td>Shared with my relative and teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Challenges/ problem during the sharing of learning</strong></td>
<td>Not much but some people showed less interest to listen.</td>
<td>No</td>
<td>Not yet</td>
<td>No. Most of the people have shown interest to listen</td>
<td>No</td>
</tr>
<tr>
<td><strong>Positive changes in participants after the program.</strong></td>
<td>Fear to share my feelings but now I can share my feelings freely.</td>
<td>Developed the confidence</td>
<td>Able to recede my anger and transcended the feelings of revenge.</td>
<td>Develop the ability to voice issues, develop confident</td>
<td>Learned about child right in a broad and it helped to foster my level of confident.</td>
</tr>
<tr>
<td><strong>Suggestion for upcoming program.</strong></td>
<td>Reconciliation and peace building oriented program, campaign covering entire community.</td>
<td>Awareness program on Peace and</td>
<td>Broad programs that should include all the CAC not only making the representation.</td>
<td>Reconciliation program in the community level. Creating a set of understanding in those community people.</td>
<td>Now we are getting young but the problems are still in existence with us so employment oriented program should be the next.-Child Soldier</td>
</tr>
</tbody>
</table>
### Individual interview with workshop Adults

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
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<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning/ experience from Workshop</strong></td>
<td>Realized the impact of conflict on children understanding</td>
<td>Learned the cycle of revenge along with the root causes of conflict.</td>
<td>Understanding of the psychological impact of conflict on children</td>
<td>Realized the extent of sufferings of CAC</td>
<td>Understood the impact of conflict on children and the problem perpetuated by it.</td>
</tr>
<tr>
<td></td>
<td>Participated in shred reconciliation process</td>
<td></td>
<td>Learned the different way of reconciliation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attitudinal/ behavioral change in the understanding of CAC after participating in the program.</strong></td>
<td>Discrimination against children must be eliminated.</td>
<td>CAC should be treated with love and care.</td>
<td>Encouraging them to reduce the feeling of revenge and providing them spaces to voice their issues.</td>
<td>The CAC issues should be addressed on the basis of identification of their problems.</td>
<td>All kinds of rights should be ensured to children as they are the native section of population.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peace should be viewed from children’s eyes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Challenges/ problem during the implementation of learning</strong></td>
<td>Shared while teaching the students. No challenges.</td>
<td>Shared with the means of songs, poem</td>
<td>Not yet</td>
<td>No</td>
<td>Shared with in the community no challenge.</td>
</tr>
<tr>
<td><strong>Positive changes on students, children's noticed after participating in the program.</strong></td>
<td>Children talk freely and with interest on conflict and its impact than before.</td>
<td>Transcended the fear and able to voice their issues.</td>
<td>Now, they feel easy to voice their issues.</td>
<td>Some children have able to develop the resilience; they shared some ideas to resolve conflict.</td>
<td>Once they are forlorn now became more open.</td>
</tr>
<tr>
<td><strong>Idea to create a conducive environment for CAC in their schools, community</strong></td>
<td>The main responsible is the state to create a good environment for CAC. There should be free education with other support and assistance.</td>
<td>Effort should be taken by all the responsible people from their own level.</td>
<td>The rights should be ensured from all area that affects their life.</td>
<td>All the responsible adult people have to be sensitive on their role as teacher, parents, youth</td>
<td>Child rights education should be incorporated in the school curriculum.</td>
</tr>
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<td></td>
</tr>
<tr>
<td><strong>Challenges/ difficulties in creating favorable environment for CAC</strong></td>
<td>Some people put political tag with negative sense while working</td>
<td>Still, there is mistrust between the people.</td>
<td>Transitional period of the country.</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><strong>Suggestion for upcoming program.</strong></td>
<td>Local youth should be mobilized in the reintegration process of CAC.</td>
<td>Program in the identification of CAC and support to reintegrate them in the society.</td>
<td>Upcoming program should start from grass root level.</td>
<td>Reconciliation and peace program at community level and program on trauma healing for CAC.</td>
<td>Child rights awareness to the community people, teachers to develop broad understanding on it.</td>
</tr>
</tbody>
</table>
**Focus Group Discussion with children**

Among the participants of Focus Group Discussion, most of them said that the program has helped them to develop the broad understanding on conflict and its adverse impact. Similarly, they came to learn the different means to resolve the conflict in a positive way and also realized the impact of vicious revenge cycle. Most of them shared that they got the platform for mutual sharing of their feelings, sufferings with other CAC and able to developed the positive self image. The participants from the previous year said it’s a different experience-motivating experience to voice their experience of conflict in the form of artwork. Moreover, they shared that they are pleased to see their artwork in the book.

The children have shared their learning in different ways as through the interaction amongst the teachers, friends, and family members. Similarly, they did not feel any problem/ challenges during the sharing however few of them said some people are reluctant to listen and making fun of being a leader.

The positive transformation brought by programs in those children are- able to transcend the feeling of revenge, able to process victim hood amongst the CAC, developed the understanding that others have suffered too, developed the confident, and got moral support from psychosocial counseling.

Similarly, new participants of the public hearing appreciated the program in a sense that they have got chance to share their reality and voices at much larger level. The direct dialogue with government stakeholders helped to develop belief towards the government which they had not before. Similarly, they felt that the public hearing was good space to offer the impact of conflict.

Regarding the upcoming program most of them have recommend for victims profile especially of CAC ; as still number of the CAC are neither documented nor registered so it is essential to make their participation in upcoming program.

**Focus Group Discussion with Adults**

The participants of the workshop- teachers, social mobilisor and parents have shared that they have develop broad understanding on conflict along with its impact and also several efficiencies to resolve it. Similarly, the art work exhibition is highly appreciated by them as they felt larger numbers of people are empathize with the graphic portrayed of children’s experiences of conflict.

Most of the participants have shared same idea that all rights must be ensured for children as they are the naïve section of the population.

“If the children are given with all their rights it will be good to state in the future”. - Majority of the participants shared this.

Amongst the participants most of the teachers have shared that they got chance to process their learning and experiences of the program with the children during the classes. Moreover, they have carried out it through the informal classes. As most of them have noticed Public hearings as a success to brought some changes on the provision of scholarship and also made commitment to eliminate the child-labor.

Some of the teachers have said that they have noticed the change in their students who have participated in the program. After participating in the program children are interested to discuss on issue of conflict and reintegration of those conflict victims than before; similarly, they have developed the confidence to raise their voices.

In the sharing some of the respondent have shared that they just got the blame from other of being a wing of a political party. Regarding the upcoming program most of them have put their reflection to organize such a program in community level by including all the people from different social background.
### Rolpa

**Individual interview with children.**

<table>
<thead>
<tr>
<th>Questions</th>
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<th>Respondent no.4</th>
<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>learning / experience from the workshop</strong></td>
<td>Understood the real condition of other CAC from the sharing session. The artwork exhibition is effective to share our issues.</td>
<td>Learned about the revenge cycle; violence perpetuates violence. The artwork exhibition was a respect for our voice.</td>
<td>In-depth understanding on the impact of conflict on CAC in our district.</td>
<td>Understood the extent of sufferings of CAC through the sharing process.</td>
<td>Got the safe platform to share the experiences and broad understanding on the current situation of CAC.</td>
</tr>
<tr>
<td><strong>Sharing of learning of programs with others</strong></td>
<td>Shared with school teachers, friends and also community people.</td>
<td>Shared with teachers, friends.</td>
<td>Shared and had discussions with teachers on those learning of the program.</td>
<td>Shared only with friends.</td>
<td>Shared only with teachers and discussed how to ensure the minimum rights in the school.</td>
</tr>
<tr>
<td><strong>Challenges/ problem during the sharing of learning</strong></td>
<td>Not Yet</td>
<td>No</td>
<td>Not yet</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><strong>Positive changes brought after participating in the program.</strong></td>
<td>Developed a positive self-image.</td>
<td>Felt empathetic to other CAC children.</td>
<td>Developed a feeling of empathy towards the other CAC.</td>
<td>I have started to follow my learning in practical life</td>
<td>Broadened understanding on the current issues of CAC and started to voice issues on behalf of them in schools.</td>
</tr>
<tr>
<td><strong>Suggestion for upcoming program.</strong></td>
<td>Continuation of these programs from a community level.</td>
<td>The next program should be with wide coverage incorporating all the CAC.</td>
<td>Program to heal the psychological scars which had been left on them.</td>
<td>Continuation of such program on the basis of needs.</td>
<td>Continuation of program with the broad coverage of CAC from community level.</td>
</tr>
<tr>
<td>Questions</td>
<td>Respondent No.1</td>
<td>Respondent no.2</td>
<td>Respondent No.3</td>
<td>Respondent no.4</td>
<td>Respondent no.5</td>
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<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>learning from Workshop/ new experience</td>
<td>Understood the extent of impact of conflict on children</td>
<td>understood current status and sufferings of CAC</td>
<td>Understanding on CAC’s issue</td>
<td>Understood the status of CAC and</td>
<td>Understood the magnitude of the impacts of conflict that have been casted to the children by the conflict</td>
</tr>
<tr>
<td></td>
<td>Learned the several means of Reconciliation.</td>
<td>The way of putting their voices through the artwork was effective to sensitize people with their problems.</td>
<td>Realized the importance of platform for them to voice their issues</td>
<td>Broadened understanding on the conflict and way to resolve it.</td>
<td>Artwork exhibition was a new experience for the district.</td>
</tr>
<tr>
<td>Attitudinal/ behavioral change in the understanding of CAC after participating in the program.</td>
<td>The voices of the children must be respected.</td>
<td>Respecting and sharing of learning with them.</td>
<td>The Voices of CAC must be respected and all of us have a duty to ensure their rights.</td>
<td>Realized the well co-ordination to reintegrate the CAC in their community.</td>
<td>The pain and sufferings of CAC are not going to wait anymore. Need to address as soon as possible.</td>
</tr>
<tr>
<td>Challenges/ problem during the sharing of learning</td>
<td>Shared and discussed with students.</td>
<td>Shared with other friends.</td>
<td>No</td>
<td>Shared with friends.</td>
<td>Shared with in the community no challenge.</td>
</tr>
<tr>
<td>Positive changes on students, children's noticed after participating in the program.</td>
<td>They are able to internalize the adverse impact of conflict with broad understanding. They realized that violence perpetuates violence.</td>
<td>They have developed the broad concept on reconciliation and also internalized it</td>
<td>Developed their confidence to voice their issues relating to right.</td>
<td>I found change in their behavior and are more responsible than before.</td>
<td>Managed their pain and trauma.</td>
</tr>
<tr>
<td>Idea to create a conducive environment for CAC in their schools, community</td>
<td>They should have a dignified existence in schools and community Stakeholders must have understanding on their issues.</td>
<td>The trend of isolating must be eliminated so that they can easily reintegrate in the community.</td>
<td>The rights should be ensured from all the related area that affects their life.</td>
<td>Creating a favorable environment in schools that could welcome them and teachers need to care them with special attention and government has to take the effort to ensure their rights.</td>
<td>Child rights education should be incorporated in the school curriculum.</td>
</tr>
<tr>
<td>Challenges/ difficulties in creating environment for CAC</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Suggestion for upcoming program.</td>
<td>High level participation of CAC in the coming program. More program should be focused on awareness</td>
<td>Sensitize the community people from grass root level on the issues, problems of CAC</td>
<td>Upcoming program should have the wide coverage on the peace and the program should be oriented to community level.</td>
<td>Profiling the data of CAC from the community level of the district and providing such kinds of reconciliation programs.</td>
<td>Program on child rights to the community people, teachers, children to develop broad understanding on them.</td>
</tr>
</tbody>
</table>
**Focus Group Discussion with children**

Majority of the participants have shared that they are able to develop the broad understanding on the reality, plight and sufferings of the other CAC through the mutual sharing amongst them. It made empathetic to their experiences, realities and moreover it helped to understand the Victimhood. In the same way some of the children put their reflections that they are able to generate compassion.

Most of the participants appreciated the REVECAC 2008. Moreover it was a new experience and for the first time they got platform to voice their experience of conflict through the artwork. Some of the ultimate victims even shared the five day long workshop was a healing experience for them. The children do share their experiences and learning when they get the space as in their class, community etc. For children reconciliation means not only to providing compensation, relief packages for the victims but also it is essential to heal the mental scar, trauma as they have gone through.

So, the children suggested to continue the program with psychosocial support along with relevant support and assistance to victim in a balance way. However, they have figure out the importance of trauma healing. Similarly, they have suggested in making a broad participation of other CAC from the VDC level that are still missing to participate in the program. Most of them have agreed to the issues that the children from village or remote part of the district are having several problems in the social reintegration. Furthermore, they have lack of access to recover their trauma, still having problems as isolating by all the supportive mechanism available to district headquarter.

Some of the new participants also shared that they felt public hearings was more effective approach. They shared it was a safe and respective platform for the first time for them to voice their issues, problems with government stakeholders and political parties. They share their pleasure and satisfaction to put their issues at much larger level through the public hearings. Moreover, it was a new experience in their district as they stressed that they didn’t have such an opportunity in the district to raise their issues and concern.

**Focus Group discussion with Adults.**

The workshop participants put their same reflection that they have developed the wide understanding on the reality, sufferings of CAC and their family from the workshop and moreover, they liked the most of the session of workshop which was followed by participatory method. The participants including teachers, parents and representative of organization realized the collective effort/roles to address the problems of CAC. The participants said that they felt a sense of duty or made them more responsible in the reintegration process of CAC. Moreover, they internalized their roles and duty to create the favorable environment and also smooth the reintegration process.

“The workshop helped to brought positive disposition toward the CAC and we are able to empathize with the experience, realities and challenges of CAC” - A school teachers

Some of the participants have also noted the positive transformation on their children, students after participating in the program. Moreover, they said children have realized revenge is not the solution; revenge generates the cycle of revenge and avenges, thus have to take the path of reconciliation and forgiveness. Some of the workshop participants shared that the workshop was a shared reconciliation process for them as they had a platform to interact with people having different social background. Moreover, they got chance to share good practices for the reconciliation of CAC in the community, schools etc. Similarly, for the parents and victims the workshop was a good place for them to transcend all the boundaries to rebuild the trust and relationship amongst victims from both sides conflict.

The public Hearing is appreciated among them for being a best platform to express and share their voice at much larger level. Furthermore they have suggested for continuation of programs like public hearing to have a direct dialogue between stakeholders and children. Comparatively, the schools teachers and representative from organization have a more opportunity to share their learning, understanding of the workshop rather than the parents. But for most of the parents the workshop was a healing experience.
Rautahat

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
<th>Respondent no.2</th>
<th>Respondent No.3</th>
<th>Respondent no.4</th>
<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning / experience from the workshop</td>
<td>Learned the different approaches for the reintegration of the CAC.</td>
<td>Felt a satisfaction to voice own issues, suffering that I had during the conflict.</td>
<td>Felt happy to know that our voices reached at national level from the exhibition. Now, I have a hope that something will do for us.</td>
<td>A safe space to voice our problem, sufferings and also to rebuild social relationship amongst the victims from both sides conflict.</td>
<td>Developed the confidence Encouraging environment to put the question in Public hearing.</td>
</tr>
<tr>
<td>Sharing of learning of programs with others</td>
<td>Shared with teachers and friends</td>
<td>Shared with parents, neighbor</td>
<td>Shared in the class</td>
<td>Shared with teachers</td>
<td>Shared only with friends.</td>
</tr>
<tr>
<td>Challenges/ problem during the sharing of learning</td>
<td>No</td>
<td>Some are reluctant to hear.</td>
<td>Not to yet</td>
<td>Some of the friends just make a fun of sharing.</td>
<td>Shared only with few people not to other children of the own community.</td>
</tr>
<tr>
<td>Positive changes brought after participating in the program.</td>
<td>Understood that others have suffered too.</td>
<td>Developed the trust, belief towards the state.</td>
<td>Broad understanding on conflict and way to resolve it.</td>
<td>Developed the confidence to voice the issues in the program like public hearing.</td>
<td>For the first time I got chance to speak in public hearing.</td>
</tr>
<tr>
<td>Suggestion for upcoming program</td>
<td>Program like Public Hearing covering the large number of children.</td>
<td>Skill oriented program for the CAC</td>
<td>Program to sensitize the community people on reconciliation and issues of CAC</td>
<td>Scholarship program for the further study of CAC</td>
<td>National level lobby and advocacy on CAC’s issues.</td>
</tr>
<tr>
<td>Questions</td>
<td>Respondent No.1</td>
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</tr>
<tr>
<td>learning from Workshop/ new experience</td>
<td>Developed a broad understanding on reconciliation, violence, trauma and issues of CAC’s from our own district.</td>
<td>Got the familiarity on different provisions, policy of state and other organizations towards the CAC.</td>
<td>Sharing of good practices for CAC’s reintegration with people of diverse social background of the district.</td>
<td>Understood the various ways of reconciliation.</td>
<td>Learned the various approaches of conflict transformation.</td>
</tr>
<tr>
<td>Attitudinal/ behavioral change in the understanding of CAC after participating in the program.</td>
<td>Importance of Special protection mechanisms in schools and community for the children</td>
<td>The communal feeling must be eliminated in schools.</td>
<td>Implementation of diverse related practices from diverse related people having different profession as teachers, social leaders, stakeholders of the state etc to addresses all the prevalent problems.</td>
<td>Empathetic environment for CAC from community.</td>
<td>Discrimination and ostracization towards the CAC must be reduced from the community.</td>
</tr>
<tr>
<td>Challenges/ problem during the sharing of learning</td>
<td>Shared through the interaction process.</td>
<td>No, Showed the artwork of CAC during the class.</td>
<td>Not yet Had an informal class on conflict, violence that I learned from workshop.</td>
<td>Shared with friends.</td>
<td>Shared with in the community, no challenge.</td>
</tr>
<tr>
<td>Positive changes on students, children's noticed after participating in the program.</td>
<td>Other children became empathetic towards CAC.</td>
<td>Children have developed the skill to raise their voices.</td>
<td>More open to have an interaction on their issues.</td>
<td>CAC children have got the chance to learn the means of reconciliation.</td>
<td>Developed the broad understanding on approaches of reconciliation.</td>
</tr>
<tr>
<td>Idea to create a conducive environment for CAC in their schools, community</td>
<td>Creating the favorable environment in schools that motivates the CAC for their enrolment.</td>
<td>Positive disposition is essential towards CAC from all the concerned stakeholders, community people, friends and teachers.</td>
<td>The trend of discrimination towards the must be eliminated from the community level.</td>
<td>Wide participation of CAC in various programs of reconciliation and peace building to heal their trauma and facilitate their reintegration.</td>
<td>Creating the protection mechanisms that acknowledge children a sense of security.</td>
</tr>
<tr>
<td>Challenges/ difficulties in creating environment for CAC</td>
<td>No</td>
<td>No</td>
<td>Lack of mass sensitization.</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Suggestion for upcoming program.</td>
<td>Develop the protection mechanism to protect the children from armed group.</td>
<td>Accurate identification of CAC and well profiling of their cases.</td>
<td>Program on Psychosocial support</td>
<td>Skill oriented program should be the next to empower CAC</td>
<td>Help to reintegrate CAC in their family.</td>
</tr>
</tbody>
</table>
Focus Group Discussion with children

Most of the children shared that, from the workshop they have developed deeper understanding on the conflict, and realized vicious impact of revenge cycle. Moreover, it had provided them a chance to share their learning with their school friends and other CAAC. Among them most of they have said that they shared with school teachers what they learned from both year programs. Majority of children had no problem in the sharing but some of them have said that some people are reluctant to listen while sharing. Moreover, the shared process of the workshop helped them to heal their trauma, understood victimhood and developed a positive self-image.

“I understood that others have suffered too like me and made more empathetic towards them and developed my positive self-image.”- A participant

Similarly, the public hearing is most appreciated amongst the participant as it was a safe platform to raise their issues directly with the stakeholders at district level. Moreover, they have shared their desire to have such opportunity also in national level. Most of participant appealed to have such kinds of program in national level following the same approach of Public hearing.

Children shard that the both year program has helped to brought positive change on them as able to transcend the feeling of revenge and process their sense of victimhood. Similarly, the participants said now they felt easier to voice their issues when they get platform for it.

The children have suggested for upcoming program that the CAAC children should be provided with economical support and psychosocial support in balanced way. Similarly, lobby and advocacy should be done in national level with these issues and concern of children and there should be strong protection mechanism to protect the children from armed conflict and other form of violence.

Focus Group Discussion with Adults

The contents of the workshop and its participatory approach were a new and appreciable amongst the majority of the participants. Most of the participant shared same view that overall workshop was an important not only for the reintegration of CAAC but also for the victims who had faced the experience of conflict –directly and indirectly. Moreover, most of them shered their reflection that the workshop was a best platform to re-build the trust, faith and social relationship amongst the two side’s victim. Furthermore, they have learned the specific roles and duties of schools, community and state in the reintegration of CAAC and moreover, got the chance to share good practices for the reintegration through the shared process.

Some of the Participant figured out the antagonistic feeling between Madhesi and Pahadi is a challenge to reconcile the community and share the learning. Nevertheless, it was a good experience for most of the participant that the program is safe platform for the mutual interaction and sharing amongst the two side victims and also amongst the two communities Madhesi and Pahadi. They understood the victim hood and knew that other have suffered too; became empathetic to the children of either group.

Participants reacted well to the question in the supporting CAAC and creating conducive environment in the entire sector that affects their life. Participants in particular, were skeptical about government plans. They wanted indications of more action; and it should be more responsible for the CAAC and their family for the sustainable peace. There should be child- friendly behavior and environment in all the area that keep close connection with children. Similarly, their voices must be respected by all the concerned stakeholders. Best interest of the child should be incorporated in each program oriented towards the CAAC. It was interesting to note that participants did not necessarily want to provide all the Compensations, relief packages but wanted to live in a conducive and secure environment which is readily accessible for every child to grow.
### Individual Interview with children

<table>
<thead>
<tr>
<th>Questions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>learning / experience from the workshop</td>
<td>Understood the conflict with depth</td>
<td>Learned several policies, provisions for CAC from the state and other organization</td>
<td>Understood the impact of conflict on other children like me.</td>
<td>Depth understanding on revenge cycle and realized its result.</td>
<td>Realized the importance of forgiveness and empathy for reconciliation</td>
</tr>
<tr>
<td></td>
<td>Inspired to develop the confidence and positive self-image.</td>
<td></td>
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</tr>
<tr>
<td>Sharing of learning of programs with others</td>
<td>Shred with my teachers and friends.</td>
<td>Shred with family and other friends in schools.</td>
<td>Shared in my family and it helped to reduce the pain of other members of my family.</td>
<td>Shared with teachers and friends.</td>
<td>Shared with neighbors, friends and parents.</td>
</tr>
<tr>
<td>Challenges/ problem during the sharing of learning</td>
<td>Not that much of challenges.</td>
<td>No, but it made me empathetic to other children like me.</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Positive changes brought after participating in the program</td>
<td>I have able to transcend my negative feelings and started a child club.</td>
<td>Developed the positive self-image</td>
<td>Mutual interaction with other CAC helped to develop the positive self-image.</td>
<td>Started to generate the optimistic feelings</td>
<td>Realized a sense of victimhood</td>
</tr>
<tr>
<td>Suggestion for upcoming program</td>
<td>Continuation of such program to voice own issues.</td>
<td>Program should implement with wide ranging.</td>
<td>Program on national level lobby and advocacy to address the CAC’s problem</td>
<td>Continuation of program including all CAC</td>
<td>Continuation of program with a broad participation of socially excluded and marginalized.</td>
</tr>
</tbody>
</table>
### Individual interview with Adults

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
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<th>Respondent No.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning from Workshop/ new experience</td>
<td>Realized the importance of the reconciliation program for this time.</td>
<td>Developed a deeper understanding on conflict and its positive way to resolve.</td>
<td>Developed a broad understanding on Transitional Justice.</td>
<td>I understood depth impact of conflict on children</td>
<td>Mutual sharing amongst the victim was good to internalize their issues.</td>
</tr>
<tr>
<td></td>
<td>Understood the impact of conflict on children</td>
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</tr>
<tr>
<td>Attitudinal/ behavioral change in the understanding of CAC after</td>
<td>Realized the role for their reintegration through advocacy and sensitization.</td>
<td>Large numbers of children have been traumatized as they witnessed the deadly</td>
<td>Amiable behavior by the community people</td>
<td>Realized the importance of favorable environment for CAC.</td>
<td>Empathetic with their challenges, problems and realities.</td>
</tr>
<tr>
<td>participation in the program.</td>
<td></td>
<td>incident so I realized the importance of counseling and trauma healing.</td>
<td>Special protection and care is essential for the CAC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenges/ problem during the sharing of learning</td>
<td>It’s our responsibility to implement all learning so I have been using all the</td>
<td>Sharing in the class with my children.</td>
<td>Trying implement or process these learning in my field work.</td>
<td>Shared in my class and attempt to process the learning through the informal</td>
<td>Practicing through the informal interaction in village.</td>
</tr>
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<td></td>
<td>practices through my work.</td>
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<td></td>
<td>interaction.</td>
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</tr>
<tr>
<td>Positive changes on students, children's noticed after</td>
<td>Children are happy to have such space in Public Hearing</td>
<td>Noticed a increased level of confidence in some of the children after</td>
<td>Other children became empathetic with the experiences, realities of CAC</td>
<td>Children have able to reduce their pain and sufferings.</td>
<td></td>
</tr>
<tr>
<td>participation in the program.</td>
<td></td>
<td>participating in program like Indira</td>
<td></td>
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</tr>
<tr>
<td>Idea to create a conducive environment for CAC in their schools,</td>
<td>I felt the importance of positive disposition of community people towards the</td>
<td>All the people should be aware on their roles for the protection of those</td>
<td>Teachers, parents and other community people should have empathetic feelings for</td>
<td>Joint / collective effort to support the CAC from all sectors.</td>
<td>Special care and protection from teachers and community people.</td>
</tr>
<tr>
<td>community</td>
<td>CAC.</td>
<td>children.</td>
<td>CAC; balanced support and assistance for social, economic and psychological</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>upgrade.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenges/ difficulties in creating environment for CAC</td>
<td>Lack of collective /joint effort for the reintegration.</td>
<td>Political influence and use of children for political purpose is main</td>
<td>With regards to this district; the communal feelings is impeding factor for</td>
<td>Social stigma and trend of ostracization</td>
<td>Lack of mass sensitization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>impeding factor.</td>
<td>social harmony and reintegration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggestion for upcoming program.</td>
<td>Continuation of program with effective lobby and advocacy.</td>
<td>Continuation of such program like lobby, advocacy with the voice of grass root</td>
<td>Lobby and advocacy to ensure the rights of CAC.</td>
<td>CAC should provide with platform to voice their issues</td>
<td>Peace Campaign</td>
</tr>
</tbody>
</table>
**Focus Group Discussion with Children**

The child participants have shared that the both -2008 RVECAC Workshop and public hearing -were a best and safe platform to express and raise their voices. Moreover, it is a new experience for them for the first time to participate in such program like Public hearing. The children have shared their experiences, learning with their parents, teachers, and friends in school and neighbors in their community. However, some of them have said that some people are reluctant to hear their learning.

The both program workshop and public hearing were a healing experience for most of the children as they were able to share their experiences, raise their voices, and generate empathy and compassion to each other. - Tulsi Pariyar, Indira B.K, Babita pariyar and Puskar Basnet shared their feelings. Moreover, for most of the actual victims it has helped to develop a positive self-image as it was said.

Most of them have said they understood that other have suffered too and transcend the negative feelings.

“I have started a child club in my schools and wish for some support from the Himrights as it helped me to overcome with my sufferings” - a sexually harassed girl

Similarly, these children have said that they have developed their confident to voice their issues, concern with their teachers, community people. Now they feel it is easier to speak out in front of the people than the before. Participants said that now they feel importance to share the pain, sufferings as they are able to heal and generate empathy, compassion.

Most of them have suggested that the program like Public hearings should be continue in upcoming days and it is a best platform to address the issues at much larger level. Similarly, they have added that providing compensation, assistance is not a reintegration and reconciliation so first needs to heal the sufferings, plight and reconcile broken soul of CAAC.

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**Focus Group Discussion with Adults**

The participants have said the program is an effective approach to generate a positive disposition towards the CAC and their family. Similarly, for the members of the conflict affected family the workshop was a good platform to develop the positive self-image as they came to realize that other have suffered too. A mutual interaction, sharing was a good and healing experience for them and moreover they have developed broad understanding on their children too. But, some of the parents told us they are having hard time to send their children for education. Because of a lack of service coordination and a scarcity of follow-up support the children with special needs are getting difficulty to sustain their education.

It's real hard for me and my children to sustain the life though I have able to transcend my past feelings, and also changed the attitude. - A women who lost his husband.

Most of the participants were agreed that the workshop was helpful for them to foster the facilitation skills and also developed the broad understanding on conflict and reconciliation. It is realized that they can ensure the minimum level of children's right from their own level. They have said that first, we have to spread the message to entire community and have to take action by community themselves to rebuild the trust, belief and social relationship amongst the people as it was erosion by the decade long conflict. But, mean while they were dubious regarding the communal feelings between Madhesi and Pahadi. However, it is a one of the impeding factor for them to spread the message entire in their community. Similarly, some of the participants from victim's family denounced that there is no follow up support for them and also their kids. They pointed that there is also lack of identification and there is massive flow of support and assistance only to the older victim but still some of the victims are neither documented nor supported. So, the participants suggest in taking an initiation for identification of real victims whose cases are yet to be document. Majority of they realized the importance of psychosocial support.
## Saptari

### Individual Interview with children

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
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<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning / Experience from the workshop</strong></td>
<td>Have a broad understanding on Reconciliation.</td>
<td>The program was a new experience for the first time for CAC</td>
<td>I came to understand the magnitude of sufferings of CAC and felt a sense of empathy to them.</td>
<td>R't’s a safe platform for us to voice our problems and issues.</td>
<td>The public hearing was a safe platform to voice own issues and problems with concerned stakeholders.</td>
</tr>
<tr>
<td></td>
<td>Realized that the compassion and forgiveness is ultimate solution to rebuild social relation.</td>
<td>Understood the various provisions and support packages for CAC along with the way to approach it.</td>
<td></td>
<td>Developed myself a positive image as understood other have suffered too.</td>
<td></td>
</tr>
<tr>
<td><strong>Sharing of learning of programs with others</strong></td>
<td>Shared with friends and with my family.</td>
<td>Shared only with other friends in a class.</td>
<td>Shared with my friends.</td>
<td>Shared with my friends in the trainings.</td>
<td>Shared in the class</td>
</tr>
<tr>
<td><strong>Challenges/ Problem during the sharing of learning</strong></td>
<td>Still fear to share all the experience.</td>
<td>Still feels a sense of hesitation to some extent.</td>
<td>Still feels hesitation to voice with high profile people.</td>
<td>Some people seem reluctant/ not supportive though I take attempt to voice.</td>
<td>Hesitation while sharing</td>
</tr>
<tr>
<td><strong>Positive changes brought after participating in the program.</strong></td>
<td>Develop the understanding to resolve the conflict in a positive way.</td>
<td>Felt the obligation that we all of us have to be empathetic towards the sufferings of others.</td>
<td>Changed the attitude towards the people who have suffered from conflict. Realized their reality.</td>
<td>Develop the understanding to solve the problem and able to comfort from pessimistic thought and attitude.</td>
<td>Generate the sense of forgiveness.</td>
</tr>
<tr>
<td><strong>Suggestion for upcoming program</strong></td>
<td>Appropriate modality of policy and provision for CAC following the current need.</td>
<td>We expect continuation of this kind of program in upcoming days.</td>
<td>Program on peace building should be continued.</td>
<td>Children should provide with the platform to raise their voices.</td>
<td>The program like public hearing should be continued in upcoming days.</td>
</tr>
<tr>
<td>Questions</td>
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</tr>
<tr>
<td>learning from Workshop/ new experience</td>
<td>The workshop provided us the several ways of reintegration for CAC. The process obligate to internalize our role in the reintegration of CAC.</td>
<td>Understood the extent sufferings of CAC. Broad understanding on the child rights.</td>
<td>Learned different kinds of approaches of reintegration for CAC</td>
<td>I liked the documentary of TRC in other countries and made empathetic to victims of our country.</td>
<td>Developed a broad understanding on Psychosocial support</td>
</tr>
<tr>
<td>Attitudinal/ behavioral change in the understanding of CAC after participating in the program.</td>
<td>It is essential to heal their mental scars and provide special care and support.</td>
<td>It is essential to reduce fear, nightmares from their mental space. Need to provide special care and support.</td>
<td>The program helped to generate positive disposition towards the CAC.</td>
<td>Providing moral support, protecting them from mistreats and misuse.</td>
<td>These children should provide support to approach the relief assistance available to them.</td>
</tr>
<tr>
<td>Challenges/ problem during the sharing of learning</td>
<td>No, Using those lesions with the children through the informal class.</td>
<td>Using all the learning through the informal class</td>
<td>Felt obligation towards them.</td>
<td>Send some victims in the public hearings.</td>
<td>Sharing in my field work.</td>
</tr>
<tr>
<td>Positive changes on students, children's noticed after participating in the program.</td>
<td>Children has developed the understanding on revenge cycle and aware on adverse result of it.</td>
<td>Once the children were forlorn, had pessimistic thought but now able to transcend those all feelings and attitude.</td>
<td>Those children have developed the self-confidence and give attention in the classes.</td>
<td>They have developed a broad understanding on their rights and now voice their issues easily.</td>
<td>Children started to feel safe and secure. Interested to discuss on child right issues.</td>
</tr>
<tr>
<td>Idea to create a conducive environment for CAC in their schools, community</td>
<td>Special care, moral support is essential to create the conducive environment for CAC</td>
<td>All the related stakeholders from schools and community have to be sensitive and must be committed in their role for the reintegration of CAC</td>
<td>There should be special program and policy for the reintegration of CAC which promotes favorable social environment to readjust them in the community.</td>
<td>The special protection structures from the community level needs to be implement and essential to provide education packages.</td>
<td>Compensation, assistance should be provided with special care and love by the community.</td>
</tr>
<tr>
<td>Challenges/ difficulties in creating environment for CAC</td>
<td>No</td>
<td>Social pressure, political interference</td>
<td>The culture of ostracizing towards the CAC in the community.</td>
<td>The communal feeling is a hurdle.</td>
<td>Influence of different political party on people and they have lack of belief.</td>
</tr>
<tr>
<td>Suggestion for upcoming program</td>
<td>Lobby and advocacy the compensation and support of the CAC</td>
<td>This kind of program should have a long span of time.</td>
<td>Still, there are lots of non documented cases of conflict victims so program should be on registration and documentation of those cases.</td>
<td>These children should provide the platform for the direct dialogue with the stakeholders. Program on trauma healing</td>
<td>Continuation of such kind of program with large number of CAC and their family.</td>
</tr>
</tbody>
</table>
Focus Group Discussion with Children
Most of the children said they felt good to participate and voice their issues in Public Hearings. Moreover, it was a new experience for them to hold a Mike and raise their issues in front of those district stakeholders. Most of the children agreed that they never had this kind of program before. The direct dialogue with concerned stakeholders made them to develop belief, trust, hope towards the state party which they had not before. “We never provided with this kind of platform to raise the voice so it was new experience for the children of Saptari”. - A conflict affected children.
Some of the participants from 2008 workshop have also appreciated the 5 days long workshop. They are able to change their perspectives through the shared process amongst the victims from both sides. Similarly, they internalized the importance of reconciliation with its several approaches.

Now, I realized that the reconciliation is possible. - A victims of Madhesi Aandolan. During the FGD, the participants said they were unaware on relief and compensation packages and moreover they had no any idea on how to approach and register their own cases but the Public hearings helped them to know the entire process of approaching government stakeholders. Similarly, after the direct dialogue with government stakeholders the children felt easier to approach stakeholders for the next time.

I went CDO office with just some document and met with the CDO; he helped me to register my case and asked me to meet him after a month. - A mine victims shared. So, the direct interaction, dialogue with the stakeholder made these children more comfortable to approach directly to concerned stakeholders. The children shared their sense of satisfaction from the public hearings as some of the ultimate victims and former child soldier said that now they have fear no longer to live in their community. The community people have started to look them in a positive way as they got to hear their voice from local F.M radio which was transmitted live during the public hearings. Similarly, the children have suggested in continuing such kind of program in upcoming days so that it help them to ensure their rights.

Focus Group Discussion with Adults
The participant put their reflections that the program is good approach to minimize the ostracization, social discrimination towards the CAAC and victims family. Moreover it became a psychosocial support for the victims and parents. As the victims from either party got the platform for mutual sharing and rebuilt a trust, faith and social relationship among them. Most of the members from victims family shared that the four days long workshop was more relevant to relief their pain, sufferings. Moreover they have developed an understanding on each-others pain, sufferings. It helped to generate the compassion.

The participant said that the both public hearing and workshop is new in its kind which is purely in the favor of CAAC and their family. Public hearing was an effective approach to address the CAAC’s issues at much larger level. After attending the program I came to know that the public hearing for CAAC is going to be held then I have sent a child to attend the PH who is from victim's family. I will continue this kind of my work in upcoming days too. - A social Mobilisor.

Most of the participant said that there are still some community people having negative lens toward the CAAC and girl child soldier but such kind of program needs to be reach community level. Moreover, it is essential to sensitize community people, social leaders on CAAC’s issue along with the process of reconciliation.

Now I have started to share the experiences and learning of the workshop in my each field visit; using it as a example in my with the community people. - A social Mobilisor

Participants shared that they came to know the different cases of their own district which they had no idea before. So, they have suggested to implement the program in such a way which can interest the children and should be incorporated their issues in each and every program. However, they have stressed on major security threat from armed group to their children and antagonistic feeling between Madhesi and Pahadi; misbehaving and mistreating each-other.
### Kavre

#### Individual Interview with Children

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
<th>Respondent no.2</th>
<th>Respondent No.3</th>
<th>Respondent no.4</th>
<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>learning / experience from the workshop</strong></td>
<td>I able to transcend the suicidal thought which I had before.</td>
<td>The experiences and learning from five days long workshop became a source of inspiration for me.</td>
<td>The mutual sharing amongst the CAC was really good experience to transcend all boundaries and rebuilt the trust amongst the victims of either party.</td>
<td>Healing experience to share own plight, reality with others children who have same kind of problems.</td>
<td>Though I have lost my parents in my childhood but after participating in the program I acknowledge that other have suffered too and have lost their parents. Able to developed self-image by myself.</td>
</tr>
<tr>
<td></td>
<td>Now, I have developed positive self –image which I had not before- A jana- andolan Victim.</td>
<td>Learned the several means of reintegration and reconciliation.</td>
<td>Brought a positive lens towards other actual CAC</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sharing of learning of programs with others</strong></td>
<td>With these learning I have started to soothe others when they are in difficult.</td>
<td>I had an interaction with my friends and teachers in schools in those all content.</td>
<td>School and the classes became a good platform to share.</td>
<td>Shared with parents; helped to reduce their pain.</td>
<td>Shred with my neighbors in the village.</td>
</tr>
<tr>
<td><strong>Challenges/ problem during the sharing of learning</strong></td>
<td>No</td>
<td>No</td>
<td>No, the situation is now favorable.</td>
<td>Still there is negative lens exists in community towards the CAC.</td>
<td>No</td>
</tr>
<tr>
<td><strong>Positive changes brought after participating in the program.</strong></td>
<td>Now I have developed the confidence and positive disposition towards my life.</td>
<td>It helped to heal out mental scars, fear, hesitant which I had before due to the conflict.</td>
<td>Now, feels easy talk and dialogue with others.</td>
<td>There was some year's lapse in my study due to the involvement in Maoist cultural group and really difficult to continue but after this program perception is completely changed.</td>
<td>Feels like my capacity is fostered to voice own issues through the public hearings</td>
</tr>
<tr>
<td></td>
<td>Feels like people have stated to love and care me.</td>
<td>Moreover, helped me for my further study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Suggestion for upcoming program</strong></td>
<td>Such kind of effective program should be continued with victims like us.</td>
<td>Lobby and advocacy should be continued</td>
<td>Such kind of program should be done which als a direct impact on children.</td>
<td>This kind of programs should be followed with large number of CAC.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Platform should be provided for CAC from both for the mutual sharing and interaction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Respondent No.1</td>
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<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>learning from Workshop/ new experience</td>
<td>The program was a real platform to create awareness on CAC’s issues. It helped us to realize the roles in the reintegration of CAC.</td>
<td>The workshop has developed our skills to implement roles in the reintegration of CAC. It helped to generate the empathy, compassion towards CAC and their family.</td>
<td>It developed my confidence and I am optimistic towards my future.</td>
<td>Mutual sharing between the both sides victims was a good experience and helped to internalize their experiences and realities.</td>
<td>A good platform to furnish the skills of those who have been working with CAC.</td>
</tr>
<tr>
<td>Attitudinal/ behavioral change in the understanding of CAC after participating in the program.</td>
<td>It is imperative to provide psychosocial support in the reintegration process. All the people having different social background must be aware on the issues and problems of CAC and they must role from their own level.</td>
<td>All the victims and CAC must be treated with some special care and support from the all aspects that can have effect on their life.</td>
<td>Making only representation doesn't work so need to figure out the entire number of CAC and their involvement in the program.</td>
<td>Psychosocial help and mutual interaction amongst victims of both parties.</td>
<td></td>
</tr>
<tr>
<td>Challenges/ problem during the sharing of learning</td>
<td>All the people need to be sensitive on children's issues.</td>
<td>Social environment for CAC need to be favorable.</td>
<td>Stigmatization and ostracization towards the CAC and their family.</td>
<td>The victim still fears to voice their issues, concern.</td>
<td>Reintegration is a Long-term process so the program should be for long time.</td>
</tr>
<tr>
<td>Positive changes on students, children's noticed after participating in the program.</td>
<td>Children are empathetic to experiences, plight of their friends who are CAC. They understood and internalized the adverse impact of revenge cycle.</td>
<td>Children are able to transcend their pessimistic thought and feelings. I have noted that these children have developed the skill to speak and have discussion.</td>
<td>My children and I realized that other have suffered too and it helped us to solace ourselves.</td>
<td>Children have developed the confidence and able to internalize that others have suffered too.</td>
<td>Children from the victim of both side have developed the close intimacy and rebuild the trust between them.</td>
</tr>
<tr>
<td>Idea to create a conducive environment for CAC in their schools, community</td>
<td>Peace and reconciliation campaign should be conducted where people may get the platform to rebuild trust, belief.</td>
<td>Peace campaign should be organized including the large number for community people.</td>
<td>Peace education in schools</td>
<td>Peace campaign to sensitize the large number of people.</td>
<td>Providing the safe platform for the direct dialogue between victim and stakeholders.</td>
</tr>
<tr>
<td>Challenges/ difficulties in creating environment for CAC</td>
<td>Still need to figure out the real no. of victims and their hidden plights, problems to be healed completely.</td>
<td>Still there is large number of victim's family whose cases are neither registered nor supported.</td>
<td>Gap between the victims family and responsible stakeholders of the State.</td>
<td>Children still have sufferings, plight and on the other hand they fear to voice, speak.</td>
<td>Affected children don't have belief on related stakeholders and state. Reluctance to be a part.</td>
</tr>
<tr>
<td>Suggestion for upcoming program</td>
<td>Program should be continued for the direct dialogue of CAC with stakeholders.</td>
<td>Long-term program should be continued.</td>
<td>Program that promotes favorable environment for CAC and their family in the community and society.</td>
<td>Program like public hearings; a direct dialogue to stakeholders need to continue in upcoming days.</td>
<td>Long-term program, campaign on reconciliation and peace building.</td>
</tr>
</tbody>
</table>
Focus Group Discussion with Children

Children were happy to share that they are able to transcend all the pessimistic thought through the mutual sharing amongst the other CAAC and they felt that others have suffered too.

*I had suicidal thought but after participating in the program I am able to transcend such feelings and developed a positive self image.* - A Jana -Andolan victim.

Similarly, they have internalized the importance of reconciliation as an ultimate means for the sustainable peace. Moreover, the participants said the both year program helped them to generate the passion towards the life as transcended the pessimistic thought and feelings. For the participants of the public hearing the program was first experience in sense to have a direct dialogue with stakeholders. Moreover, they said the public hearing was a good forum for the first time to have a dialogue with concerned stakeholders and got platform to share their realities and voices at much larger level. Most of the participants hope that the people must be realized their sufferings and realities and it would ultimately help for their dignified existence of CAAC in the community.

Children shared that Reconciliation and reintegration is a long term process and they figured out the importance of community reconciliation and peace campaign to solve the issues and concern of the CAAC and reconcile the social relation. Moreover, they suggested for continuation of such kinds of reconciliation programs in upcoming days.

Focus Group Discussion with Adults

The participant shared their reflections that most of the contents of the workshops were really worthy in a sense to implement it in their practices and further, these practices are reintegration oriented. Similarly, participants said that it helped them to rebuild the social relationship which had broken due to the conflict in the past years. Moreover, it helped to transcend the feeling of revenge and retaliation and became empathetic to each other and their children too. The parents understood others children have suffered and their children too. It helped to develop a self image on them. Similarly, other participants including teachers and social mobilisor reacted positively that it encouraged them to voice in favor of CAAC and their family.

The experiences sharing session was notably stand most effective to them in a sense to internalize the CAAC issues and reality in depth. The majority of the participants have shared a same idea that the voices of the children must be respected and heard. Further, they should be provided with platform to voice their issues and realities. The participant have said that the voices and experiences of children should be disseminated or circulated through the television so that it can be shared at much larger level.

Social stigma and the trend of ostracization are the main impeding factor for girl in a sense that the community people presume them for being a sexually abused. Further, it creates a hurdle in the reintegration for girl than the boys. Participants were agreed that it essential to bring positive disposition towards CAAC girl. Similarly, they stressed on the banning of landmines as the district is highly affected by landmines.

The positive disposition, communal harmony realized the best way for reintegration and heals the scars and impact of conflict. So, the participant suggested such kinds of program for upcoming days as they are really inspired by the last year’s program for being helpful to rebuild the trust, social relationship aftermath the war.
## Individual Interview with children.

<table>
<thead>
<tr>
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<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>learning / experience from the workshop</strong></td>
<td>Understood the concept of human rights and especially child rights.</td>
<td>Learned some good practices for the reintegration of conflict victims.</td>
<td>Learned ways to approach compensation.</td>
<td>Realized the importance of psychosocial support for CAC</td>
<td>Understanding on root cause of conflict and ways to resolve it.</td>
</tr>
<tr>
<td><strong>Sharing of learning of programs with others</strong></td>
<td>Shared with my family</td>
<td>Discussed on fundamental rights of CAC in school</td>
<td>Shared with the school teachers on the practices of reintegration of CAC</td>
<td>Shared with my neighbors</td>
<td>Shared with school teachers</td>
</tr>
<tr>
<td><strong>Challenges/ problem during the sharing of learning</strong></td>
<td>Shared through the informal interaction and discussion</td>
<td>No</td>
<td>Not yet</td>
<td>Only a way of informal interaction and discussion</td>
<td>No</td>
</tr>
<tr>
<td><strong>Positive changes brought after participating in the program.</strong></td>
<td>Helped to develop the mutual trust in the community</td>
<td>Victims of both side got chance to share a space for mutual trust.</td>
<td>Generate the felling to empathy towards the other CAC</td>
<td>Developed the confidence</td>
<td>Developed the skills of facilitation</td>
</tr>
<tr>
<td><strong>Suggestion for upcoming program</strong></td>
<td>The upcoming program should be wide ranging</td>
<td>The working area should extend to the remote villages.</td>
<td>Program should be long term</td>
<td>Should able to cover all the CAC and their family.</td>
<td>Program on disseminating messages of reconciliation.</td>
</tr>
</tbody>
</table>
## Individual Interview with workshop Participant.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
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<th>Respondent No.3</th>
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<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning from Workshop/ new experience</td>
<td>Developed a broad understanding on fundamental rights of the children.</td>
<td>Understood ways and some good practices to reintegrate the CAC.</td>
<td>Understanding on psychosocial support.</td>
<td>A good platform for mutual sharing amongst the both sides victims.</td>
<td>Learned the good practices of reconciliation.</td>
</tr>
<tr>
<td>Attitudinal/ behavioral change in the understanding of CAC after participating in the program.</td>
<td>It’s essential to document the real no of CAC because still the cases are not documented.</td>
<td>People should have empathetic feelings towards CAC</td>
<td>Positive disposition from entire community is necessary.</td>
<td>Community people having different background should realize their own role.</td>
<td>Some program should be implement with joint effort from the community.</td>
</tr>
<tr>
<td>Challenges/ problem during the sharing of learning</td>
<td>Shared with other teachers to inspire/ motivate those CAC students.</td>
<td>Shared in our club</td>
<td>Not yet</td>
<td>No</td>
<td>Shared with in the community no challenge.</td>
</tr>
<tr>
<td>Positive changes on students, children’s noticed after participating in the program.</td>
<td>Children were encouraged</td>
<td>They are optimistic as they understood that others have suffered too.</td>
<td>Now, they feel free to voice their issues.</td>
<td>CAC children are able to voice their problems.</td>
<td>Interested to have a dialogue, interaction.</td>
</tr>
<tr>
<td>Idea to create a conducive environment for CAC in their schools, community</td>
<td>Favorable environment for CAC in the schools.</td>
<td>Should be provided with scholarship packages for education.</td>
<td>Positive disposition must be by the community.</td>
<td>Social stigma against the CAC should be eliminated</td>
<td>Child rights education should be incorporated in the school curriculum.</td>
</tr>
<tr>
<td>Challenges/ difficulties in creating environment for CAC</td>
<td>Hard to identify the CAC</td>
<td>Difficult for immediate relief and support.</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Suggestion for upcoming program</td>
<td>Psychosocial support for CAC who have gone through the deadly incident.</td>
<td>Program on trauma healing</td>
<td>Education support for CAC</td>
<td>Program should have with broad area covering all the CAC along with their family members.</td>
<td>Program to sensitize the people from community level on the issues of CAC.</td>
</tr>
</tbody>
</table>
Focus Group Discussion with Children

The participants of REVAC 2008 and public hearing shared that they have got broad understanding on the conflict and revenge cycle. The children have appreciated the both program workshop and Public hearing for being a safe and respective platform to voice their issues and concern. However, they have suggested for same kind of program covering the children’s rights based issues. Children also shared that it’s hard to trace the no. of conflict affected children still most of the cases are neither documented nor supported. During the discussion children identified the cases of mine victims who need the further medical support. Nevertheless, the public hearing was successful to bring his issue with the stakeholders and they are committed for further action.

While discussing on the positive change brought by two years program, they have said it helped them to build the confidence to voice their issues if they got the chance or any platform. Similarly, the ultimate victim who have lost their family able to manage/reduced their pain and sufferings

*It’s a first experience I had; holding a Mick and speaking with my problem at much larger level.* - A participant of Public hearing

Furthermore, the public hearing felt them a safe and respective platform to have a direct dialogue with those district level stakeholders. Most of the children had not expected this kind of direct dialogue with those representatives as they shared. The dialogue with stakeholders made them easy to approach the way and also to officials for further support.

The children from previous workshop said it helped to rebuild the wrecked social relationship amongst the victims of both sides conflict from the mutual sharing, interaction in those long five days.

Focus Group Discussion with Adults

The participant appreciated the program for being a shared platform for men, women and youth having different social and professional background to explore problems faced by CAAC in their community and learn the possible roles and practices for their swift and smooth reintegration in the community. During those five days they got a common platform to share collective practices for the reintegration and reconciliation of CAAC. They are pleased to develop broad understanding on child rights, provisions for CAAC, ways to approach compensation for them in terms of states legal provisions.

The teacher participant reacted very positively on the session of psychosocial support and further they said they have understood the topic with depth. Moreover, they realized the importance teaching or sharing of psychosocial support in the school curriculum and with the school children. Most of the participants shared positive reflections on the positive changes brought to their children, students after participating in the program. Further, they said the program was effective to build the capacity of children to speak by themselves on their issues and concern. At the end they figured out for a favorable community environment for the healing of scars of conflict of children. Moreover, they said community would be key platform to heal the scars and impact of conflict and for the smooth reintegration. The geographic terrain is figured out a major impeding factor to reconcile the community and heal the scars of the conflict.

Participants said the children of Accham are far behind in education and other access so that it took more time to heal their grievances in comparison to other districts. However, in closing they shared every individual from the community should have to be aware on the issues, concern, reality and problem of the CAAC.

*"It is the family, community, schools which normally assure children care and well being so the joint effort from parents, teachers and community people is essential in the reintegration process of these CAAC."* - A social mobilisor.
### Myagdi

**Individual interview with Children**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
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<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>learning / experience from the workshop</strong></td>
<td>The both program helped to heal the pain, sufferings to some extent. Developed the understanding on relief packages available.</td>
<td>Understood the victimhood through the mutual sharing</td>
<td>Felt a opportunity to share experience with the fear of being judged</td>
<td>Understood the importance of forgiveness and compassion for the reconciliation</td>
<td>Both program were a healing experience for me</td>
</tr>
<tr>
<td><strong>Sharing of learning of programs with others</strong></td>
<td>Shared with friends and community people as sharing helped to relief the sufferings.</td>
<td>Shred in class with teachers and friends</td>
<td>Shared in my class</td>
<td>Shared with community people, neighbors</td>
<td>Shared during the trainings in the district.</td>
</tr>
<tr>
<td><strong>Challenges/ problem during the sharing of learning</strong></td>
<td>No</td>
<td>Political influence on children</td>
<td>Only a informal way to share</td>
<td>Not yet</td>
<td>No</td>
</tr>
<tr>
<td><strong>Positive changes brought after participating in the program.</strong></td>
<td>Brought change in attitude towards the other CAC and understood the sufferings of others too.</td>
<td>Able to manage my pain and suffering</td>
<td>Transcended from hatred to compassion</td>
<td>Reduced my sufferings which I had</td>
<td>Felt a sense of victimhood</td>
</tr>
<tr>
<td><strong>Suggestion for upcoming program</strong></td>
<td>Reconciliation and peace campaign in village level</td>
<td>Peace campaign to sensitize the every individual</td>
<td>Opportunity should be provided to CAC for access.</td>
<td>Program to provide a platform to voice issues like Public hearing</td>
<td>Program to make a participation of both sides victim for the mutual sharing and develop compassion</td>
</tr>
</tbody>
</table>


### Individual Interview with Adults.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
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<th>Respondent No.3</th>
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<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning from Workshop/ new experience</td>
<td>Developed a broad understanding on several compensation packages and provisions for CAC from different level</td>
<td>Understood some good practices to reintegrate CAC in the community.</td>
<td>Understanding on psychosocial support.</td>
<td>The video presentation on made empathetic on CAC’s issues.</td>
<td>Learned the good practices of reconciliation.</td>
</tr>
<tr>
<td>Attitudinal/ behavioral change in the understanding of CAC after participating in the program.</td>
<td>Positive lens from entire community is necessary.</td>
<td>People should have empathetic feelings towards CAC.</td>
<td>It’s essential to document the real no of CAC because still the cases are not documented</td>
<td>Program should be implemented with joint effort to address all the problems</td>
<td>Community people having different background should realize their own role.</td>
</tr>
<tr>
<td>Challenges/ problem during the sharing of learning</td>
<td>Shared with other children and teachers in school.</td>
<td>Shared in my community</td>
<td>Not yet</td>
<td>No</td>
<td>Shared with in my family and it helped to reduced pain and suffering of other members.</td>
</tr>
<tr>
<td>Positive changes on students, children's noticed after participating in the program.</td>
<td>Children were encouraged and motivated</td>
<td>They are hopeful as they got platform to have a direct dialogue with stakeholders.</td>
<td>Now, they feel free to voice their issues.</td>
<td>CAC children are able to voice their problems.</td>
<td>Transcended the negative feeling and interested to have a dialogue, interaction.</td>
</tr>
<tr>
<td>Idea to create a conducive environment for CAC in their schools, community</td>
<td>Favorable environment for CAC in the schools that welcome and motivate them to enroll</td>
<td>Should be provided with scholarship packages for education.</td>
<td>Positive lens must be by the community.</td>
<td>Social stigma against the CAC should be eliminated</td>
<td>Child rights and peace education should be incorporated in the course curriculum.</td>
</tr>
<tr>
<td>Challenges/ difficulties in creating environment for CAC</td>
<td>Hard to identify the CAC</td>
<td>Difficult for immediate relief and support.</td>
<td>No</td>
<td>Lack of access for poor and marginalized CAC</td>
<td>No</td>
</tr>
<tr>
<td>Suggestion for upcoming program</td>
<td>Psychosocial support for CAC who have gone through the deadly incident.</td>
<td>Peace campaign from the village level in the presence of CAC.</td>
<td>Education support for CAC</td>
<td>Program should have with broad area covering all the CAC along with their family members.</td>
<td>Program to sensitize the people from community level on the issues of CAC.</td>
</tr>
</tbody>
</table>
**Focus Group Discussion with Children**

The Myagdi children acknowledged that the program has helped to create a child friendly environment in their schools as the program made a participation of both students and teachers from a school. Similarly, they have appreciated the Public Hearing in a sense that it made easy for them to approach and interact with the concerned stakeholders in the district. Moreover, some of the children have shared that the program was able to cover the children issues at much larger level and able to reach the hidden cases and issues that had been neither documented nor registered.

*I found a change in the perspectives of the stakeholder as it made easy when I approached them next time. - A participant of the Public Hearing*

Some of the children shared that they were happy to observe their artwork in the exhibition. Moreover, they have a hope that their voices will reach at much larger level paved the way to incorporate these voices in upcoming Constitution. Most of the children of the previous year said; the workshop was a healing experience for them through the mutual sharing, interaction with other CAAC. Furthermore, they are able to cross the boundaries amongst them and reestablish the relationship from both side victims. The artwork and public hearing are highly appreciated by the children in a sense that it became an effective tool to share their experiences and voices at much larger level. Moreover, the children felt an easy way to voice their experiences through the artwork. The children have appealed for such kind of program like space to voice their issues in upcoming days. Furthermore, they have figured out the dual advantage Public hearing in one hand makes stakeholders sensitive, accountable and other hand and children get platform to voice their issues by themselves.

**Focus Group Discussion with Adults**

The participants of the workshop shared that the program was effective to have a broad understanding on the problems and suffering of CAAC. Moreover, it was a good platform to share practices from the people having different social and professional background in a shared process. They said the participants having different social background as teachers, parents journalist realized their own roles in effective reintegration of those children. Even, some of the local journalist shared that they had no idea on the provisions and packages available for CAAC from different level. Likewise the parents and other victims of armed conflict shared that the workshop was healing experience for them and enabled their trauma too. Some of them said that they had more realization on their trauma and psychosocial problem. Teachers shared that they had deeper understanding on conflict and structural violence in the society and even they stressed to incorporate it in the school curriculum. The positive changes brought to children by the program are also shared. They said the program has developed the confidence level and moreover it enabled them for to transcend pessimistic thought, feeling of revenge and also helped to manage/ heal their level of trauma.

Majority of participants said the continuation of such program which could have a broad participation of CAAC. Moreover, they said the reconciliation and reintegration are the long term program so it should be implemented followings the findings of every last year so that the problems and challenges can be solved easily and became effective to have a sustainable peace.
## Dhankuta

### Individual interview with Children

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
<th>Respondent no.2</th>
<th>Respondent No.3</th>
<th>Respondent no.4</th>
<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning / experience from the workshop</td>
<td>Felt the importance of experience sharing as it helped to manage pain and trauma.</td>
<td>Healing experience to voice own experience in the form of artwork.</td>
<td>Had a chance for the first time to have a dialogue with district level stakeholders.</td>
<td>Realized the importance of reconciliation in the peace Process.</td>
<td>Enabled to transcend the past experience of conflict.</td>
</tr>
<tr>
<td>Sharing of learning of programs with others</td>
<td>Shared in our club and have a plan to start awareness program on reconciliation</td>
<td>Shared with entire members of the family</td>
<td>Shared in our child club with other members.</td>
<td>Shared in the class with other friends</td>
<td>Shared with teachers and neighbors</td>
</tr>
<tr>
<td>Challenges/ problem during the sharing of learning</td>
<td>No, but it inspired me for sharing</td>
<td>No</td>
<td>No challenge, all are willing to listen and interested to participate.</td>
<td>Not yet</td>
<td>No</td>
</tr>
<tr>
<td>Positive changes brought after participating in the program.</td>
<td>Transcended from hatred to compassion</td>
<td>Able to manage my pain and suffering</td>
<td>Helped to transcend the feeling of revenge towards CAC</td>
<td>Reduced my sufferings which I had</td>
<td>Felt a sense of empathy towards other CAC</td>
</tr>
<tr>
<td>Suggestion for upcoming program</td>
<td>Identification of other CAC</td>
<td>Mobilizing children to disseminate the message of reconciliation</td>
<td>Mobilizing child club and CAC in reconciliation program</td>
<td>Continuation of Public hearing in districts</td>
<td>Awareness workshop and other program to sensitize every people.</td>
</tr>
</tbody>
</table>
### Individual Interview with workshop Participant.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Respondent No.1</th>
<th>Respondent no.2</th>
<th>Respondent No.3</th>
<th>Respondent no.4</th>
<th>Respondent no.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning from Workshop/ new experience</td>
<td>Broadened the understanding on conflict and structural violence.</td>
<td>Realized that revenge perpetuates revenge and avenge</td>
<td>Realized that the children problems must be addressed soon otherwise the state would suffer itself.</td>
<td>Teasing words must not be used and they should be respected.</td>
<td>Learned the good practices of reconciliation.</td>
</tr>
<tr>
<td>Attitudinal/ behavioral change in the understanding of CAC after participating in the program.</td>
<td>Encouraging them in extra activities in schools.</td>
<td>Special attention and protection by teachers and parents.</td>
<td>Aggressive behavior and attitude must be eliminated in schools and community.</td>
<td>Program should be implemented with joint effort to address all kinds of problems</td>
<td>Community people having different background should realize their own role in CAC’s reintegration.</td>
</tr>
<tr>
<td>Challenges/ problem during the sharing of learning</td>
<td>Shared with other teachers in school and said them to follow the positive behavior.</td>
<td>No, Shared with the members from child club in my school.</td>
<td>Not yet</td>
<td>No</td>
<td>Had interaction with members from child club to take the appropriate action from club.</td>
</tr>
<tr>
<td>Positive changes on students, children’s noticed after participating in the program.</td>
<td>Children have started to participate in several activities of child club those were forlorn.</td>
<td>Transcended the hesitation in classes.</td>
<td>Now, they feel free to voice their issues.</td>
<td>Showed interest to take the initiation on activities.</td>
<td>Transcended the negative feeling and interested to have a dialogue, interaction.</td>
</tr>
<tr>
<td>Idea to create a conducive environment for CAC in their schools, community</td>
<td>Teachers are main responsible for positive transformation on CAC by identification of their problems</td>
<td>Child-friendly environment is essential in schools</td>
<td>Community should be empathetic with the experiences and realities</td>
<td>Peace and reconciliation program in schools and community by mobilizing CAC</td>
<td>TV and radio programs to sensitize the people.</td>
</tr>
<tr>
<td>Challenges/ difficulties in creating environment for CAC</td>
<td>Hard to identify the CAC</td>
<td>Difficult for immediate relief and support.</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Suggestion for upcoming program</td>
<td>National level lobby and advocacy on these issues.</td>
<td>Platform should be provided to children to have a direct dialogue with policy makers.</td>
<td>Profiling the real no. of CAC</td>
<td>Outreach school program is essential</td>
<td>Education support for CAC</td>
</tr>
</tbody>
</table>
Focus Group Discussion with Children
Children have realized the importance of the sharing in the trauma healing. Moreover, they said the program was a healing experience for them and it was because of the mutual sharing amongst the CAAC. They said that the 2008 program was an opportunity to ventilate their grievances by sharing it through the medium of artwork. Similarly, the children felt a sense of satisfaction to have a direct dialogue with their captivated stakeholder and appreciated the public hearings to get the safe and respective platform to voice their issues and concern. Some of the children have said that they shared all the new learnings of the workshop in their clubs but whereas rest of other have shared with their teachers, parents and friends too. Similarly, during the sharing most of the participants got inspiration from their elders and motivated them to disseminate the messages of reconciliation through them. They meant there is no such challenges, problems during the sharing. Some of the participants have able to transcend the negative thought, feelings towards the other CAAC and now realized that other have suffered too. Moreover, the program was able to transcend the feeling of hatred and realized that the forgiveness and compassion is the ultimate solution for sustainable peace and reconciliation. They realized the need of such mechanism to protect the children from the community level.

“The 5 days long workshop of last year helped to generate the feelings of empathy to other CAAC who have suffered from either conflicting party.” - A CAAC

Children appreciated the both program Public Hearings and artwork exhibition and moreover they stressed this kinds of programs are for the first time or did not have this kind of access to have a direct dialogue with duty bearer. The children stressed on the release of minors in cantonment as soon as possible and upcoming program should be for them to reintegrate in civilian life. Moreover, they said the continuation program like Public Hearings where children can get the opportunity to have direct dialogue with their stakeholders and the voice should be heard. The children have suggested mobilize them to disseminate the messages of reconciliation in the community and society.

Focus Group Discussion with Adults
The workshop participants found the program purely oriented on child psychology. The contents helped them to have a depth understanding on the impact of conflict on children and the way to address it from their own level as teachers, parents, social leaders and social mobilizer. Similarly, the workshop helped them to realize the roles in the reintegration of the CAAC from their own respective level, further they have developed a deeper understanding on conflict and the adverse effect of revenge cycle. Most of the FGD participants stressed on the need of love, moral support for the CAAC in their schools, community and in family too. The trend of ostracizing and social stigma is identified one of the major impeding factor in the smooth reintegration of CAAC.

Most of the teachers said that they felt the CAAC children must be looked with special care and attention in a school and teachers have to encourage them in every activity to upgrade their condition. Moreover, children should not be scolded, threaten or shown aggressive behavior by the teachers in the case of their mistake. They have to console with love and emotional support. Similarly teachers and parents have agreed that due to the impact of conflict some of the children and their students do have less attention on their study mostly who drops some years in their study. Now, they realized the “unusual” behavior on them. Moreover, the most of the teachers said they have shared these learning through the informal classes in their schools.

The parents and teachers have noticed some changes in their children after participating in the program. The children have developed the confidence than the before and willing to have an interaction than before. Even, they shared the experiences and learning of the workshop and public hearing as they felt so respective and pleased to have a direct dialogue in front of the stakeholders.
राष्ट्रीय नीति संबंध कार्यक्रम

पृष्ठभूमि

हिमालयन हुम्मन राइट्स मोनिटर्स (हिमालाईट्स)ले विगत 6 वर्षांदिने सरासर इन्दू पीडित तथा प्रभावित बालवाळकांको पत्रकम जनवरीकाल गर्ने अभियान संचालन गर्दै आएको छ। यसै महत्त्वपूर्ण उपविभाग, सरकार तथा जम्मू निर्मला सहयोगीहरूले हिमालाईट्सले विगत सन् २००८ मा सकेको विवादको क्षेत्र तथा पहाड र तराईलाई समेटले गरी सरासर इन्दू प्रभावित धरनकटा, सतरी, काङ्ग्रे, रौहिङ, म्यान्मार, कपिलवस्तु, रौनाक दाध, अश्वान र जैलाली गरी १० वटा जिल्लाहरूमा "मेलमिलाको लागि सरासर इन्दू पीडित बालवाळकाका आवाज र अनुभव" परियोजना संचालन गरेको थियो। सरासर इन्दू पीडित बालवाळकाको सशस्त्र इन्दूको दौरान भोको अनुभव तथा सशस्त्र इन्दुकी बालवाळाहरूले रेडकॉप्स कर्ता रहेको छ भनेर कुरालाई समन्वितत सरोकारवालाहरू समक्ष पुर्याउने उद्देश्यात संचालित यस परियोजनाको दौरानमा हिमालाईट्स करिब कार्यक्रम संचालित जिल्लाका २७० जनानिका बढी बालवाळका बीच पुस्तको थियो। यसकोमा प्रत्येक जिल्लाका १० वटा विषयलग्नहरूमा संचालन गर्नेको विषयलग्नहरूमा प्रतियोगिता तथा ५ दिन विराज्यातलाई बालवाळाको टिका, शिक्षा, अभियन, समस्तराहरूमा सहायता विधान विधानहरू सामाजिक विषयलग्नहरू मध्यमागत सशस्त्र इन्दूको कमापछि भोको अनुभवहरू व्यक्त गर्नको साथै हिसाब रिहायने तथा साझेदारीहरूले कही सहायताहरूले यदि राजस्वको इन्दू पीडित बालवाळकाका समस्तराहरूलाई सम्बोधन भए भने यसले अफ्लो विद्रोहको वित रोपन सक्ने सम्भव्य भएको कुराल समेत व्यक्त गरेको थिए।

यसको अन्तर्क्षेत्र विषयलग्नहरूमा प्रतियोगिता तथा कर्यक्षमाहरूको कमापछि सशस्त्र इन्दू पीडित बालवाळाहरूमा समेत अन्तर्क्षेत्र पीडित बालवाळाका अभियन, उनीहरु पलियो विषयलग्नको पश्चात, समुदाय सशस्त्र इन्दू पीडित बालवाळाहरूको पुनर्स्थापन वाहान दुर्भाग्य र नैनेको, उनीहरुको सम्पादित गर्मी र रविवार भनीले नसकिँहरू तथा बालवाळाहरूको सशस्त्र इन्दूको कमापछि भएको जोखिममुक्त अवस्थाको, जिम्मेदारी बालवाळाको धेरै श्रेणी विभिन्न व्यवस्थाहरू भएको तथा राजस्व भएको पहाडी पश्चात पीडित भएको बालवाळका बीच प्रतियोगिताको भावना हरू परस्पर विश्वास र सहभावको भावना विवाह भएको पाइए। यसको साथै कर्यालयको कही सहायताहरूले यदि राजस्वको इन्दू पीडित बालवाळाहरूको समस्तराहरूलाई सम्बोधन भए भने यसले अफ्लो विद्रोहको वित रोपन सक्ने सम्भव्य भएको कुराल समेट व्यक्त गरेको थिए।

यस को अतिरिक्त विषयलग्नहरू प्रतियोगिता तथा कर्यालयहरू कमापछि सशस्त्र इन्दू पीडित बालवाळाको पर्यायकोसंग भएको अन्तर्क्षेत्र पीडित बालवाळाको अभियान, उनीहरु पलियो विषयलग्न, समुदाय सशस्त्र इन्दू पीडित बालवाळाहरूको पुनर्स्थापन वाहान दुर्भाग्य र नैनेको, उनीहरुको सम्पादित गर्मी र सविवार भनीले नसकिँहरू तथा बालवाळाहरूको सशस्त्र इन्दूको कमापछि भएको जोखिममुक्त अवस्थाको, जिम्मेदारी बालवाळाको धेरै श्रेणी विभिन्न व्यवस्थाहरू भएको तथा राजस्व भएको पहाडी पश्चात पीडित भएको बालवाळका बीच प्रतियोगिताको भावना हरू परस्पर विश्वास र सहभावको भावना विवाह भएको पाइए। यसको साथै कर्यालयको कही सहायताहरूले यदि राजस्वको इन्दू पीडित बालवाळाहरूको समस्तराहरूलाई सम्बोधन भए भने यसले अफ्लो विद्रोहको वित रोपन सक्ने सम्भव्य भएको कुराल समेट व्यक्त गरेको थिए।
যদি উনিহূক্ত আমাবাবা, অনিবার্থক, সম্মর্থন, স্থায়ী বিশ্বাসের শিক্ষকের হৃদয় পান সচেত এবং সংবেদনশীল চন্দ্র উনিহূর্তাই পুনর্গোষ্ঠী প্রস্তাবিত সাধন গরাজ্ঞানী খ্যাত হন সক্ষ ভালে সিকাঙ্ক উত্তর কার্যালাপহৃত ভূমি।
যদি যার সাথে উনিহূক্ত সমস্তস্থানলাই রাজ্যাবাদ প্রমৌহাতুর্ক লিঙ্গ পর পর সম্পর্কক লাগে বালবালিকাদে ভোগকার কট অনেক হৃদয় রাগস্ব নীতি নিম্নলিখিত সমক সময় পুনর্জাত মহাস্থ গরিয়ে।
সন ২০০৫ মো ১০টা জিল্লালাই আয়োজন গাড়ির কার্যালাপহৃত বাল সাহায্যগার হৃদয়ের সিঙ্গার গরিয়ে রচনাহৃত কেন্দ্রীয় প্রশ্নশিক্ষাসমূহ গরিয়ে।
জারদের উদ্ধাটন সপ্তাহ রাষ্ট্র সংগঠন বিষয় প্রতিনিধি রাধিকা কুমারাস্বামীর গরু ভাঙ্কু ঠিকটু।
জারদা করিং ৫ দিন আগ্নেয়করণ প্রাণাঙ্কন গরিয়ে।

যদি হিমালাই দেন সন ২০০৫ বা একা কার্যকরী অনেক পরিস্থিত সমূহ সন ২০০৫ মো মাথি উল্লিখিত ১০টা জিল্লালাই সাধন সংগঠন গরিয়ে। যদি কার্যকরী (ক) ২০০৫ কার্যালাপহৃত বাল সাহায্যকর্তা প্রকাশ গরিয়ে বালবালিকাদে পুনর্গোষ্ঠী গরিয়ে ৫ দিনে জিল্লালাই প্রমৌহাতুর্ক শর্তালাই গরিয়ে তীন বাতা কার্যকরী সাধন সংগঠন গাড়ির জিল্লালাই প্রমৌহাতুর্ক শর্তালাই গরিয়ে তীন বাতা কার্যকরী সাধন সংগঠন গাড়ির চিত্র।
যদি কার্যকরী কার্যকরী এক এক বাতা গরু ১০টা জিল্লালাই আয়োজন গাড়ির কার্যকরী সাধন জিল্লালাই সাধন মোক্ষ গরু।
যদি সার্বজনিক পুনর্গোষ্ঠী সংগঠন গরু প্রতিবর্ণিত স্বতন্ত্র ব্যক্তি গরিয়ে।
কার্যকরী কার্যকরী একা বাতা রচনাসহ নীতিগত জিল্লালাই প্রকাশ করিয়ে বালবালিকাদে রাগস্ব প্রকাশ করিয়ে গরিয়ে সুনির্দেশ করিয়ে মহাস্থ গরিয়ে।
যদি কার্যকরী কার্যকরী একা বাতা হৃদয়ের সিঙ্গার গরিয়ে মাথি সমস্ত সম্পর্ক করিয়ে বালবালিকাদে ভোগকার কট অনেক হৃদয় পুনর্গোষ্ঠী করিয়ে সুনির্দেশ করিয়ে মহাস্থ গরিয়ে।
যদি কার্যকরী কার্যকরী একা বাতা হৃদয়ের সিঙ্গার গরিয়ে মাথি সমস্ত সম্পর্ক করিয়ে বালবালিকাদে ভোগকার কট অনেক হৃদয় পুনর্গোষ্ঠী করিয়ে সুনির্দেশ করিয়ে মহাস্থ গরিয়ে।
নগ্রু করা রাগস্ব নীতি সাহায্য কার্যকরী আয়োজন গাড়ির চিত্র।

যদি সন ২০০৫ র সন ২০০৬ মো সমন্নত গাড়ির কার্যকরী কার্যকরী কার্যকরী সাহায্যকর্তা বালবালিকাদে পুনর্গোষ্ঠী করিয়ে সুনির্দেশ করিয়ে অনেক হৃদয় পুনর্গোষ্ঠী করিয়ে সুনির্দেশ করিয়ে মহাস্থ গরিয়ে পুনর্গোষ্ঠী করিয়ে বালবালিকাদে ভোগকার কট অনেক হৃদয় পুনর্গোষ্ঠী করিয়ে সুনির্দেশ করিয়ে মহাস্থ গরিয়ে পুনর্গোষ্ঠী করিয়ে বালবালিকাদে ভোগকার কট অনেক হৃদয় পুনর্গোষ্ঠী করিয়ে সুনির্দেশ করিয়ে মহাস্থ গরিয়ে।
कार्यक्रमको दौरान संलग्न गरिएका सुभाषहरू
हिमराइटसदरा सन् २००६ र २००९ मा सशस्त्र द्वन्द्व पीडित बालबालिकाका लागि संचालित कार्यक्रमको दौरानमा पीडित बालबालिका तथा उनीहरूका अभिभावक, शिशुक, सामाजिक कार्यकर्ता-बाट नीति निर्माणको सन्दर्भमा संकलन गरिएका सुभाषहरू निम्न प्रकार छन्।

• सशस्त्र द्वन्द्व पीडित बालबालिकाको अभिभावक तयार गरिनु पर्दछ।
• राज्यद्वारा तय गरिएको राष्ट्रिय कार्ययोजनाको प्रभावकारी कार्यान्वयनका लागि पर्याप्त वित्तस्रोत तथा मानवीय सांस्कृतिक साधनको व्यवस्थागत गरिनु पर्दछ।
• मेलमिठावार कार्यक्रमलाई सशस्त्र द्वन्द्व पीडित बालबालिकाको पुनर्स्थापना कार्यसेक्ट्र जोडेका लेजानु पर्दछ।
• केन्द्रद्वारा स्थानीय तहसलम सशस्त्र द्वन्द्व पीडित बालबालिकाको आवाज सुन्नका लागि उपयुक्त वातावरणको सिर्जना गरिनु पर्दछ।
• सशस्त्र द्वन्द्व पीडित बालबालिकाको अधिकारसम्बन्धी सचेतना एवं उनीहरूको जीविकालाई सहज बनाउने तथा उनीहरूको लागि सशस्त्रकरण कार्यक्रमहरूमें तय गरिनु पर्दछ।
• राज्यबाट सशस्त्र द्वन्द्व पीडित बालबालिकालाई पाउने सेवा सुविधाहरू पीडित परिवारको सीमित बालबालिकाको लागि मात्र नभेद सबै बालबालिकालाई पाउने व्यवस्था गरिनु पर्दछ।
• यीन हिसा तथा सामाजिक लाग्नानताको उल्लेखनीय बालबालिकाहरू बढी पीडित भएको कारण उनीहरूको सामाजिक पुनर्स्थापनाका लागि राज्यले विशेष संरक्षणका लागि पहल गरौ नीति अपनाउनु पर्दछ।
सशस्त्र इन्द्रमा बालवालिका : नेपालको सन्दर्भमा नीतिगत लेखाजोखा

पृष्ठभूमि

विगत १५ वर्ष सशस्त्र इन्द्रको दौरानमा संचालन गरिएका गतिविधिहरूमा इन्द्रलहरे बालवालिकाहरूलाई प्रत्यक्ष अपत्यक्ष रूपमा प्रयोग गर्ने काम गरे। परिणामस्वरूप बालवालिकाहरू गाँस, बास शिक्षा, स्वास्थ्यलगायतका आधारभूत अधिकारवाह विविध मान्यता भए। त्यतिमा इन्द्रलहरे कृतिको प्रत्येक पालिकालाई सात्यी, ज्ञानी, निपुण विद्वान भए। क्योैरूप सशस्त्र इन्द्रको कार्य उत्तम असुरक्षित परिवेशले बालवालिकाहरू, बालशैक्षणिक रूपमा प्रत्यावर्तन गर्नका साथै कृतिको बालवालिकाहरू अन्य प्रकरणहरू जोखिममुक्त काम गर्ने वाण बनायो। सशस्त्र इन्द्रलहरे निर्देशाको लागि इन्द्रलहरे पक्षहरूबीच बुझिएको सम्बन्धमा भएता तर पनि इन्द्रलहरे पीडित तथा प्रभावित बालवालिका अनौपल्ल लाभमा समयमा पीडायुक्त जीवन विताउनु परिवहको स्थिति छ।

यो परिस्थितिलाई सम्बन्धमा निर्णय राख्याते किस्ता नीतिगत तथा कानूनी व्यवस्था गरेको छ र अन्तर्राष्ट्रिय नीतिहरूको स्थिति कस्तो छ भनेर वर्तमान यस नीति पत्रमा चरित्र गरीएको छ।

### ९.९ अन्तर्राष्ट्रिय संयुक्तरूपमा बाल अधिकारको व्यवस्था

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<td>6 फरवरी 2007</td>
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2.2 सशस्त्र फौज र समूह मा बालबालिकाको भन्नै निर्देशासम्बन्धी व्यवस्था

बालबालिकाको महासचिव १९८९ मा धारा १ ले १८ वर्ष मुनिकालाई बालबालिकाको भनेको परिवर्त्तन गरिएको छ। महासचिवको १५ वर्ष मुनिकालाई बालबालिकालाई सशस्त्र फौजमा भन्ने गर्ने कुरालाई स्वतंत्र प्रतिनिधि लगाएको छ। १५ वर्षमा बालबालिकालाई भन्नाले हो गर्ने पर्ने अवस्थामा ती उमेद बढी उमेदको व्यक्तिलाई छानाएको गरिएको छुरा जम्ले सुनिश्चित गन्नुपूर्वक वाहितको प्रज्ञान गरिएको छ। बालबालिका महासचिवको सशस्त्र ईन्द्रमा बालबालिकाको संवैधानिक व्यवस्था ऐतिहासिक संधिपत्र धारा २ ले १ै वर्ष भन्ने कम उमेदका बालबालिकालाई भन्ने पनि शिक्षाको सशस्त्र फौजमा अधिवार भनाले गन्ने रोक लगाएको छ। संधिपत्र १८ वर्ष मुनिकालाई व्यक्तिलाई राष्ट्रको सशस्त्र फौजमा भन्दै रहेको सशस्त्र समूहमा कृपा पनि बहानामा प्रयोग गन्ने नपाउने रोक लगाएको छ।

यसै लागि १९४९ अगस्त १२ का जेनेबा महासचिवहरुको अतिरिक्त संधिपत्र II का भाग दुईको मानवीय व्यवहारको धारा ४ को उपधारा ३ तथा १९५७ डिसेम्बर १२ मा हस्ताक्षर भई १६७८ डिसेम्बर ७ मा लागू भएको गैर अन्तरराष्ट्रीय सशस्त्र संघमा पीडितहरुको संरक्षणमा सम्बन्धित संधिपत्रले पनि राष्ट्रको फौज र कृपा पनि सशस्त्र समूहमा सुनिश्चित मात्र १५ वर्ष मुनिकालाई बालबालिकालाई भन्ने गन्ने तथा संधिपत्र संघमा समृद्धि गराउनुपूर्वक प्रतिक्रिया लगाएको छ। यसका अतिरिक्त अन्तरराष्ट्रीय भर्म संस्थानको सन १९९९ को जीविमुद्रक शिक्षाको बालबालिकाको विश्वसनीयता भनेपछि वर्धित हुनको लागि तत्काल कार्यवाही संचालन महासचिव १९८२ को धारा ३ ले सशस्त्र ईन्द्रमा बालबालिकाको जवरजस्ति र अनिवार्य भनालाई जीविमुद्रक बालबालिकाको रूपमा परिवर्तित गरिएको छ।

संधिपत्रको धारा ४ ले यस प्रकारको भनने रोकले सन्दर्भमा उपयुक्त कदम चाल र सो कदम चालने कुरालो सुनिश्चित गन्नो लागि राज्यलाई जिम्मेदारिको राष्ट्रको छ। उक्त धाराले यसता कामकारबालाई आपराधिक क्रियाकलापको रूपमा लिन अवश्यक भएको कुरालाई उलेख छ।
२.३ सशस्त्र इन्द्रको दौरानमा बालबालिकाको संरक्षण 
सयुक्त राष्ट्र संघको महासचिवले सन् २००० सेप्टेम्बर ८ पारित गरेको प्रस्ताव ५५/२ को सहयोगी घोषणाको धारा २ ले मानन्य व्यावस्थापित, समानता र समानता सिद्धान्तहरूलाई विश्वभाषी रूपमा आत्मसात गर्ने विश्वासवान सामूहिक दायित्वको रूपमा सीमित गरेको छ । उक्त धाराले बालबालिकाको संरक्षण विषय समूहको कर्त्तव्याधिकृतिजो जोड दिएको छ।

बालबालिका अहसासको धारा ३८/३९ मा सशस्त्र इन्द्रको वेलामा लागू हुने मानवीय कानूनको सम्मान गर्ने विषय राज्यको प्रमुख दायित्विक भित्र पनि कृपा उल्लेख छ। उक्त धाराले बालबालिकाको संरक्षण गर्ने कृतिको सुनिश्चितताको लागि सशस्त्र इन्द्र पीडित बालबालिकाको शारीरिक तथा मानवीजानक सृजनको प्रबन्धन गर्ने तथा उनीहरूको सामाजिक पुनर्योगनका लागि बालबालिकाको स्वास्थ्य, आत्महत्या तथा व्यवसायका लागि उपयुक्त वातावरण तयार गर्नु पनि राज्यको दायित्व भएको कृतिका जोड दिएको छ।

सशस्त्र इन्द्रमा बालबालिकाको संवन्दनतासम्बन्धी एङ्क्यूक संदर्भस्तरको धारा ३ मा १६ वर्ष भनिका बालबालिकालाई सशस्त्र इन्द्रवाट संरक्षण गर्नका लागि सम्मान हुने सबै किसिमका उपायहरूको बन्दोबस्त राज्यले मिलाउनु पनि विश्वास उल्लेख गरेको छ। धारा ३ ले विशेष गरी बालबालिकाको लागि प्राकारको भनौ स्विचैक, बालबालिका कानूनी मान्यता की इमामी कर्म को सहभागिता, र त्यस प्राकारको सैनिक सेवामा कर्मदारको बारेमा सुमिश्रित भएको कृतिको राज्यले सुनिश्चित गर्नु पर्दछ भने व्यवस्था गरेको छ। यसको साथै राज्यले राष्ट्रिय फौजन बालबालिकाको उमेद पुरूर गरेको सम्यकी भएको तथा आधिकारिक प्रमाणका आधारमा मात्र व्यक्तिलाई सैनिक भननु स्वाभाविक गरिने विश्वास राख्ने पनि सुनिश्चित गरुन पर्दछ। सशस्त्र फौजमा बालबालिकाहरूलाई भन्न नगराउनका लागि हरसम्बित उपायहरू राज्यले अवस्थित गर्नु पर्दछ भने समेतको व्यवस्था धारा ३ मा छ।

एङ्क्यूक संदर्भस्तरको धारा ६ अनुसार संदर्भस्तरको क्षेत्राधिकारिक भित्र पनि प्रावधानहरूको प्रभावकारी कार्यान्यनकलागी आवश्यक कानूनी, प्रशासनिक तथा अन्य उपायहरूको सुनिश्चित गर्ने कार्यमा राज्य उत्तरदायी हुनेछ। परिस्थिती कृपा, यदि यो संदर्भस्तरको विघटन सैनिक शिविरहरूमा बालबालिकाको भन्न वा प्रयोग भएको भए स्वाभाविक प्रमाणहरू राख्नु पनि व्यवस्था गर्नु सम्भव भएको निश्चित कर्म प्रक्रियालाई सार्वजनिक घोषणा गरिएको बालबालिकाको आधारित एवं मानवीजानक उपचार, निन्जहरूको सामाजिक पुनर्योगनका तथा पुनर्जीवनका लागि सबै किसिमका सहयोगहरू प्रदान गर्नु पर्दछ।

युद्धकालको समयमा नागरिकहरूको संरक्षणसंग्रह सम्बन्धित जेनेमा महासचिव १९४९ तथा यसका अंतिम संदर्भस्तर : गैर अंतर्राष्ट्रिय सशस्त्र संध्याकालीन सिद्धतहरूको संरक्षण (आलेख २) १९४७ र जेनेमा महासचिव १९४९ जै अंतर्राष्ट्रिय सशस्त्र संध्याकालीन सिद्धतहरूको संरक्षणसम्बन्धी अंतिम आलेख लगायतका मानवीय कानूनहरू र गैर राजस्व पक्ष बीच तथा राजस्वहरू बीच हुने सशस्त्र संध्याकाल सम्बन्धित केही प्रमुख अंतर्राष्ट्रिय मानवीय कानूनहरू हुन। यी कानूनहरूले गैर अंतर्राष्ट्रिय सशस्त्र इन्द्रमा बालबालिकाहरू परिवर्तन र सहयोगको साथै उनीहरूको सिखा र पारिवारिक पुनर्योगनका गरिनु पनि कृतिका जोड दिएका छ। कानूनले कृतिका पनि किसिमको बारे आक्रमणहरू बालबालिकालाई संरक्षण गरिनु पनि तथा विशेष समान दिनपनै कृपा उल्लेख गरेको छ। यसको साथै कानूनले अन्यविधक वित्तीयहरू बालबालिकालाई एक देशवाट अको देशमा लेखने कृतिका प्रतिवाद लगाएको छ।
३. राष्ट्रिय कानून तथा नीतिगत ढाँचा
२०६३ मासिक ५ मा नेपाल सरकार र नेकपा (माओवादी) बीच वृहत शान्ति सम्भोजमा हस्ताक्षर भएको छ । सम्भोजमा बालवालिकामात्र धुने हिसाबमुद्दलको अधिकारमाथि जोड दिएको छ । यसमा सार्थक इन्द्रमा १४ वर्ष युवका बालवालिकाको समावेश गर्न सहयोग गर्न भएको छ । यी प्रावधानहरूको साथै सम्भोजमा इन्द्र व्यवस्थापन तथा कायांत्य संस्करण जस्तै : राष्ट्रीय शान्ति तथा पुनर्स्थापना आयोग, सत्य तथा मेलमसाप आयोगहरूको परिकल्पना गरिएको छ । यसका अतिरिक्त राज्यको पुनर्स्थापनका लागि एउटा उच्चस्तरीय शिफारिस्स आयोगलगात्र अन्य आवश्यक संयुक्त हरूको व्यवस्था गरिन्छ र सरकार तर समय रूपमा उलेख गरिएको छ ।

वृहत शान्ति सम्भोजमा वाहिक नेपालको अन्तरिम संविधान २०६३ ले बालवालिकाको केही आधारभूत अधिकारहरूलाई उनीहरूको मौलिक अधिकारको रूपमा स्वीकार गरेको छ । अन्तरिम संविधानको धारा २२ को उपधारा ४ ले इन्द्र पीडित, विप्रूपकृत एवं जोखिममुक्त अवस्थमा रहेको अन्य बालवालिकाको सुनिश्चित भविष्यको लागि राज्यको विचार सुचिको पाउने व्यवस्था गरेको छ । यी प्रावधानहरूको साथै नेपाल सरकारको २०६३ धारणा २२ को निर्णयधारा १५ वर्ष युवका बालवालिकाको सैनिक सम्मान भनो गरी जाहिर गरेको छ । तर बालवालिकाको हितोंको सरक्षण गर्नका लागि बनेको बालवालिकासम्बन्धी एन २०५८ ले अभि “१५ वर्षमूलक व्यक्तित्वको वैकल्पिक हार” भन्ने परिवर्तन हुनेको छ । माध्यम उलेखित कानूनी व्यवस्थाहरूको अतिरिक्त बालवालिकाको अधिकारको सर्वकालिक एवं सम्बद्ध गर्नका लागि बालवध निर्देश तथा नियमित गर्ने एन २०५६, वालवधकर नियममार्फत २०६३, मानव वेतनविवर्तुलको एन २०५४ लगायतका कानूनी संयुक्त हरूको अवस्थामा छन् ।

यसको साथै नेपाल सरकारको शास्त्र इन्द्र प्रभावित बालवालिकाको लागि बालवधिकार महासचिव १९८७, १९९९ जोखिममुक्त बालवध निर्देश एवं उन्मुखनका लागि तत्काल कार्यकामो भनिएको अतरंगित यथ युवाको महासचिव १९६२, वालवधिकार महासचिवको सहायक इन्द्रमा बालवालिकाको संचालन अभियान एक्सक्कु निर्देश, सन २००० लगायतका यस्रो अन्तरराष्ट्रीय संयुक्त हरूको अनुमोदन गरेको छ। नेपाल विवर्तन नाटक हरूको व्यक्तित्वको भएको एक सदन राष्ट्र भएकोले उसको ती कानूनहरूको कायांत्यनको सुनिश्चित गर्न, तरसको विपरीत एवं प्रावधानहरूलाई राष्ट्रीय कानूनहरूमा समावेश गर्न आवश्यक छ । यहूदी नेपाल सरकारको शास्त्र फोज्जाना र साखि सम्मान आश्वेदण पछिको बालवालिकाको पुनर्स्थापनका लागि तयार गरेको राष्ट्रीय कार्यो सम्पन्न एवं मस्तीवादाई अन्तिम रूप दिनेको प्रकार राजी राखेको छ ।

४. निष्कर्ष
नेपालको निकेतना अन्तरराष्ट्रीय संयुक्त हरूको स्वीकार गरि तथा प्रतितिवेदन जनाउनेको यस्तो गरेपनी संयुक्त हरूको भएको महानाहरूलाई राष्ट्रीय कानून दिन्छ, नीति तथा कार्यवाण्यनहरूमा रुपान्तरण गर्नहरूको तदनुसारका साथै हुन सकेको छ । अन्तरिम संविधान, २०६३ ले बालवालिकाको महत्वपूर्ण अधिकारलाई मौलिक हकको रूपमा स्वीकार गरेको पाइन्छ । यी देखि वाहिक नेपालको संबोधनिक कानून र राष्ट्रीय कानूनको इटिहासलाई हेमें हो भने बालवधिकारलाई मानव अधिकारको अन्य विषयहरूलाई जानिन्मा अन्तिम दिनेको प्रकार राखेको छ ।

अन्तरिम संविधान, २०६३ ले बालवालिकाको अधिकारको व्यवस्था गरेपनी यस्तो संबोधनिक मौलिक अधिकारलाई व्यवहारमा कायांत्यन गर्न नेपाल सरकारले शास्त्र फोज्जा र शास्त्र सम्मानहरूमा
बालवालिकाओं भर्ना निषेध गरें तथा बालवालिकाओं मूल्य सावधान सावधान पुनर्स्थापना, पुनर्वास, पूर्वांकित प्रयत्न करने अधिकार, भावी कामवाट निर्फल्कता गरें नपाउने अधिकार, संरक्षण को अधिकार, पूर्वांकित बालवालिकाओं स्वमित सम्बंधित स्वास्थ्य संरक्षण आपको विचार व्यक्त गरें पाउने अधिकार, सहभागिताको अधिकार, राजनीतिक उद्देश्य तथा राजनीतिक उद्देश्य प्रदर्शनका लागि संचालन गरिने क्रियाकलापहरू बालवालिकाको प्रयोग विरुद्धको अधिकारलगायतका विभयहरूलाई समेटौने गरी एउटा ठूला कानुनी संरचनाको निम्नांक गरन अभिको नै हुँ।

५. कानुनी/नीतिगत ठोसका लागि प्रमुख क्षेत्रहरू
सशस्त्र इन्द्र पूर्वांकित बालवालिकाको आवश्यकतालाई सम्बोधन गर्न विशेष कानुनी तथा नीतिगत संरक्षणको विकास गरिनु पद्धत। यसका लागि पहिचान भएका केही प्रमुख क्षेत्रहरू निम्न प्रकार छन्।

- अन्तरराष्ट्रिय कानुन अनुसार नेपालमा पुरा गर्नुपर्न दायित्वका आधारमा १९ वर्षभन्दा मुनिका व्यक्ति लाई बालवालिका करेकर राष्ट्रिय कानुनिका परिभाषित गरिनु पद्धत।
- सशस्त्र फौज तथा सशस्त्र संरक्षणको कम उमेदका बालवालिकाको भर्ना तथा पुन:भर्ना, राजनीतिक उद्देश्य तथा यससङ्ग सम्बंधित क्रियाकलापहरू बालवालिकाको प्रयोग वा शोधणालाई निपेत गरें किसिमका सबैभन्दा महत्त्वपूर्ण एवं कानुनी प्रविष्टताहरूको सुनिश्चित गरिनु पद्धत।
- सबैभन्दा महत्त्वपूर्ण एवं कानुनी संरक्षण बालवालिकाको वाचन पाउने, विकास गर्नु पाउने, संरक्षण पाउने तथा सहभागी हुन पाउने अधिकारको सुनिश्चित गरिनु पद्धत।
- सबैभन्दा महत्त्वपूर्ण एवं कानुनी आधिकारको सशस्त्र इन्द्र पूर्वांकित बालवालिकाको पुनस्थापना, पारिवारिक पुनर्मिलन, शासकीय तथा मनोवैज्ञानिक उपचार, शिक्षा, स्वास्थ्य तथा सामाजिक स्वैच्छिकता लागि राष्ट्रिय विशेष संरक्षण तथा सहयोग गरें कुराको सुनिश्चित वाधात्म्य कानुन निर्माण गरिनु पद्धत।
- सत्य तथा मेलिमिलापसम्बन्धी कानुन र वेपता पारिएको व्यक्तिहरूसम्बन्धी कानुनहरू बालवालिकाको उच्चतम हित सुनिश्चित गरिनु पद्धत।
- सशस्त्र इन्द्र पूर्वांकित बालवालिकहरूको अधिकारको विपेष संरक्षणको विषयलाई उनीहरूको विश्वास आवश्यकतालाई तथा विषयलाई ठूलो सामाजिक, धार्मिक एवं सांस्कृतिक संदर्भ अनुसार हरिने कुराको कानुनहरू सुनिश्चित गरिनु पद्धत।
- बाल अधिकारको उन्नतीको व्यवस्थित दृष्टिकोण अनुमति गर्न तथा बालवालिकाको हक्कीहरू संरक्षण गर्न नीति, कानुन निर्माण एवं कानुनको निर्माण अनुमति र सुनिर्माणका निम्नांक बालअधिकार आयुक्त अथवा बालअधिकार आयोजन जस्ता विश्वास सबैभन्दा महत्त्वपूर्ण राष्ट्र संरक्षणहरूको व्यवस्था गरिनु पद्धत।

यसदेखि बालक राज्यमा बालवालिकाको पुनस्थापना, बालवालिकाको संरक्षण तथा शान्ति प्रक्रियालाई उच्चत विश्वाससूति अगाडि बढाउनका लागि देशमा आवश्यकता ठहर्याहरुको तत्काल गर्न अभिको नै हुने।
Case studies

Nisha Chaudhary’s suffering

Nisha Chaudhary, a 22 year old woman from Gidiniya village, Baliya VDC ward number 3, Kailali has been a victim of sexual assault. In 2058, when the armed insurgency was at its apex, a unit of the then Royal Nepal Army arrested her for no definite charges. The soldiers had come to search her elder sister, a Maoist cadre. When they didn’t find her, they detained her younger sister.16 years Nisha was put behind in military custody for nine months and was sexually abused. After almost a decade she get nightmare everyday. She cannot even go to a doctor for help as she is afraid to dig out hostile moments and remember the past. After returning from the military prison, she gathered her strengths to give her life a normal direction. She was engaged in making candles and supporting her little sisters’ lives. She came across a local man and they soon fell in love with each other. With the permission of their parents, they decided to be bound by the nuptial knot. She decided to live her new life peacefully and not to let her husband know about the misfortunes she had suffered in Army custody. However, after only a week of her marriage, the husband and his family came to know about her past. After that, the days of troubles again continued in her life. Her new family persistently abused her physically and psychologically. There came a point that the situation became unbearable for her to live with her husband. Hence, she was forced to leave the family. At the moment, she is trying to learn the skills required for fishery. she is trying her best to continue fishery and expects some kind of help from the state to support her.

Searching for his disappeared father

Basant Pun of Masurikhet, Kohalpur 4 of Banke district and studying at Shree Janakalyan Secondary School, Dudhras, Dang lost his father when the then Royal Nepal Army disappeared him in Baisakh 31, 2056. From that day, he does not know about his father's whereabouts. He says," After my father's disappearance, mother remarried to another man and abandoned us. Food from my land is sufficient only for three months. Working and studying have made my life really difficult. So, I want an arrangement for my living and studies guaranteed from the state."

My father has been killed

Rekha Giri. Resident of Gejwang, Dharmawati VDC ward number 3, Pyuthan and currently studing at Shree Janakalyan Secondary School, Dang, She recalls that her father Debendra Giri was killed by the then Royal Nepal Army in 2058. She is finding it difficult to continue with her studies as her five member family is financially poor to support her. Therefore, she is expecting the government to support her so that she can continue with her studies.
I want protection

Babita Pariyar's father was killed by Maoists on Chaitra 10, 2060. Babita lives at Chandrauta market of Kaplivastu district and is currently studying in class 9 of Shree Rastriya Higher Secondary School. She recalls the unfortunate incident, "My father was a police man. He was called by some people to repair a motor cycle. Then, they tied his hands together and forced him to walk continuously with empty stomach for three days. Then, at Gadgadwa they shot him dead." Now a family of five – a mother, three sisters and a brother, Babita says about the plights the family faced after her father's death, "After he was killed, the society looked us very differently. People began mistreating us. We ran a small shop at Chandrauta market from the compensation of Rs 1, 00,000 given by the government. But the land lord did not let us run the tea shop. After that, my mother went to Arab country as a labor to earn money. As a result, I am alone to take care of my younger siblings." She questions, "I want protection from the government but will they provide it?"

We became orphans…

Samjana Chaudhary’s father was killed by then Royal Nepali Army in 2058. She recalls the incident “That day the army assaulted all of us. After severely beating up my father, they shot him dead. This event made us fearful of police/military for a long time. She further says" We became orphans after our father was killed. He was only bread earner of the family. Therefore, his death made us not only emotionally weak but economically poor too. We have not received any kind of compensation from the state. We are in a real need of help from the state.

I lost my fingers.

Ganesh Nepali resident of Masuria VDC, Kailali lost his fingers by a pen bomb on Jestha 5, 2060. He still remembers the incident, "One of my friends found a pen in the jungle. I asked him to give me the pen as I had lost one. The next day I went to the jungle with an exercise book and pen which I tooked from my friend. When I open the pen it exploded. Then, I lost my fingers." He continues, "The wounds have healed but my right hand still pains a lot. I cannot write for a long time. I just want help to cure my pain completely and get a scholarship to pursue my studies."

Wound of the war

Bhawana Gharti of Tila, Gairi village 6, Rolpa. She was caught in the midst of cross firing between the Maoist and the army at Korchabang in the year 2061. In the course of fleeing from the cross firing, she injured her foot. A minor treatment was all she received. But the wound still pains. The doctor at Dahaban health camp advised that she need a surgery of her foot. However, financial problem she could not do the surgery.
In search of justice

Samrakshya Sapkota from Dhungana Beshi VDC 9, of Kavre district, his father was abducted by Maoist in 2055/56. After 2 years of abduction, the Maoists informed the family that they had killed Balaram. They have not informed the date and nor they got their father’s dead body. At the time of her father death she was only four years old and her younger sister was only three years. Now they are living in Dhulikhel with her mother. She emotionally says “The wars has orphaned us and widow my mother. My mother has been working hard to raise us. We want the government to help us financially. I am in search of justice; the government should punish the Maoists who killed my father.”

I lost my father

Subodh Rayamajhi Originally from Purana village, Bhimkholi VDC ward no. 5 of Kavre district and currently studying in class 10 at Oxford Higher Secondary School, Nayabazar, Kathmandu. He lost his father when the Maoists abducted Gopal Rayamajhi on Falgun 25, 2061 and killed him on the same day. He says," My father was the main bread earner of the family; after his death, we are having a very hard time." His large family of eight members of mother, four sisters and three brothers. He continues," We cannot get our father back but we expect the government support us in our education, trainings and employment opportunities according to our ability.”

Alisa Tamang – daughter of the injured father

Lakh Bahadur Thapa, father of Alisa Tamang, who is from Gholikharka VDC ward no. 4 of Dhankuta district and studying at Shree Gramin Samajik Secondary School, was injured by the then Royal Nepal Army on Mangsir 1, 2060. The state army had brutally beaten him and fractured his ribs. As the family was poor, the injuries could not be treated adequately. He cannot work efficiently to support the family. Therefore, Alisa wishes that the government provided scholarship for her education.

Father shot dead

Rajesh Raya Yadav, resident of Pohiyahi VDC ward no. 3 of Rautahat district and studying at Shree Jaya Kisan Higher Secondary School, Dharhari, saw his father being shot dead by Maoists on Jestha 9, 2058. He says, "After killing his father they tooked away all the expensive household items. The incident has left us economically weak, which forced me to leave my education. I wish the government helped me to continue my education."
**Bomb explosion killed my father**

Urma Tamang of Rangpur VDC ward no. 5, Rautahat district is currently studying at Shree Janapriya Higher Secondary School. Her father was killed by a bomb which he had planned to install in Rangpur Police station. Misconduct in bomb fitting had killed him. She says," We run our family by the money which came from father's painting job. But as he unfortunately died, our family plunged into difficulties because of which I could not concentrate much in my education. I would like the government to help me out of this situation."

**I lost my palm**

Hari narayan of Vedia, Hardiya VDC ward no. 1 of Saptari and studying at Shree Janta Higher Secondary School, Sisubari, amputated his right palm on Falgun11, 2061 by the bomb exploded in the backyard of his home. He says,"I lost my right palm by the incident while my younger brother lost his hearing ability. We both are disables now. I have just got Rs 10,000 as compensation, which is not enough because I had to lend Rs 40,000 for our treatment. I want the government to help me pay the debt and provide us with educational scholarships."

**Manju Shah's father was killed**

Manju Shah of Malhania VDC ward no. 6 of Saptari district is studying at Hiiher Secondary School, Kusaha. Her father was shot by Maoist on Falgun 9, 2063. She says," After her father died, our family of five members faced a lot of difficulties. Till now, we have not received any compensation from the government. I want the government to take initiation to compensate us and to provide us scholarships."
Annex III:

Policy paper presented in National Policy Dialogue

राष्ट्रीय नीति संबंध कार्यक्रम

पृष्ठभूमि

हिमालय हुयमन राइडस मोनिटर्स हिमराइडसले बिगत ६ वर्ष्दिक नै सशस्त्र इन्द्र पीडित तथा प्रभावित वालवालिकाको पश्मा जनवकाल गने अभियान संचालन गर्दै आएको छ। यसै कम्या युनिसेफ, जापान तथा जर्मन सरकारको सहयोगमा हिमराइडसले बिगत सन २००८ मा सबै विकास क्षेत्र तथा पहाड र तराईलाई समेटने गरी सशस्त्र इन्द्र प्रभावित धनक्टा, सप्तरी, काम्ब्र, रौतहट, न्यायाद, कपिलवसु, रोज्या दाड्क अछाम र कैलाली गरी ९० वटा जिल्लाहरूमा “मेलमिलापका लागि सशस्त्र इन्द्र पीडित वालवालिकाका आवाज र अनुभव” परियोजना संचालन गरेको थियो। सशस्त्र इन्द्र पीडित वालवालिकाले सशस्त्र इन्द्रको दौरान भोभोका अनुभव तथा सशस्त्र इन्द्रकृति वालवालिकाको शरीरको कल्पक रहेको छ भनेर कुरालाई समानित रोकोर्कर्नलाई समाध्य पुनःयानै समालौकिक र यस परियोजनाको दौरानमा हिमराइडस करिब कार्यक्रम संचालित जिल्लाका २७० जनानिया भिदी वालवालिका बीच पुस्तके गने। यसकम्या प्रत्येक जिल्लाका १० वटा विभागहरूमा संचालन गर्नुको विभागप्रत्याय प्रतियोजित र ती ५ दिने कार्यकालमा वालवालिकाले खल, चिन्तकास्त, अभियान, समस्यास्वरूप सहायताले विभागको माध्यममा सशस्त्र इन्द्रको कम्या आफूले भोभोका अनुभवहरू व्यक्त गर्नुका साथै खसाले खिसा निम्नानै तथा समाजमा कहिलेका शान्ति स्थापना हुन नसको भएकोले मेलमिलापका नै समाजमा शान्ति स्थापना हुन्छ भनेर निफर्कमा उपनीहरु पुस्तका थिए।

यसैरी सन २००८ का कार्यशालाहरूबाट सशस्त्र इन्द्र पीडित वालवालिकालाई यस्तो जोखिमपूर्ण अवस्था वार्थै थालो मुक्त गर्नका लागि समाजमा पुनस्थापना गर्नु पर्दछ तर यसका लागि मेलमिलाप अभियान सङ्क हो भनेर निक्रिय निक्षेप। यसले जोखिमपूर्ण अवस्थामा रहेका सशस्त्र इन्द्र पीडित तथा प्रभावित वालवालिकाहरूको पीडाहरू साउटराईट सारकार गरी मनालै हमलाइ बढाएको तथा राज्य पक्ष र विधि पात्रामा पीडित भएका वालवालिका बीच प्रतिष्ठानहरूको भावना हटी परस्पर विचार एवं सहभागीको भावना विकास भएको पाइए। यसको साथै कार्यशालामा केही सहभागीहरूले यस राज्यको मुक्त वालवालिकाहरूका समस्याहरूलाई सम्बोधन भएन भनेर यसले अघ प्रा.हरू विधि पात्रामा सबै समाभावना भएको कृपामै स्थापना व्यक्त गरेका थिए।

यसको अन्तर्ग्निक विभाग्यस्तै प्रतियोजित तथा कार्यशालाहरूको कम्या सशस्त्र इन्द्र पीडित वालवालिकासङ्ग भएका अन्तर्ग्निर्माण पीडित वालवालिका अभिभावक, उनीहरु पढ्ने विश्लेषणको शिखरहरू, समुदाय सशस्त्र इन्द्र पीडित वालवालिकाको पुनर्स्थापन एवं राजस्थान इन्द्र पीडित वालवालिकाको पुनर्स्थापन अनुपालन एवं संवेदनशील बने नसकिएको तथा वालवालिकाहरूको सशस्त्र इन्द्रका लागि कम्या भएको जोखिमपूर्ण अवस्थाको जिम्मेतरी वालवालिकाको र भएता जस्ता कार्यकर्ता भएको तथा बाइराम आयो। यस्ता क्रियाकलाप एवं व्यवहारबाट उत्क्षेत्र भनेर निम्नानै उनीहरुमै कृतिप्रति आर्थित्य गने सोचमित विकास हुने गरेको, यसको साथै उनीहरुमा चुरोट र रामी स्वेच्छा गने जस्ता क्रुद्दतमा लागेको स्थितिनिषेध फैसलामा आयो। त्यसकारण इन्द्रको स्वाभावक व्यवहारले वालवालिका प्रतियोज्योंको कम्या पुन: फर्स्ट सम्बन्धित समावेश देखियो। यस्तैले यस्ता मेलमिलापका कार्यशालाहरू सशस्त्र इन्द्र पीडित वालवालिकाका साथै आभाग्यको आमाबाटु, अभिभावक, समुदाय, स्वातन्त्र विश्लेषणको शिखरको लागि समेट हुनु आवश्यक छ भनेर कुरा पहिचान भयो।
कार्यक्रमको दौरान संलग्न गरिएका सुभाषवरू
हिम्राइटस्थिता सन् २००६ र २००९ मा सशस्त्र दलमा पीडित वालवालिकाको लागि संचालित कार्यक्रमको दौरानमा पीडित वालवालिका तथा उनीहरूको अभिव्यक्ति, शिक्षक, सामाजिक कार्यकर्ता वार्ता नीति निर्माणको सन्दर्भमा संकलन गरिएका सुभाषवरू निम्न प्रकार छन्:

• सशस्त्र दलमा पीडित वालवालिकाको अभिलेख तयार गरिनु पर्दछ ।
• राज्यमा तय गरिएको राष्ट्रिय कार्ययोजनाको प्रभावकारी कार्यकर्ता नियुक्ति तथा मानवीय स्वतंत्र साधनको व्यवस्था गरिनु पर्दछ ।
• मेलमिताप कार्यक्रमलाई सशस्त्र दलमा पीडित वालवालिकाको पुनर्योगना कार्यसंगी जोडिएर लैजानु पर्दछ ।
• केन्द्रविभाग स्थानीय तहस्मम सशस्त्र दलमा पीडित वालवालिकाको आवाज सुननका लागि उपयुक्त वातावरणको सिरजना गरिनु पर्दछ ।
• सशस्त्र दलमा पीडित वालवालिकाको अधिकारसम्बन्धी सचेतना एवं उनीहरूको जीविकालाई सहज बनाउने तथा उनीहरूको लागि सशक्तीकरण कार्यक्रमहरूसमूहले तय गरिनु पर्दछ ।
• राज्यबाट सशस्त्र दलमा पीडित वालवालिकालाई पाउने सेवा सुविधाहरू पीडित परिवारको सीमित वालवालिकाको लागि मात्र नभए सचै वालवालिकाले पाउने व्यवस्था गरिनु पर्दछ ।
• धीन हिसा तथा सामाजिक लाभदानका वालकहरूको तुलनामा वालवालिकाहरू बढी पीडित महेको कारण उनीहरूको सामाजिक पुनर्योगनाको लागि राज्यले विशेष संरक्षणका लागि पहल गर्ने नीति अपनाउनु पर्दछ ।
पृष्ठभूमि

बिगत १५ वर्ष साधन इन्द्रको दौरान संचालन गरिएका गतिविधिहरूमा इन्द्रक पक्षहरूले बालबालिकाहरूलाई प्रत्येक अपर्याप्त रूपमा प्रयोग गरेका काम गर्नुहोस्। परिणामस्वरूप बालबालिकाहरू सांस्कृतिक विश्वास, वस्त्रो र तथा, स्वास्थ्यवर्गीयको आधारभूत अधिकारबाट वञ्चित भए। त्यतिमात्र होइन कृतिपय बालबालिकाले बालबालिकामा ज्यान गुमाउन पर्ने, कतिपये अपार हुनका साथै बालबालिका समाजमा पनि। यसको साथै उनीहरू यात्रा, अपहरण, गिरफ्तारी, धम्मको सिकार भए, सनरासपूर्ण जीवन विताउन वाधा भए। यसै संदर्भमा इन्द्रको कारण उनलाई अनुरक्षित परिवेशले बालबालिका, बालबालिकालाई प्रत्याहार गर्नु गरिएका साथै कृतिपय बालबालिकालाई अन्य प्रकारको जोखिममुक्त काम गर्ने वाधा बनायो। साधन इन्द्रको निकासका लागि इन्द्रक पक्षहरूबीच बृहत शान्ति सम्भवता भए तर पनि इन्द्र गीतिलक तथा प्रभावित बालबालिका अभी लामो समयसम्म पीडायुक जीवन विताउन परिहरिको स्थिति छ।

यो परिस्थितिलाई सम्बोधन गराइएका निर्देश र तथा नीति गरेको छ र अत्याचार नीतिहरूको स्थिति कस्तो छ भनेले बारेमा यस नीति पत्रमा चाह्रे गरेको छ।

9.1 अत्याचारिय संयुतहरूमा बाल अधिकारको व्यवस्था

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2.2 सशस्त्र फौज र समूहमा बालबालिकाको भन्न निरीक्षणमात्री व्यवस्था

बालविभागको महासचिवको भन्न निरीक्षणमात्री व्यवस्था 1989 देखि 18 वर्ष मुनिकालाई बालबालिकाको भनेर परिभाषित गरेको छ। महासचिवको भन्न निरीक्षणमात्री बालबालिकाको सशस्त्र फौजमा भन्न गर्नुका स्पष्टता प्रदान गर्ने छ। 19 देखि 18 वर्षका बालबालिकाको भन्न सम्मान गर्नुका प्रयास गरिएको छ। १९ वर्षको जीवनमा बालबालिकाको सशस्त्र फौजमा भन्न गर्नुका स्पष्टता प्रदान गर्ने छ। १९ वर्षका बालबालिकाको सशस्त्र फौजमा भन्न गर्नुका स्पष्टता प्रदान गर्ने छ।
2.3 सशस्त्र इन्द्रको दौरानमा बालबालिकाको संरक्षण
संयुक्त राष्ट्र संघको महासचिवसम्बन्धी सन् २००० सेप्टेम्बर ८ पारित गरेको प्रस्ताव ५५/२ को सहभागी
घोषणामा दर्शा २ ले मानन स्वाभिमान, समानता र समताका सिद्धांतहरूलाई विश्वव्यापी रूपमा
आत्मसङ्कल्प गर्न विश्वलाई सामूहिक दार्शनिक रूपमा स्वीकार गरेको छ। उक्त धाराले बालबालिकाकोति विवाद समुदायको कल्याणमाध्यम जोड दिएको छ।
बालाधिकार महासचिवको धारा ३८/३९ मा सशस्त्र इन्द्रको बेलामा लागू हुने मानवीय कानूनको
सम्पन्न गर्न विषय राज्यको प्रमुख दायित्व भित्र पनि कुरा उल्लेख छ। उक्त धाराले बालबालिकाको संरक्षण
गर्न क्रमात सुनिश्चित यसको लागि सशस्त्र इन्द्र पीडित बालबालिकाको शारीरिक तथा
मनोवैज्ञानिक उपचारको प्रवेश गर्न तथा उनीहरुको सामाजिक गुणोपत्यको लागि बालबालिकाको
स्वास्थ्य, आत्मसाम्य तथा स्वाभिमानका लागि उपयुक्त वातावरण तयार गरुन पनि राज्यको दायित्व
भएको कुरामा जोड दिएको छ।
सशस्त्र इन्द्रमा बालबालिकाको संवन्धता सम्बन्धी ऐच्छिक संधिपत्रको धारा ३ मा १६ वर्ष मृत्युका
बालबालिकालाई सशस्त्र इन्द्रवाट संरक्षण गर्नका लागि सम्बन्ध हुने सबै किसिमका उपायहरूको
वन्दोकावर राज्यले भित्र पनि विश्वलाई उल्लेख गरेको छ। धारा ३ ले विशेष गरी बालबालिकाको त्यस प्रकारको भन्न स्वाच्छिक, बालबालिका का कानूनी
मान्यताप्रद आभावलाई हो भएको सहमति, र त्यस प्रकारको सैनिक सेवामा गर्नुसार कामहरूको बारेमा सुमूर्ख भएको कुरा राज्यले सुनिश्चित गरुन
पद्धत भने व्यवस्था गरेको छ। यसको साथै राज्यले राष्ट्रिय फौज बालबालिकाको उमेद रूपैयो गरेको
समूहको ब्याख्याको तथा आधिकारिक प्रमाणको आधारमा राज्य मध्यस्थता सैनिक भनामी स्वीकार गरी
विश्वलाई पनि सुनिश्चित गरुन पर्दछ। सशस्त्र फौज बालबलिकाहरूलाई भन्न नगरानुका लागि हरसम्बन्ध उपायहरू राज्यले
अवस्थान गरुन पर्दछ भने समेतको व्यवस्था धारा ३ मा छ।
ऐच्छिक संधिपत्रको धारा ६ अनुसार संधिपत्रको क्षेत्रविभागको पनि प्राधान्यहरूको प्रभावकारी
कार्यान्वयनको लागि आवश्यक कानूनी, प्रशासनिक तथा अन्य उपायहरूको सुनिश्चित गर्न गरिएको
कार्यमा राज्य उत्तरदायी हुने। पहिलो कुरा, यदि यो संधिपत्रको विवरण शैन्य शिविरहरू
बालबालिकाहरूको भन्न व योग्य प्राप्त भएको भए त्यसै वाट बालबालिकालाई मुक्त गर्न वा त्यसै
समूहको भने गर्न निश्चितकरण प्रकुपलाई अगाडि हाजिर राज्य जिम्मेदार हुन पर्दछ। यसी राज्यले
सशस्त्र इन्द्रमा प्रयोग गराएका बालबालिकाको शारीरिक एवं मनोवैज्ञानिक उपचार, तिनीहरुको
सामाजिक पुनर्युग्मन तथा पुनर्वासको लागि सबै किसिमका सहयोगहरू प्रदान गरुन पर्दछ।
युद्धकालीन समयमा नागरिकहरुको संरक्षणसंग्रह सम्बन्धित जेनेमा महासचिवको १९४९ तथा यसका
अन्तर्गत संधिपत्रको अन्तर्गत संधिपत्रको संरक्षण (इलेक्ट्रॉनिक संधिपत्रको संरक्षण) (अलेख २) १९४७ र
जेनेमा महासचिवको १९४९ कै अन्तर्गत संधिपत्रको संरक्षणसंग्रहको अन्तर्गत
अलेख लगायतका मानवीय कानूनहरू राज्य र गैर राज्य पक्ष बीच तथा राज्यहरू बीच हुने सशस्त्र
संरक्षणसंग्रह सम्बन्धित केही प्रमुख अन्तर्गत संधिपत्रको मानवीय कानूनहरू हुन। यी कानूनहरूले गैर
अन्तर्गत संधिपत्रको सशस्त्र इन्द्रमा बालबालिकाहरूको हरथाहरू र सहयोगका साथै उनीहरुको
शिक्षा र पारिवारिक
पुनर्युग्मन गरुन पनि कुरामा जोड दिएका छ। कानूनहरूले यसी दिन पनि किसिमको वर्तमान उपचार
बालबालिकालाई संरक्षण गरित पनि तथा विशेष सम्बन्ध दिनमा पनि कुरा उल्लेख गरेको छ। यसको साथै
कानूनले अन्यायाधिकृत विनिवेशहरू बालबालिकालाई एक देशावार्त अघको देशमा लेजाने कुरामा
प्रतिवचन लगाएको छ।
युद्धको अवधिमा नैसैनिक व्यक्तिहरूको संरचनासंग सम्बन्धित जेनेमा महासान्ति (चौथा) १९५९ को धारा १४ ले पनि शिवरहरू विघटन भएभालिका शालिकलिन समयमा १५ वटा मूलका वालाविकलाखको संरचना गाँव उच्च संविधानाको वस्तुकला जिम्मेवारीमाथि जोड दिनेको छ। यसै धाराको धारा १४ ले युद्धको कारणबाट थूर्त भएका, परिवारबाट विघटन भएका १५ वटा मूलका वालाविकलाखको हर्चाह गाँव, उनीहुँ अपनाउदै आएको धर्ममा परिपालन गाँव पाउने, उनीहुँका लागि शिखाको व्यवस्था गाँव विव्यक्ति निमित्त पृथकहरूकी स्रोत साधनको पर नपरी उनीहुँका सहयोग गाँव कुरा सुनिश्चित गरिएको व्यवस्था निरूपणको र प्रशासनका तथा प्रमाणितका पर दुष्टोक पक्षहरूको उपरोक्त प्रकाश पारिएको छ। त्यस्ता वालाविकलाखका विद्यालय प्रदान गरिने शिखाको व्यवहार मिलाउने जिम्मा सम्भव हएसम उनीहुँका साक्ष्यको वर्णन मात्र अनुसरण गाँव व्यक्तिलाई दिनुपने प्रावधान उक्त धारामा उल्लेख गरिएको छ।

सन् १९६३ जुन २५ मा भएको विशेष मानवविकार सम्मेलनबाट पारित भिषणा घोषणा र कार्योनाले संगठन खुल्नागत अन्य प्रकारहरूको हिसाबाट वालाविकलाखको प्रतिक्रिया र संरचनाका लागि राष्ट्रीय तथा अंतर्राष्ट्रीय संवर्धन हरू र कार्यक्रमहरूलाई सशक्त बनाउने कार्यालय प्राथमिकता दिनु पनि खुलादै स्थिकार गरिएको छ। यसको साथे संगठन इन्कलिन अवधिक र दुनिया तर कालमा मानवीय कानुनको सम्मान गर्नको लागि दुर्भित पक्षहरूलाई अनुष्ठान गरेको छ।

भिषणा घोषणा र कार्योनाले मानव अवधिकार तथा वालाविकलाखका स्वाभाविक र संयुक्त राष्ट्र संघीय प्रणालीको समावेश गाँव किसिमका कार्यक्रमहरूलाई प्राथमिकता साथ ल्याउनु परेको भनेर कार्यक्रम संयुक्त राष्ट्र संघको धारा संशोधनका विषयमा लिमित र संरचनाको व्यवस्था र अत्यावधिक संगठनरूप संयुक्त राष्ट्र संघका अधिकृत प्रमाणितका साथ ल्याउनु परेको तथा यसै कार्यक्रम वालाविकलाखको साथसम्म संयुक्त राष्ट्र संघको धारा १० अनुसार गरिएको छ। यसैले संगठन इन्कलिन तथा स्वाभाविक विषयका साथसम्म संयुक्त राष्ट्र संघको धारा र सरकारी अधिकृत प्रमाणितका साथ ल्याउनु परेको तथा संगठन इन्कलिन तथा स्वाभाविक विषयका साथसम्म संयुक्त राष्ट्र संघको धारा १० अनुसार गरिएको छ। यसैले संगठन इन्कलिन तथा स्वाभाविक विषयका साथसम्म संयुक्त राष्ट्र संघको धारा १० अनुसार गरिएको छ। यसैले संगठन इन्कलिन तथा स्वाभाविक विषयका साथसम्म संयुक्त राष्ट्र संघको धारा १० अनुसार गरिएको छ। यसैले संगठन इन्कलिन तथा स्वाभाविक विषयका साथसम्म संयुक्त राष्ट्र संघको धारा १० अनुसार गरिएको छ। यसैले संगठन इन्कलिन तथा स्वाभाविक विषयका साथसम्म संयुक्त राष्ट्र संघको धारा १० अनुसार गरिएको छ। यसैले संगठन इन्कलिन तथा स्वाभाविक विषयका साथसम्म संयुक्त राष्ट्र संघको धारा १० अनुसार गरिएको छ।
वाल्वालिकाको भन्ना निषेध गर्न ल्यस्ना वाल्वालिकाको मूल्य साथ साथ पुनर्वार्ता, पुनर्बर्न, पीडितको न्याय प्राप्त गर्न अधिकार, भावी कामचाल प्रतिकार सेवा गर्न नपाउने अधिकार, संरक्षणको अधिकार, पीडित वाल्वालिकाको न्यायसिद्ध सम्बन्धित स्वाधीनता बीका प्रायोग व्यक्ति गर्न पाउने अधिकार, सहभागिताको अधिकार, राजनीतिक उद्देश्य तथा राजनीतिक उद्देश्य प्राप्तीका लागि संचालन गरिने फ्रायाकलापहुँच वाल्वालिकाको प्रयोग विरूढ्णको अधिकारलगायतका विषयहरूलाई समेटौ गरी एउटा ठूला कानूनी संरचनाको निर्माण गर्न अफै बार्ती नै स ।

5. कानूनी/नीतिगत ठीलका लागि प्रमुख क्षेत्रहरू

सशस्त्र इन्द्र पीडित वाल्वालिकाको आवश्यकतालाई सम्बोधन गर्न विशेष कानूनी तथा नीतिगत संयोजनहरूको विकास गर्नु पर्दछ । यसका लागि पहिचान भएका केही प्रमुख क्षेत्रहरू निम्न प्रकार छन् ।

- अन्तराष्ट्रिय कानून अनुसार नेपालका रुपै पुनःगरीलाई वाहिकाका मुनिका वीस्कलाइ वाल्वालिका भनेर राष्ट्र कानूनदराका परिदृश्य साबित गरिनु पर्दछ ।

- सशस्त्र फौज तथा सशस्त्र समुहहरूका कम उमेदवार वाल्वालिकाको भन्ना तथा पुनःCENT परिवर्तन, राजनीतिक उद्देश्य तथा यससंग सम्बन्धित क्रियाकलापहुँच वाल्वालिकाको प्रयोग वा शोधणालाई निषेध गर्न निर्देशमा सर्वेत्रीक एवं कानूनी राष्ट्रीयहरूको सुनिश्चित गरिनु पर्दछ ।

- सर्वेत्रीक एवं कानूनी संयोजनहरू वाल्वालिकाको बाँच्न पाउने, विकास गर्न पाउने, संरक्षण पाउने तथा सहभागी हुन पाउने अधिकारको सुनिश्चित गरिनु पर्दछ ।

- सर्वेत्रीक एवं कानूनी अधिकारका सशस्त्र इन्द्र पीडित वाल्वालिकाको पुनस्थापना, पारिवारिक पुनर्गठन, शारीरिक तथा मनोवैज्ञानिक उपचार, विशेष, स्वास्थ्य तथा सामाजिक स्वीकार्यता लागि राज्यदरा विशेष संरक्षण तथा सहयोग गर्नु कुराको सुनिश्चित वाध्यात्मिक कानून निर्माण गरिनु पर्दछ ।

- सत्य तथा मेलिमिलापसम्बन्धी कानून र वेपाला पारिएको व्यक्तिहरूसम्बन्धी कानूनहरूमा वाल्वालिकाको उद्धतम हित सुनिश्चित गरिनु पर्दछ ।

- सशस्त्र इन्द्र पीडित वाल्वालिकाहरूको अधिकारको विशेष संरक्षणको विशेष अनुमति उनीहरूका विशिष्ट आश्चर्यकालहरू तथा फिर्त्यालाई ठोस सामाजिक, धार्मिक एवं सामूहिक संदर्भ अनुसार हरिने निर्णयकानूनानुसार सुनिश्चित गरिनु पर्दछ ।

- वाणिः अधिकारको उन्नति गर्ने व्यवस्थित इग्राहित अनुगमन गर्न तथा वाल्वालिकाको हक्किहरू संरक्षण गर्न नीति, कानून निर्माण एवं कानूनको निर्माण अनुमति तथा सुपरिवेक्षणका निमित्त वाणिः अधिकार आयुक्त अवधा वाणिः अधिकार आयोग जस्ता विशिष्ट सर्वेत्रीक राष्ट्र संयोजनहरूको व्यवस्थ गरिनु पर्दछ ।

यससङ्ख्या शाहक राज्यका वाल्वालिकाको पुनस्थापना, वाल्वालिकाको संरक्षण तथा शान्ति प्रक्रियालाई उचित दिशाकारको अग्रणी व्याख्याताको लागि देशमा आवश्यकता ठहर्याएको तत्काल गर्नु पनि कार्य सम्पादन गरे राष्ट्रिय कार्य योजना तथा गरिनु पर्दछ ।