

# Education Journalists Group, Nepal

## D. Impact of Armed Conflict in Education

With the beginning of armed conflict by the Communist Party of Nepal-Maoists (CPN-M) in February 1996, there has been adverse affect on the country's overall development. The conflict that emerged out of socio-economic and political problem has affected the education sector most. In some instances, rebels have threatened or put pressure on the pupils and their teachers to support their cause. Rebels have even threatened the school custodians to implement the 'Janavadi Sikchhaya', the Maoists curriculum and stop the government system. If the students and teachers had failed to listen, they either were threatened of their lives or are killed. The government security men, on the other hand, constantly harassed the teachers and students for supporting the rebels or for sheltering them overnights and providing food to them. Those students and teachers are thus, the victims of the two ideological conflicts. They are casualties of the war, which is fought for supremacy between two warring parties. Education in Nepal is thus, under serious crises. Bombs go off, dozens killed, hundred injured, school closed, exams cancelled and so on make headlines almost everyday in media.

- ✓ **Acknowledgement**
- ✓ **Executive Summary**
- ✓ **List of Abbreviations**
- ✓ **Background**
- ✓ **Methodology**
- ✓ **Objectives, Scope and Limitations**
- ✓ **Major Findings**
- ✓ **Case study Analysis**
- ✓ **Quantitative Analysis**
- ✓ **Conclusions and Recommendations**
- ✓ **List of participants in the study**

## Acknowledgement

It gives us a great pleasure to remember names of few people who helped and assisted us in bringing this report to this form professionally. We were particularly fortunate with the solid support provided by the colleagues at EJJ Sudarshan Ghimire, and Hari Thapa, who took no pain to provide comments, suggestions and guidance for undertaking the study. We would like to acknowledge the assistance provided by the local journalists representing different national dailies and local news media Cooperation of the District Education Offices, Human Rights Organizations, Teachers' Associations, and Security forces who provided information, and all others who assisted us in a way or the other.

This study was largely assisted by our colleagues Yadu Devkota, Rewati Sapkota, Nityananda Timalina, and Devraj Roka (Kalyan) who took responsibilities in different areas to collect and analyze the information. We would like to acknowledge Mr. Deepak Raj Subedi for going through the report. Last but not the least, we would like to provide a sincere word of thanks and appreciate the contribution made by the UNICEF Nepal and Samphe Lalunpha, and Dr. Suman Tuladhar at the Education Section of UNICEF Nepal.

It is hoped that the information presented here are useful for different purposes in planning and decision making and we hope to get suggestions and comments for improving the studies of this kind in the days to come.

**Rajan Sharma and  
Bhuparaj Khadka**

## Executive Summary

The nine-year-old armed conflict that was launched with the political aim has been the longest ever conflict witnessed in the history of Nepal. Nine years since then, the conflict has engulfed almost 70 out of 75 districts, making it a national problem. Schools across the conflict zones have suffered the most in the last one-decade.

In this regard, Education Journalists' Group has undertaken the study that has attempted to identify how the conflict has affected education sector. The major objectives of the study were to update the information from the field on impact of conflict in education sector so that a frame agenda for peace could be formulated and information could be provided for the purpose of the rehabilitation and reconstruction works. In fact, the study has updated the effects of the conflict in education, has assisted to reduce the impact of the conflict, and has provided some recommendations for the policy and strategy development.

The study was conducted in 53 districts though the information was collected from 71 districts of Nepal. Ten common questionnaires were used to collect the information. The main sources of information were District Education Office, local level security offices, teacher's organizations, students, human rights, and victimized groups. The information received from the districts includes the period up to four months following the second ceasefire, August 2003.

The study has come forward with the inabilities of the warring parties to handle the case patiently. The main results obtained are as follows:

- Rebels have threatened or put pressure on the pupils and their teachers to support their cause. Rebels have even threatened the school custodians to implement the 'Janavadi Sikchhaya', the Maoists curriculum and stop the government system. If the students and teachers had failed to listen, they either were threatened of their lives or were killed.
- Similarly, the government security forces, on the other hand, constantly have been identified harassing the teachers and students for supporting the rebels or for sheltering them overnights and providing food to them.
- While students have left the schools to work abroad or study there, many teachers had to flee to district headquarters to escape abduction, arrest, kidnapping and harassment and even death in the hands of the parties-in-conflict, which have found schools their safe-haven and training ground for militiamen.
- In schools, daily lessons have been hampered, as there are no teachers to take classes. Teachers and pupils alike are found under immense psychological pressure-to keep themselves safe-between two forces. The pity noted was that many schools were destroyed all around the country in the last ten years.
- Most of those educational institutes affected or shut down or bombed include privately run schools. The rebel student organization is against privatization of education, which they argue should be a primary responsibility of the state to fulfill at free of cost for all children up to the tenth grade.
- Boarding schools lying in those regions have been either closed or displaced. Since the private and boarding schools have been charging high fee and were budding along the commercial lines producing two kinds of manpower one with
- The situation seemed worsened as the government declared the revolutionary, including the rebel student organization as "terrorists" and started to hunt them down, which proved to be a failure, as the government had to revoke it soon.
- Overall, the violence has mostly affected the private and boarding schools in the mid-western region, which is the major Maoist-stronghold. In this region, private schools have suffered the total of 83.34 percentages of losses in physical facilities.

- The murder and abductions of teachers have let the schools shut down in several places. Both the government and rebel forces have killed the teachers on school ground or at home or while teaching inside the classroom.
- A total of 104 teachers have died since the start of the Maoist insurgency in 1996.
- The Maoist rebels have cited their reasons for killing those teachers as spying.
- Examination of killing, torture, abductions and disappearance of teachers on the basis of the development region, provides that a maximum number of teachers are affected in eastern development region followed by the western region.
- The nine-year-old insurgency has left a total of 227 teachers tortured, out of which 120 were tortured by the state while 107 by the Maoists rebel.
- At least 248 teachers were arrested or abducted in the course of the nine-year-old conflict. The state arrested 185 while the rebels 62.
- There is no difference in the strategy and attitude in which the state and the rebels have adopted in course of conflict.
- The study shows that the state has given more torture to students in central development region. Cases of disappearance on region-wise show that the state has led to the disappearance of a maximum number of students (12 or 92.31 percent) in central region followed by one (7.69 percent) in eastern region.

*The current armed conflict did not erupt due to education but has come to affect education sector the most. Both the warring parties have failed to respect human right's universal values, and to accept educational institutes as zones of peace though national and international organizations, including the United Nations, continue to press for the same. Since teachers and students are easy prey for the Maoists, they are abducted for indoctrination. State failed to provide security Lack of the regular monitoring and comprehensive analysis of the conflict affect on education sector.*

Various studies conducted during the insurgency period show that if Nepal's existing political situation continued, it would have disastrous consequences for the country's social, economical, and cultural facets. Therefore, from the study it is recommended that a minimum understanding between the political parties and the other civil societies is essential to regularize the teaching and learning activities in the schools. Provision of equal opportunity, restriction of politics in education, recognition of significance of education beyond violence is important for both the warring parties. It is also recommended that there should be regular monitoring of the effect. The outcomes of the monitoring should be processed at all related levels and agencies.

## List of Abbreviations

ANNFSU (R)	All Nepal National Free Student Union (Revolutionary)
APF	Armed Police Force
CDR	Central Development Region
CPNM	Communist Party of Nepal Maoists
CPN UML	Communist Party Of Nepal: Unified Marxist and Leninist
DEO	District Education Office
EDR	Eastern Development Region
EJG	Education Journalists' Group
FWDR	Far Western Development Region
GDP	Gross Domestic Product
HMG	His Majesty's the Government of Nepal
MWDR	Mid Western Development Region
NC	Nepali Congress
NHRC	National Human Rights Commission
NTA	Nepal Teachers' Association
RNA	Royal Nepalese Army
UNICEF	United Nations Children's Fund
VDC	Village Development Center
WDR	Western Development Region

## Background

### 1. Background

With the beginning of armed conflict by the Communist Party of Nepal-Maoists (CPN-M) in February 1996, there has been adverse effect on the country's overall development. The nine-year-old armed conflict that was launched with the political aim has been the longest conflict ever witnessed in the history of Nepal. Two revolutions witnessed in the past one launched by the Nepali Congress Party and the other waged by the Communist Party of Nepal, United-Marxist-Leninist (CPN-UML) to topple the autocratic Rana regime saw similar armed uprising. But both of these movements lasted for a short span of time.

The current armed conflict that claimed the lives of more than 10,000 people, started from two remote districts of Nepal. Nine years into the conflict, it has now engulfed almost 73 out of 75 districts, making a national problem. So far, both the warring parties the government and the Maoists had declared ceasefire twice. The third round of talks broke down as the government failed to meet one of the outstanding demands of the rebels for establishing what they called "constituent assembly", to draft a new constitution. The government using the constitutional power from the Constitution of the Kingdom of Nepal, 1990 declared the state of emergency and deployed the Royal Nepal Army (RNA) to counter the rebels. However, there is still no solution to the conflict in sight. It has instead escalated into a more bloody conflict.

Now, unified command comprising of Royal Nepal Army, Armed Police Force (APF) and Nepal Police is underway to quell down the escalating violence but the rebels are still intensifying their attacks on the government security personnel.

On the other hand, the conflict has serious repercussions on Nepal's economy, which is heavily dependent on tourism industry. The year 2002-03 saw Nepal's Gross Domestic Product (GDP) fell down by up to 0.6 percent. This was the lowest in the last two decades.

Various studies conducted during the insurgency period show that if Nepal's existing political situation continued further, it would have disastrous consequences for the country's economy. The conflict that emerged out of socio-economic and political problem has affected the education sector most.

Schools across the conflict zones have suffered the most in the last one-decade. Reopening of schools closed down by the conflict has been the most arduous task, let alone think of providing quality education to the children.

In some instances, rebels have threatened or put pressure on the pupils and their teachers to support their cause. They have even threatened the school custodians to implement the 'Janabadi Sikchhaya', the Maoists curriculum and stop the government education system from functioning. If the students and teachers had failed to listen, they were either threatened of their lives or are killed.

The government security men, on the other hand, constantly harassed the teachers and students for supporting the rebels or for sheltering them overnights and providing food to them. Thus, students and teachers have become the victims of the two ideological conflicts. Education in Nepal is thus, under serious turmoil. Bombs go off, dozens killed, hundred injured, school closed, exams cancelled are some of the headlines in media.

While students have left the schools to work abroad or study there, many teachers had to flee to district headquarters to escape abduction, arrest, kidnapping, harassment, and even death in the hands of the parties-in-conflict, which have found schools their safe-haven for training militiamen.

Daily lessons have been hampered in school as there are no teachers to take classes. The government has recruited new teachers last year but the fear of the conflict has discouraged them to join their duty in the districts affected by conflict.

Teachers and pupils alike are under immense psychological pressure to keep themselves safe between two forces. Scenes of bombs going off near their school, attack on school bus, burning of tyres in the streets and dead bodies shown in TV channels on a regular basis - has tremendous psychological torture on pupils. In such a situation how can the children perform better?

On this backdrop, a study commissioned by the Education Journalists' Group (EJG) with the support from the United Nations Children Fund (UNICEF), has tried to explore how the armed conflict has affected the education.

## Methodology

This study was conducted originally in 53 districts (but covers 71 districts) by using ten common questionnaires. Some 53 district-based journalists were involved in collecting the data and basic information on the effect of the armed conflict in education sector.

The monitoring was done at the grass root, regional and central level. Journalists at the grass root (i.e. district based) level monitored the situation/event and flows up regular information. data and information was collected upon the given format. The journalist was responsible to verify the information with the related Education, Security offices and Human Right Organizations. Central level coordination body processed/compiled the data/information sent to the related authorities/agencies. To attain the goal as described in basic objectives the coordinating body arranged regular interactions with concern body/person.

The primary source of information is the District Education Office (DEO), local-level security offices, teachers' organizations, students' organizations, human right organizations and the victimized groups. The data received from the districts include the period up to four months following the second ceasefire in the last week of August, 2003. But the number of casualties of teachers/students and the destruction of physical infrastructure reflects the whole period of Maoist insurgency. The data also has been made to tally with the other media tools, like newspaper.

The data/information will be compiled as periodic reports with its quantitative and quantitative analysis.

## **Objectives, Scope and Limitations**

### **3.1 Objectives**

The general objective of the study was to present the collected information on the effects of conflict in education. The specific objectives of the study were as follows:

- To update the information from the field on the effect of conflict in education
- To flow information at various levels of government, non-government and international agencies for possible reduction of the effect
- To obtain information to frame agenda for peace
- To make comprehensive analysis of the situation
- To provide information needed for rehabilitation and reconstruction works

### **3.2 Scope**

The study aimed to find out the effects of conflict in education from 71 districts of Nepal. However, together with fellow local journalists, we could report the cases of 53 districts only. Yet, the information provided here is of the 71 districts. The information of 18 districts, which journalists at the local level could not provide, was obtained from the consultation with teacher's organization, media, human rights organizations, etc. The information of these 18 districts could not be obtained by the local journalists because these districts were difficult to reach and it was hard to collect the information. The total information of these 18 districts is of four months only as this information was obtained from the central level.

The information obtained from 53 districts is not wholly of 4 months after the end of the second cease-fire in August 2003. It means the local journalists have sent the information of the period prior to this cease fire. Therefore, this report contains information of the effects of armed conflict in addition to 4 months prescribed. The information was based on the secondary sources.

### **3.3 Limitations of Study**

The major limitations of the study are as follows:

- The report is solely based on the secondary information from the local journalists in all districts
- Information from 18 districts could not be obtained from the district themselves but were compiled from the central level.
- Since the journalists were involved in the district, the information coverage is up to their notice and this study has not been possible to incorporate all the incidence that journalists have not been informed
- Similarly, the lack of facilitated communication in the districts hampered the evaluation and testing of the information

## Major Findings

### 4.1 Effect in Schools

- Maoists destroyed Janata Lower Secondary School, in Udayapur district. Two of its school buildings were brought down.
- Sayapatri Boarding School of Lamjung's Sundarbazar and Future Star Boarding School in Mateodhar of the same district were set ablaze by rebel Maoists.
- Rebels destroyed the office of a Primary School Feeding Project in Bara district.
- District Education Office in Sindhupalchowk's headquarters in Chautara was bombed by the rebels.
- In the 9-year-old insurgency, rebels not only disturbed the schools but also destroyed vital development infrastructure such as roads, telecommunication tower, and office buildings of the VDC. What is also worth to note is that the Maoists student wing - All Nepal National Independent Students Union (Revolutionary) - frequently intervened in the affairs of schools and education-related issues.

The situation worsened as the government declared the revolutionary, including the rebel student organization as "terrorists" and started to hunt them down. But this proved to be a failure as the government had to soon revoke its decision.

Most of those educational institutes affected or shut down or bombed include privately run schools. The rebel student organization is against privatization of education, which they argue should be a primary responsibility of the state to fulfill at free of cost for all children up to the tenth grade. The government declared education free up to fifth grade but failed to regularize private schools, a large number of them, and accused of charging exorbitant fee from parents. A few of the agreements arrived in the last few years between the student organizations; private schools principals and government remain violated.

As the quality of education imparted in private educational institutions comes to take over the quality in state-funded ones, the rebels demanded that all the private schools be closed so that education in Nepal becomes the state's responsibility.

They have closed down the schools lying in their stronghold. Boarding schools lying in those regions have been either closed or displaced. Schools lying in district headquarter and urban area, which have continued to function, have come under attacks.

Since the private and boarding schools have been charging high fee and were budding along the commercial lines producing two kinds of manpower one with English education and the other without it the rebels have demanded their closure and asked the government to improve the government-aided schools. To press on their demand, the ANNFSU (Revolutionary), has often called strike in education institutions, which has affected the smooth functioning of the schools. Several negotiations were held between the government and the revolutionary students in the past to reduce the hike in fees in private schools. Infrastructure of several schools has been destroyed as they failed to implement the agreement. The rebels, accusing the schools of not honoring the past agreements, targeted the school building, principal's office, and school buses (See Table 1).

**Table 1: Percentage of private schools whose physical facilities were affected during the conflict**

• S.N.	• Development Region	• Percentage
• 1	• Eastern	• 6.04
• 2	• Central	• 6.84
• 3	• Western	• 2.78
• 4	• Mid Western	• 83.34
• 5	• Far Western	• 3.70

## **5.2 Effects on Teachers**

The murder and abductions of teachers have let the schools shut down in several places. Both the government and rebel forces have killed the teachers on school ground or at home or while teaching inside the classroom. They both had taken teachers from their family members while in the house or while in schools and killed them. This incident has terrorized the village schools, so much, so that children refused to go to school fearing the reprisal. Teachers have fled their schools for safety to district headquarters. They have taken refuge in district headquarters while their schools remained closed in the village.

- Headmaster Muktinath Ghimire of Panini Sanskrit Secondary School in Lamjung's Duragaon was shot dead by the Maoist rebels on the school ground. The rebels have not stated any valid reasons for the murder.
- Teacher Salik Ram Adhikari of Tribhuvan Dhamedia Secondary School in Bhojpur District was murdered by the Kirat Workers' Party, a Maoist organization.
- Teacher Tika Ram Kharel, a teacher of Simle Primary School in Ilam, died in military detention. The government side similarly, killed Gunanidhi Devkota, a teacher at the Surya Jyoti Secondary School in Gorkha.

The above stated cases of murder and detention of teachers are only a few examples. A total of 104 teachers have died since the start of the Maoist insurgency in 1996 (Table 2).

**Table No 2. 1: Teachers killed by the Government & Maoists (1996-2004)**

• Killed by the state	• Killed by the Maoists	• Total teachers killed
• 44	• 60	• 104
• 42.30%	• 57.70 %	• 100%

The Maoist rebels have cited their reasons for killing those teachers saying that they were aiding the security personal to arrest their cadres and passing secret information about their activities. While the Maoists had killed 60 teachers a total of 57.70 in the last nine years after the conflict began. Among those killed, a majority of them belonged to Nepal Teachers' Association (NTA). The government security forces have killed 41 teachers 44.09 percent for providing food and donations to the rebels.

Aside those killed, 928 teachers have been seriously affected by the conflict (Table 2.2). Both sides kept killing, abducting, and arresting the teachers.

**Table No 2.2: Number of Teachers affected by the conflict**

• State	• Maoists	• TOTAL
• 530	• 398	• 928

If we examine the available statistics, the state has killed 44 teachers, tortured 120, Arrested 189 and disappeared 17 teachers. The rebels on the other hand, killed 60 teachers, tortured 108, abducted 74 and disappeared 156 teachers (Table 2.3).

**Table No 2.3 Teachers killed/tortured/abducted/disappeared by both sides**

•	• Killed	• Tortured	• Abducted/arrested	• Disappeared
• Maoists	• 52	• 107	• 62	• 151
• State	• 41	• 120	• 158	• 14
• TOTAL	• 93	• 227	• 220	• 165

Percentage wise, of the total of 203 teachers disappeared; state responsibilities has been as below (Table 2.4).

**Table No 2.4 Teachers disappeared in the conflict (in %)**

Government	Maoists	Total (in percentage)
8.48	91.52	100

If we examine all the four cases of killing, torture, abductions and disappearance of teachers on the basis of the development region, we find that a maximum number of teachers are affected by the conflict in the eastern region followed by the western development region. Of the total of 40 teachers killed in the eastern region, the state killed 18 and the rebels 22. Kirat Workers' Party, a controversial pro-Maoist organization has similarly went on murdering teachers.

A total of 21 teachers were killed in the western region, the rebels killed 11 while the state 10. In the central development region, 13 teachers were killed, out of which the state has killed four and the rebels nine. Another 12 teachers were similarly killed in mid-western region. Out of them, 8 were killed by Maoists and four by government security men.

Seven teachers lost their lives in the far-western region. Of them, the state killed 5 while the rebel guerillas killed 2. All the information is provided in the Table 2.5.

**Table No 2.5 Region - wise death toll on teachers**

Development Regions	Government side	Maoists side	Total death toll
Eastern	18	22	40
Central	4	9	13
Western	10	11	21
Mid-western	4	8	12
Far-Western	5	2	7
<b>Total</b>	<b>41</b>	<b>52</b>	<b>93</b>

Torture, arrest, abductions, and disappearance of teachers are still rampant. The nine-year-old insurgency has left a total of 227 teachers tortured, out of which 120 were tortured by the state while 107 by the Maoists rebel.

On region-wise, a total of 111 teachers in Eastern region were physically tortured. Of them, 67 teachers were tortured by the state while 44 by the rebel guerrillas.

A total of 50 teachers were tortured in western region. Of them, 30 were by state and 19 were by rebels. Similarly, 40 teachers were tortured in the central region. Of them, 21 were tortured in the hands of security forces and 19 in the hands of rebels. A total of 20 teachers were tortured in the mid-west. While rebels tortured 19 of them, the government security forces one. However, no teachers were tortured by the state forces in the far-western region. While the rebels tortured six teachers in the this region.

No mental torture received by teachers during the period of insurgency is recorded. However, a large number of physical torture such as severance of legs and chopping of hands, were reported. Several of those teachers are still undergoing treatment.

## **ARREST/ABDUCTIONS**

At least 248 teachers were arrested or abducted in the course of the nine-year-old conflict. The state arrested 185 while the rebels 62.

The Central Development Region is more severely affected if we examine the data on number of teachers arrested and abducted. In this region, a total of 104 teachers were arrested or abducted. Of them 78 were arrested by the state security forces while 26 were abducted by the rebel guerrillas (Table 2.6).

**Table No 2.6: Region-Wise Arrest/Abduction Of Teachers**

Development Regions	Government side	Maoists side	Total
Eastern	58	13	71
Central	78	26	104
Western	20		29
Mid-western	29	9	38
Far-Western	*	5	5
<b>Total</b>			<b>212</b>

In the mid-western and eastern regions, a total of 71 teachers were arrested or abducted. Out of this number, 58 arrested by the state and 13 abducted by rebels. In the mid-western region, out of the total of 38 teachers, security forces detained 29 while rebels abducted 9 of them. In the western region, a total of 29 teachers were affected. Of them, 20 were detained by security forces and 9 by rebels. In the far-west, rebels had abducted 5 teachers in all.

Those teachers either abducted or arrested were kept in custody for over one year. Some teachers are believed to be still in custody. Some schools were affected by this incident. Schools could not hire temporary teachers to replace those arrested and missing ones in the absence of financial resources. Teachers' absence has upset the school education. They have not been able to hire teachers on their own. Even if the replacement of teacher is allowed, this will be a problem, since they are scared of going to schools. Western development region is the third in the list where teachers were arrested and detained.

During the nine years of armed conflict, the whereabouts of at least 165 teachers is still unknown. The rebels have been on the forefront in disappearing the teachers. Of those disappearing, 121 teachers have been disappeared in the hands of the Maoist rebels while 14 by the state. Eastern and central region had the largest cases of disappearance.

In the eastern region, the state has disappeared 12 while the rebels 39. In the central region, only a teacher is disappeared from the side of the state, while the number from the rebel side is 40.

Western region stands third in the row where the Maoist rebels has disappeared a total of 36 teachers. The state has no record of disappearance of the teachers in this district.

Similarly, in the mid-western region, it is the rebels, which is disappearing the teachers. They have abducted and disappeared at least 23 teachers in this region.

In the far west, the state has disappeared one teacher while rebels 21. To go by the statistics, rebels have targeted more teachers in the western and eastern region.

Some selected Case Studies

#### **DOLAKHA**

- Tilak KC, a resident of Chayama VDC 6 and a teacher of Kalika Secondary School in Hawa was abducted by Maoists on September 13. Kalinag Secondary School's teacher Udhav Siwakoti was murdered after being abducted on Bhadra 28. On August 28, teacher Dalkaji Yogi was similarly abducted by rebels.

#### **KAILALI**

- Teachers of Karnali Higher Secondary School were forced to donate five percent of their salary to rebels.

#### **DANG**

- Legal advisor of Mahendra Sanskrit University Durga Majgaiya in Bijauri was attacked by rebels at his resident while he was asleep. He succumbed to injuries and underwent treatment at the capital's Bir Hospital on September 18.

#### **TAPLEJUNG**

- Teacher Dipak Sherpa of Jyabla Primary School in Ghunsha fled the school on September 14 for safety when the rebels threatened him to kill by hurling a grenade. Three days later, he arrived in district headquarters.

#### **RAMECHHAP**

- Citing threats of Maoists, teachers of Prayageswor Higher School fled their school and arrived at the district headquarters on September 9. They locked the school and left. Since September 10, Pashupati Primary School in Pakarbas was also shut down. Fear of getting crushed between the two warring parties, Doramba's Kakling Secondary School was locked up by teachers as they fled, affecting the education of 600 students.
- Krishna Gopal Shrestha was teaching in Yashma Secondary School when the rebels dragged him outside the classroom and broke one of his legs and left him. Schoolchildren looked on horrorstruck. Prayageswor Higher Secondary School, Pakarbas Budhalaya, Pashupati and Yugjyoti Primary Schools, which were closed due to the conflict, were again opened due to the initiative of the Maoists.
- 32-year-old Som Bahadur Mahat, a teacher of Maitidevi Primary School in Saipu was abducted by rebels.

In November 25, teacher Som Bahadur Mahat was abducted by rebels and fled from the captivity. He was abducted and kept at the Maoist labor camp.

#### **OKHALDHUNGA**

- Guru Prasad Luitel, Chairman of Nepal National Teachers' Association in Okhaldhunga, who was teaching in Gyan Prakash Secondary School, was returning home on September 6 when the rebels abducted him.
- Headmaster Chakra Bahadur Katuwal of Kuhibhir Secondary School was arrested by security forces and disappeared. His whereabouts is still unknown.
- Rajan Dahal, a teacher of Baruneswor Sahid Higher Secondary School was abducted by rebels on November 23

#### **TERATHUM**

- 40-year-old teacher Prem Hangshrod of Sandhu Secondary School and the 15-year-old student Bibek were abducted on September 6 and freed only after the captives agreed to pay donation of Rs 50,000. They are father and son.

#### **PARSA**

- A group of unidentified persons shot Birednra Yadav, 40, headmaster of Sauraha Primary School in Parsa's Sugauli Birta VDC. He was severely injured.

#### **SALYAN**

- Teachers Naresh Oli and Kalika Chanda of Suryodaya Secondary School in Dhakadama were abducted on charges of undercover work but they freed from the captives.

#### **SOLUKHUMBU**

- Prem Bahadur Thapa Magar, a resident of Juming VDC and the chairman of the Children's Organization, headmaster Padam Bahadur Magar of Kharikhola Secondary School, teacher of the same school Bal Kumar Magar and Kesab Bahadur Magar, chairman of the School Management Committee were abducted by rebels.

#### **BAJURA**

- Lal Bahadur Shahi, a teacher at the local school Bhairab Nath Lower Secondary School was abducted by rebels on October 5 for not giving donations.
- At least 25 schools in Bajura were shut down due to fear of getting crushed in the clashes between the warring parties. Over 100 teachers were displaced thus.

#### **NUWAKOT**

- Pashupati Dhungana, a teacher at the Siddhi Ganesh Secondary School was arrested by plainclothes men on September 24. They were security personnel.

## **RUKUM**

- The rebels banned the recruitment of permanent teachers to schools outside the district headquarters. The government recruited those teachers who had passed their teacher's certification examination held back in 1985 in those districts due to the shortage of teachers but the rebels stopped them from joining the duty.

## **PARBAT**

- Maoists abducted five including a teacher and a 60-year-old woman on alleged charges of killing a schoolteacher of Swadharma Secondary School. Schoolteacher Jayadev Poudel, who was murdered, was teaching at the local Swadharma Secondary School.

## **BHOJPUR**

- Teacher Dillisher Rai of Manedanda Secondary School in Yalu VDC was taken action by the Maoist on charges of sexual exploitation.
- At least 52 students of Bhojpur campus, who were writing their BA first year exam ran out of the exam hall after the Maoist opened fire at the security guards in the exam. The incident disturbed the exam for about thirty minutes.
- Teacher Sri Harsa Subedi, 40, who was teaching in Deependra Secondary School was shot dead by the rebels while he was going to Tulsipur on a Motorcycle on Kartik 25 near the Tribhuvannagar Municipality 11.

## **PANCHTHAR**

- Dhan Kumar Bhandari, a local teacher residing in Subhang VDC 9 was abducted and freed after 11 days.

## **MAKWANPUR**

- Gokarna Aryal, a teacher, who was abducted from Daman 2 Dhartikhola was murdered by rebels later.

## **PALPA**

- The Gandak Bureau of the Maoists western region command issued a notice in Palpa's district headquarters asking the teachers to donate their 12-days of monthly salary.
- Security forces beat up 13 schoolteachers of Balhit Secondary School in Tansen on December 3. Their school thus closed down as teachers protested.

## **KHOTANG**

- Hari Prasad Bhattarai, teacher of Chisapani Higher Secondary School in Dambarakhu Sibhalaya VDC 8 and his relatives and members of the Nepal Students' Union -Dak Mani Koirala and Durga Prasad Koirala were killed by security forces on December 6 (Mangsir 20). They were found dead at the Kavre Khola, Chisapani area.
- Maoists set ablaze the education office in Diktel, the district headquarters of Khotang on November 14.

## **MORANG**

- Ratna Bahadur Raut, teacher of Koshi Lower Secondary School and Shanta Kumar Rai, an employee of the Sushma Koirala Memorial Trust were abducted by rebels on November 28.
- At least 32, 222 teachers in Morang were upset and disturbed by the incidents of teachers being abducted and killed.
- Balman Baraily, a local teacher of Kalika School was on his way to school from his house at Dhumke on December 3 (Mangsir-18) when he was arrested by plainclothesmen claiming to be security forces. The 28-year-old teacher was later shot dead near the Devkota Primary School.

## **GORKHA**

- Eight years after writing their exams, teachers were recruited in schools. But the Maoists stopped them from joining the posts. This has created a crises in schools and education administration. A total of 146 teachers were recruited for the secondary-level schools while another 217 were appointed for the lower secondary and primary.

#### **SYANGJA**

- Teachers Tirtha Dhakal and Tulsi Rimal of Sankhar VDC were abducted by rebels on charges of assisting the security forces for killing their cadres.

#### **RAUTAHAT**

- Nagendra Pandey, headmaster of Pothiyahi School in Pothiyahi VDC 5 and teacher Laxmi Narayan Das, Amresh Mishra were charge of remaining absent from school and the guardians locked up the school indefinitely.
- Binda Raya, a teacher of a local school in Sonariya VDC 2 was abducted by rebels from his house.

#### **DHADING**

- Those teachers who have passed the Teacher's Service Commission exam and recruited, were barred from joining the school without obtaining prior permission from Maoists. The later even threatened to take action against the headmaster if he recruited those teachers.

### **5.3 Effects on Students**

- Roshan Pun, a four-year-old, studying in nursery class at Diamond School in Lekhnath Municipality of the Kaski district, died in a bomb blast on October 28, 2003. He was playing in the verandah of his house, when a bomb pelted by the rebels targeting a passing-by bus, hit him and exploded.
- 15-year-old Resham Bahadur, a local student in Dhading district, Salyanagar VDC, died in a landmine explosion planted by the rebels in October 2003.
- Sushma Ale of Kakati Primary School in Udayapur and Muna Maya Ale, Lila Maya Ale and Dik Bahadur Ale of Panchayati Secondary School in the same district were killed when the security forces open fired.
- Yam Bahadur Gurung, a nine grader of Iritar Secondary School in Ilam, died of bullet injuries in Ashoj 25, 2060 BS when security forces open fired.
- Devendra Chengbang, a student of Mahendra Secondary School in Taplejung, was killed when the police personnel entered his classroom and shot him.

#### **KATHMANDU**

- 22-year-old Dipak Gurung, a 12<sup>th</sup> grader of the Mahendra Rastriya Secondary School in Baluwatar, Kathmandu died of bomb explosion in September 7 (Bhadra 22). The Maoist rebels allegedly planted the bomb.
- Former treasurer of the Rastriya Prajantrantra Students' Union Dipendra Thapa, 26, was shot dead by the Maoists at the Capital's Chakrapath Basundhara area on September 11.
- The Royal Nepalese Army (RNA) on September 14 raided the capital's Amrit Science College, Mahendra Ratna Multiple Campus, Tri Chandra College and stormed the hostels suspecting that the Maoist students were hiding there.

#### **SIRAHA**

- 13-year-old girl Sita Kumari Ram of Lahan Municipality 1, died of bomb injury in hospital on August 31. The bomb was thrown by the Maoists in a bid to attack the nearby police post.

#### **PARSHA**

- Nirmaya Shrestha, a three-year-old child was injured when the rebels hurled a bomb targeting a traffic police at the Birgunj Power House on October 16.

#### **KAILALI**

- Sona Singh, a 12-year-old girl studying in a local school in Dhangadi Municipality 12 was killed in a shooting that took place between the armed men.

#### **MORANG**

- On Kartik 26, the 18-year-old student of Rajghat 4 Balabhadra Khadka was killed by the Maoists at the Durgapuri Chowk on charges of theft by disguising himself as Maoist. He was shot dead after four days of captivity.
- Ram Bahadur Karki, headmaster of Hirk Lower Secondary School in Sanischara 1 died after two unidentified youths stabbed him with knife. Karki died while undergoing treatment soon after the attack.
- ANNISU-R shut down the schools of Mechi and Koshi on Mangsir 2. Their contention was that the government failed to listen to their demands. They also demanded that the army camp constructed with in the school compound of the Bishnu Secondary School in Chyangthapu, Panchthar be removed immediately. They demanded a probe into the alleged murder of their cadre Raj Kumar Khadka.
- Ekraj Basnet, Kumar Bhattarai and Prakash Karki all of them members of the Mahendra Morang Campus unit were arrested by security forces on August 28.

#### **DANG**

- At least two children of the same family and another person died in a bomb blast on Aswin 25 after grenade left during the Maoist attack on the Armed Police Force training center in Balubang attack. Five-year-old Dependra and eight-year-old Deepak and their fifty five year old grandmother died in the blast.

#### **PANCHTHAR**

- Aindra Begaha, a member of ANNISU-R and Chiranjibi Lamichane, district secretary of the ANNISU-R in Panchthar were arrested from their hometown by security forces on September 10.

#### **DOTI**

- On August 29, the Maoists abducted 46 school students of Raghunath Secondary School.

#### **PARBAT**

- Tribhuvan Higher Secondary School's principal Thakur Prasad Sharma of Shankar Pokhari VDC was abducted on September 30.

#### **DHADING**

- Plainclothes security men detained and disappeared Dipendra Sharma, a 24-year-old student in Dhading Aginchowk 5 on September 11. He was arrested from Chitwan. He was studying in Tri Chandra College and had eye problem.
- 16-year-old Yogesh Gurung, a tenth grader at the local Mahendradaya Secondary School was shot dead by the security forces suspecting him as a Maoist.
- Resham Bahadur Kumal, 19, was going to school on Kartik 19, when he died of landmine explosion on his way to school. The Maoists planted the landmine.

#### **SUNSARI**

- Lochan Dhamala, president of the Sunsari district ANNISU-R and a student were arrested by security forces on October 8.

#### **TAPLEJUNG**

- Rebels on Asoj 9 abducted Kabita Neyong, a 21-year-old student of Mahendra Multiple Campus in Dharan.

### **MUGU**

- On Kartik 19, Maoists freed 29 students of Riwa Secondary School. They were eighth, ninth, and tenth graders.

### **ILAM**

A large number of students filled Saraswati Secondary School after the students in a nearby school were displaced due to security situation

### **SIRAHA**

Police arrested Janak Lal Yadav, campus unit chairman of the Free Students' Union. He was arrested previously too.

### **DISAPPEARANCE OF STUDENTS**

The Maoist rebels is responsible for the 99.77 percent of the total students disappeared since the beginning of their People's War in 1996. The state on the other hand has resulted in the disappearance of 0.23 percentages of the total students.

Though it is widely said in Nepal that today's students are tomorrow's leaders, they have been killed, abducted and arrested following the conflict between the Maoists and the government. Both the sides Maoist and the government security forces have violated their rights.

Since the last one decade after the Maoists started their so-called "people's war", at least 40 students have been killed. Similarly, 42 students have been detained and more than 300 remain abducted. The whereabouts of 5,729 students remains still unknown.

**Table No. 3.1: Students Killed, tortured, arrested and abducted**

	Total students Killed	Tortured	Arrested	Abducted
Government Side	23	12	102	13
Maoist Side	17	30	276	5,716

Though a detailed study on the killings of students is yet to be carried out, the state has been accusing them of supporting the "terrorists". If we see the above table, the state is responsible for the 57 percent of the total students killed while the rebels are responsible for the remaining 43 percent of deaths among students killed. In the course of the last one decade, following the Maoist insurgency, at least 23 students were killed by the state while the rebels killed 17. There is no difference in the strategy and attitude in which the state and the rebels have adopted if we see the death toll. Their intention to kill has been exposed in their tactics.

This is clearly exposed in the incidents where innocent students were killed in the crossfire and bomb explosion. Both the security forces and the rebels had used schools as their safe haven in order to finish each other. In some instances, as stated above, security forces have entered the school premises and fired shots killing innocent schoolchildren, who had gone there for their education. This incident has sure to upset their psychological and mental well-being. There is a huge urgency for everyone, including the warring parties to think of the

future generation and their safety. They have to ensure the parents that they are without fear to send their children to school.

If we examine the trend of killing students, eastern development region ranks first among other development regions. The conflict has killed at least 15 students (nine students by the state and six by rebels) in this region.

Mid-western development zone ranks second in the list with the death toll of students from the conflict totaling 10. Among them, state has been responsible for the death of 4 and the rebels 6.

In the far-western and the central development region, the state is responsible for the death of 6 and 4 students respectively while the Maoist rebels have killed five & six.

The government security forces in the western development region and the rebels in the far-western region have however, killed none of the students.

If we compare and contrast the statistics on death toll each side on the basis of the development regions, the security forces is responsible for 39.13 percent of the total deaths in the eastern region while the rebels accounted for 35.29 percent.

**Table No. 3. 2 Region-Wise Death Toll On Students**

Development Regions	Government side	Maoists side	Total death toll
Eastern Region	9	6	15
Central Region	4	1	5
Western Region	0	5	5
Mid-western region	4	5	9
Far-Western Region	6	0	6
TOTAL	23	17	40

On percentage-wise, the government security forces is responsible for the total of 26 percent of deaths, which occurred in the far-western region and 17.39 percent in mid-western while the rebels are responsible for 29.41 percent and 5.89 percent in mid-western and western regions respectively.

The study shows that the state has given more torture to students in central development region. The state has tortured 10 students in this region, which accounts for 83.33 percentages of total cases of torture received by the students at the hands of the government security forces. The western region accounts for 16.67 percent of the cases of torture with two students reported tortured in the region. However, there is no case of students tortured by the state side in eastern, mid-western and far-western regions. The rebels had tortured maximum number of students in mid-western region. At least 20 students were tortured by rebels in this region, which accounts for 70 percent of cases of torture. Rebels have however, not given torture to students in far-western and western regions.

**Table no. 3.3 region-wise students tortured by both sides**

Development Regions	Government side	Maoists side	% of students tortured by state	% of students tortured by rebels
Eastern Region	0	1		3.45
Central Region	10	20	83.33	68.96
Western Region	2	0	16.67	
Mid-western region	0	8	*	27.59
Far-Western Region	0	0	*	*
TOTAL	12	29	100 %	100 %

Even as the state has killed more number of students in the past one decade of conflict, the rebels have been found to be topping the lists in cases such as abduction of students, torture and disappearance. Since the Maoists uprising, 13 students have been disappearing from the state side while 5,716 students have been disappearing at the hands of the rebels.

**Table No. 3.4: STUDENTS ARRESTED/ABDUCTED FROM BOTH PARTIES**

Development Region	Number of students Arrested (by state)	% of Students Arrested (by state)	Number of students Abducted by rebels	% of Abducted by rebels
Eastern region	14	13.86	3	2.54
Central region	3	2.96	15	5.43
Western region	75	75.25	75	27.17
Mid-western	5	4.95	36	13.04
Far-western	3	2.96	143	51.82
TOTAL	100		272	

If we examine the arrest and abductions of students on region basis, the state has arrested a record number of students from the western region, where 75 students (75.25 percent) were arrested by security forces. This is followed by eastern region, where the state arrested 14 students (13.86 percent). In mid-western, the state arrested 5 (4.95 percent) and three each (2.96 percent) in central and far-western regions.

The rebels on the other hand, accounted for the largest number of abductions in far-western region, where they abducted 143 students (51.82 percent). In the western region, they abducted 75 students (27.17 percent) and 36 (13.04 percent) in mid-western region. They abducted 15 (5.43 percent) from the central region and three (2.54 percent) from the eastern region.

**Table No: 3.5 Disappearance of students**

Development region	Number of students disappeared (by state)	% of disappearance (by state)	Number of students disappeared by rebels	% of disappearance by rebels
Eastern region	1	7.69	*	*
Central region	12	92.31	3,640	63.68
Western region	*	*	2,075	36.30
Mid-western	*	*	1	0.02
Far-western	*	*	*	*
TOTAL	0.23	100	99.77	100

Cases of disappearance on region-wise show that the state has led to the disappearance of a maximum number of students (12 or 92.31 percent) in central region followed by one (7.69 percent) in eastern region. In western, mid-western and far-western development regions, no case has been found on disappearance of students by the state.

However, the rebel forces have been responsible for the disappearance of a maximum number of students in the central region where 3,640 students (63.68 percent) were missing at one time. In western region, 2,075 students (36.30 percent) disappeared at the hands of the rebels. In addition, in the mid-western region, one student (0.02 percent) has been made to disappear. They have, however, not disappeared the students in the far western and eastern regions.

## Case study Analysis

### 5.1 Case Study by NHRC

The CPN (Maoist) have been found to have been in serious contravention of the Common Article 3 of the Geneva Conventions by breaching the widely accepted norms of schools as zones of peace, reports compiled by National Human Rights Commission (NHRC) on the basis of collected evidence and documents, the field study done by Nepal Bar Association, and the report submitted to the Commission by the Children as Zones of Peace Campaign states a report of the National Human Rights Commission." Upon the analysis of the facts received, the so-called cultural program conducted by the Maoists had put the lives of the teachers, students and others present in the school premises in great risk. The shots fired by the security forces without considering the pleas of students and without giving the Maoists any opportunity to surrender causing the deaths of 4 students and 10 other people and injuries of 5 children has seriously violated international humanitarian law, human rights principles and prevailing Nepalese law. The NHRC has thereby recommended HMG for the compensation to the victims and punitive measures for the perpetrators.

After the incident in Sarada School, dozens of schools in the village including the Bhawani Lower Secondary, Kalika Primary, Saraswati, Pashupati, Panchodaya, Kafleshwor, Dandabandh and Dhajada were closed indefinitely.

There were hardly any students coming for new admission. Two students who came for their admission in Dilpeshwor Secondary School on Thursday, refused to talk to media persons. Their parents also declined to pass any comment when asked about the situation in the village. They only spoke in chorus: "Do we gain anything by expressing our trouble to you?" "We only know in our hearts how deeply we have been affected by this war."

Those parents, who are well off, have sent their kids to schooling elsewhere in the town areas such as Mhanedranagar and Dhangadi, where the students have security. The rest, who have no money, have no option but to flee the war-torn villages or risk their lives. The schools on the other hand face critical shortage of students and suffer from financial crises. The fleeing of students and teachers has made the situation even worse. Then came the school strikes called by the rebels against the killing of their cadres by the army. Except a few schools in the district headquarters, most of the schools in the southern parts of the districts were closed for three days in remote villages.

Bishnu Prasad Joshi, Chairman of the School Management committee of this school, where 20 dead bodies were buried, doubts in the reopening of the school. Journalists were the first to reach the school after the incident took place a week later. None, not even the human rights activists were bold enough to venture out there. Nepal Red Cross Society reached here 22 days later and distributed relief materials to the families of those whose children were killed.

"I had sent my son to school but he was killed," Hira Dev Joshi said in tears. His son Yadunath, who was a student in Sarada Higher Secondary School, was killed when the security forces opened fire targeting the rebels, who were organizing program in the schools. The family members now demand for compensation from the government. The government, has however, assured a new program for the schools in this VDC.

### 5.2 Other Case Studies

**A. DOTI.** As the conflict intensifies day by day since the talks between the Maoists and the government failed in August 2003, various schools in this district continued to be shut down. Parents in Mudvara VDC are still afraid to send their children to school. The incident of the

October 13, 2003 is still fresh in their minds. On this day, security forces killed six Maoist rebels and four school students in the school ground of Sarada Higher Secondary School. Five other students sustained bullet injuries during the firing. The foul smell from the dead bodies lying scattered around the school premises remained for about a week after the shooting took place. Eleven days later, the deserted school looked like a graveyard. Students and teachers have stopped coming to the school. Teachers have fled. A team of security personnel buried the dead bodies near the school ground a week later. But the foul smell has not yet gone. Later, the dead bodies of the rebels were taken out from the ground and disposed off in the fields. But the parents are still scared to send their children to this school. Eight other schools have closed in this village following the incident. None of them has re-opened thus far.

The rebels forcefully asked the students to remain in the school for observing their cultural program. "Some students were forced to go back to school after the school hour to watch their program," says a local guardian. "By the time those students reached near the school, firing was going on and they were killed." Textbooks and notebooks still lay scattered in the school ground. The fleeing students left them after the firing began. In some places, blood patches were partially buried by mud. School buildings carry numerous bullet holes anywhere.

"What will our students learn in that graveyard?" asks an elderly person, when reporters inquired about the situation. Madan Bahadur Bhandari, a student of that school, who narrowly survived the bullets in the incident, is terrified to go to school again. He has not forgotten that terrible day. His friend Ram Bahadur Bohra, a tenth grader in that school has fled to Dipayal, the district headquarters for safety. He does not like to return to his classes. Instead, he prefers washing dishes in hotel rather than going back to that school. Bhandari and Bohra are not the only students who were deeply affected by this incident. There are nearly four dozens of students who have left the village unable to behold the terrific scene of human massacre that occurred before their eyes. They do not like to be caught in the war between the two forces. Locals say some of these students had already left for India, to work.

**B. RAMECHHAP:** Hundreds of teachers have fled the schools following the Dorambha incident, in which security forces gunned down 19 Maoist rebels in August 2003. After the incident, the Maoist rebels killed two locals suspecting them of supplying the information to the army on their whereabouts. After that, teachers left the schools one after the other, fearing the atrocity. Most students fled from Kakling Secondary School of Dorambha, Dhobikhola and Kharidhunga Primary Schools. These schools are yet to be re-opened. In some schools where teachers refused to return, parents have arranged temporary teachers to run them. Some teachers have gone to the district headquarters for their safety and never returned.

**C. BAJURA:** At least 25 schools remained closed in this forlorn hilly district in the far-western development region. Those schools were closed since both the rebels and the security forces kept on harassing the teachers. The rebels kept on organizing their program in schools. The government forces kept on questioning and threatening the teachers and head teachers for allowing the rebels to enter the school premises. Teachers have no option but to quit the school and go home in such a situation, says a schoolteacher requesting anonymity. He says over 100 teachers have left the schools. The rebels often come to the school and organize mass meeting but the government forces come and harass the schoolteachers, locals say.

The fear of abduction has also led to mass exodus of teachers and disruption of classes in this remote district. Teachers -- Lal Bahadur Shahi and Bhote Giri, who were teaching at Bhairavnath Secondary School in the south of this rural district, remain abducted. Their whereabouts is still unknown. The Maoists abducted them two months ago. While Shahi was abducted for not providing donations to the rebels and for supporting the Nepali Congress (NC) party, Giri was said to be abducted for one of his sons was serving in the Armed Police Force (APF).

**D. MORANG:** The Maoist-aligned All Nepal National Independent Students' Union (Revolutionary) ANNISU-R forced the closure of schools placing their seven-point demand before the government. The union in a statement said the closure would remain effect in two eastern zones Mechi and Koshi. One of their demands states that the government must immediately remove the army barracks from schools. Panchthar district, security personnel have converted the Bishnu Secondary School into a military barrack, the union said in the statement. They also demand for the release of their central members, who were arrested and their whereabouts unknown thus far. The union's call for a strike has led to the closure of schools in neighboring districts. In Ilam, the news has led to widespread closure of educational institutes all over the districts. The union has also threatened to take action against "corrupt" teachers. This has left the teachers at home in fears. When contacted, the DEO said the closure was due to the spread of rumors and there was no threat from the union.

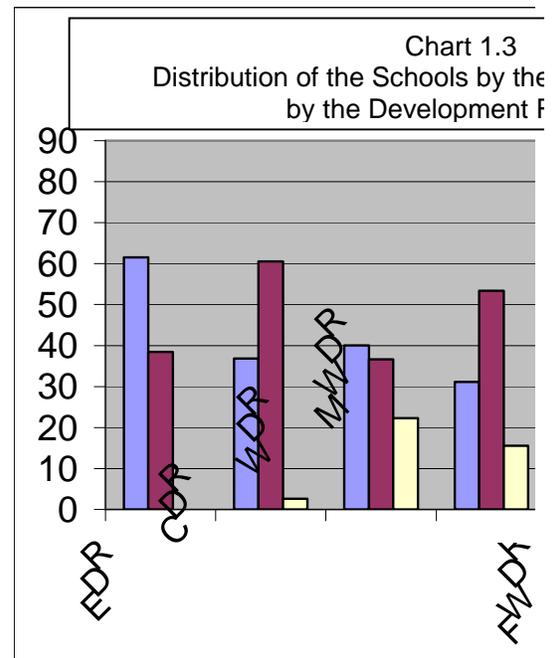
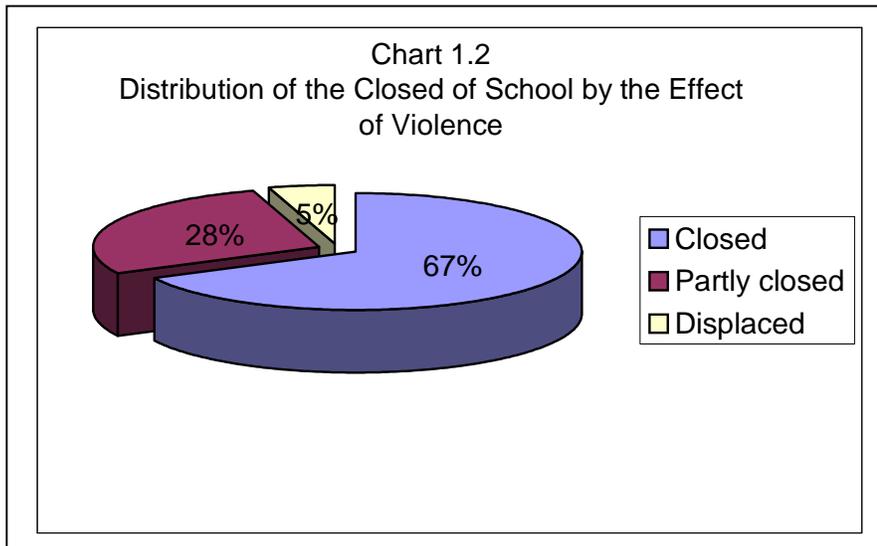
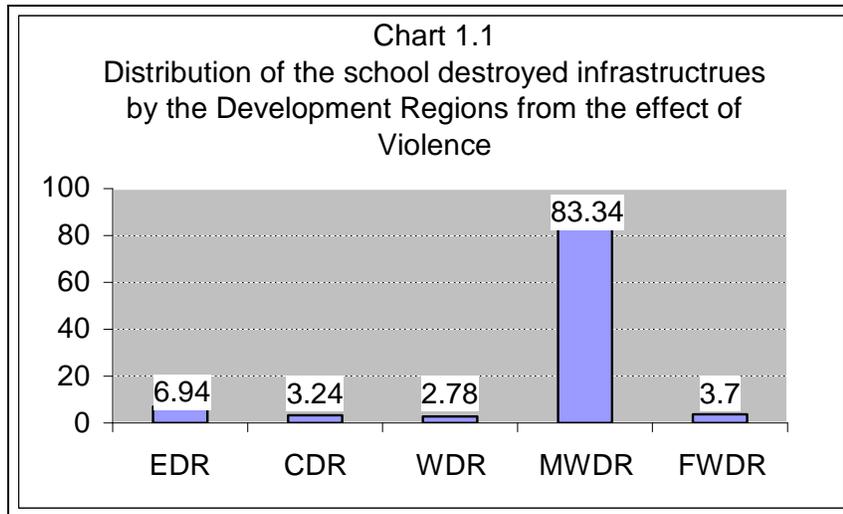
**E. JHAPA:** Maoist rebels killed a 18-year-old school student. Balabhadra Khadka, who was studying in a local school in Rajghat, was abducted by the rebels and killed four days later. Eyewitnesses said the student was shot pointblank at his head. After killing him, the rebels left a note stating that he was killed for being a "fake Maoists" and for carrying out immoral activities such as theft in the name of the Maoists.

**F. DANG:** Participants at a program held in Tulsipur concluded that eight-year-old insurgency in Nepal has gravely upset the rights of the children. Participants even blamed the Maoists for using children in armed conflict. Children were asked to share their feelings. Binita Upadhyaya, a young girl, during the program, said the political parties have been using children for achieving their vested interests, thereby violating the rights of the child. Another young student Rishi Ram Khanal, accused the rights groups of not protecting the rights of the child. "They are responsible for violating our rights."

**G. KATHMANDU:** As more and more teachers are abducted and schools remain closed, voices from Kathmandu began to pour in. People have condemned the abduction of teachers and disruption of school calendar. Among those who raised the voices were teachers' union, human rights groups, and the guardian's association. Both Maoists and security forces were blamed for the abductions and disappearance of teachers. On one instance, general secretary of Nepal Teachers' Association demanded the whereabouts and release of teacher Padmapani Neupane. He was teaching in a local school in Gulmi. Over 100 teachers were killed and several injured in the eight-year-old insurgency. Teachers have become easy pray to Maoists and army. In a gruesome incident last month in Ramechhap, the rebels broke a teacher's leg. Teacher Krishna Gopal Shrestha was teaching in a secondary school when a group of Maoists came and abducted him. A few hours later, they left him with broken leg. In Gulmi district, teachers are forced to pay a part of their salary to the rebels. The security forces hunt down the teachers if they paid donations to the rebels but the latter threaten teachers for life if they did not donate them. This has left the teachers in critical situation. The rebels have launched the donation campaign all over the district. They have not only asked donations from teachers but also from the businessmen and from the humble down-to-earth villagers. One of the teachers admitted he pays donations but did not reveal the amount for fear of atrocities. Sad and looking desperate to quit the job of teaching, he came to district headquarters. For instance, Maoists have asked for donations ranging from Rs 50,000 to five million from the servicemen and businessmen in Gulmi district alone. In their letters, they have asked each one to donate or face the consequences. Extortion in Jajarkot and adjacent districts are nonetheless treacherous. A businessman unwilling to disclose his identity said he was threatened to donate cash amounting to Rs 50,000 or face disastrous consequences. Maoists have sent a letter to him stating so.

## Quantitative Analysis

### 6.1 Information on Schools



### 6.2 Information on Teachers



Chart 2.1  
Distribution of the Toured Students by the  
Effect of Violence

Chart 2.2  
Distribution of the Killing Teachers by the Effect of  
Violence

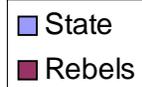
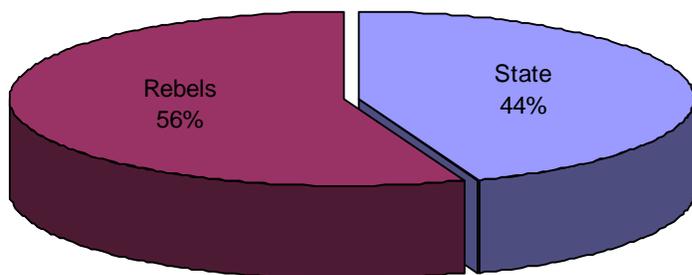
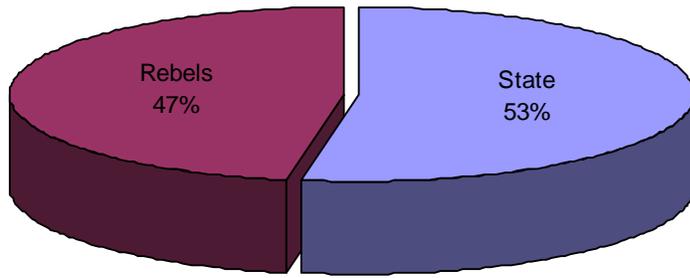
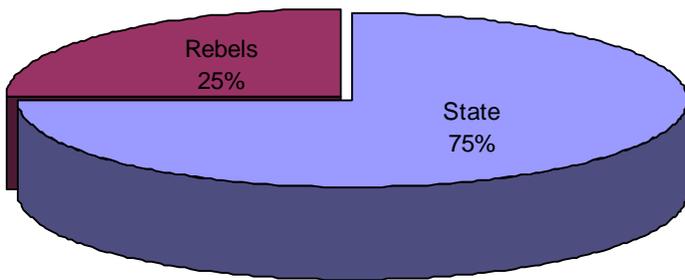


Chart 2.3  
Distribution of the Tortured Teachers by the Effect  
of the Violence



■ State  
■ Rebels

Chart 2.4  
Distribution of the Arrested/Kidnapped Teacher by the  
Effect of Violence



■ State  
■ Rebels

Chart 2.5  
Distribution of the Displaced Teachers by the Effect of Violence

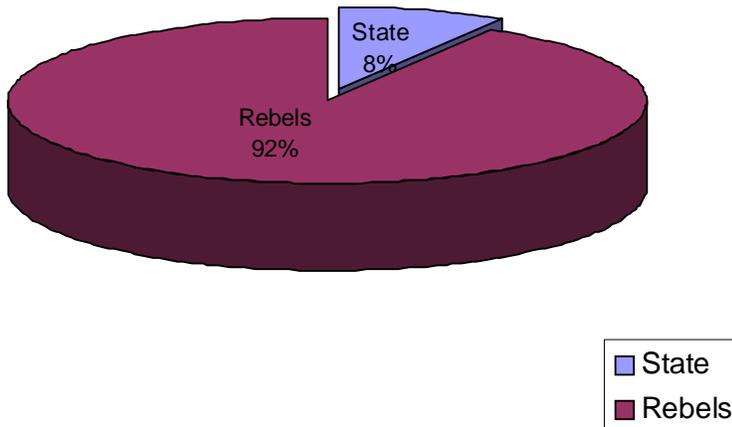


Chart 2.6  
Distribution of the Killing Teachers by the Development Regions

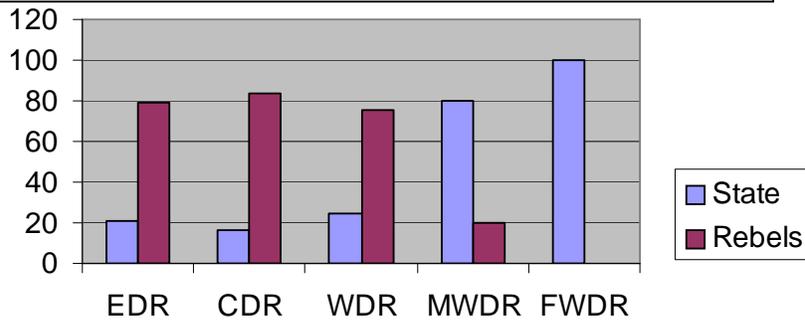


Chart 2.7  
Distribution of the Tortured Teachers by the Development Regions

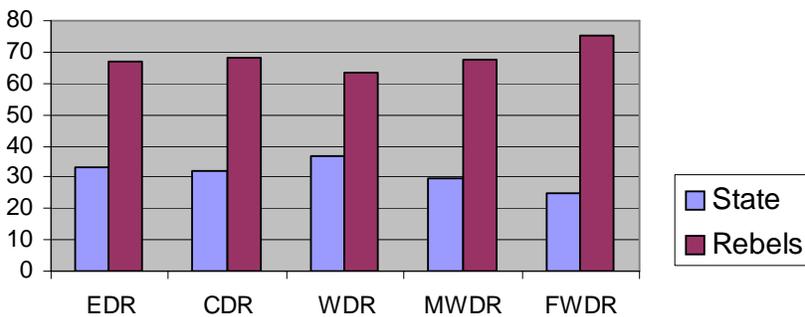


Chart 2.8  
Distribution of the Arrested /Kidnapped Teachers by the Development Regions

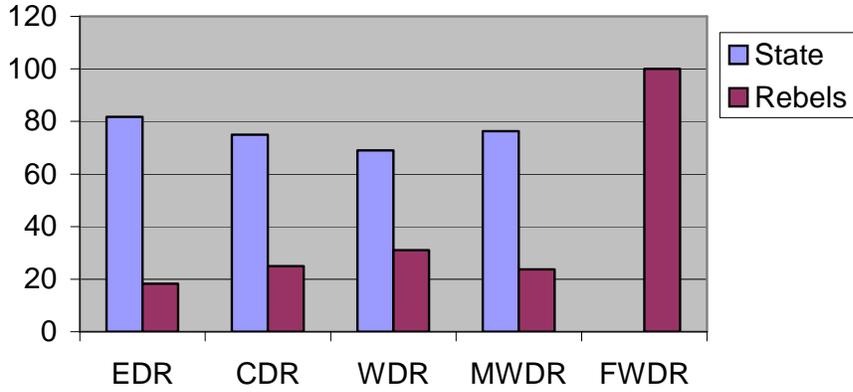
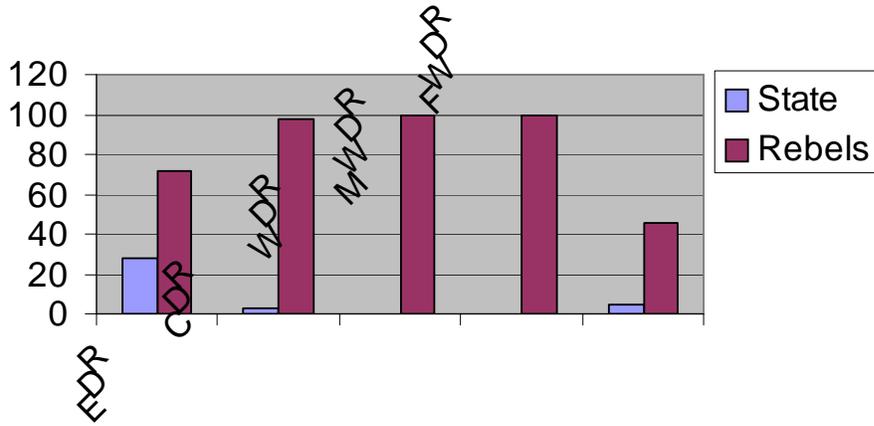


Chart 2.9  
Distribution of the Displaced Teachers by the Development Regions



### 6.3 Information on Students

Chart 3.1  
Distribution of the Killed Students by the Effect of Violence

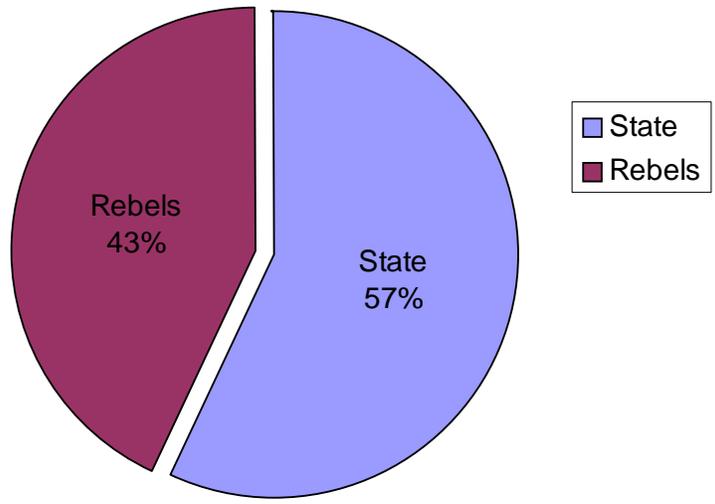


Chart 3.2  
Distribution of the Arrested/Kidnapped Students by the Effect of Violence

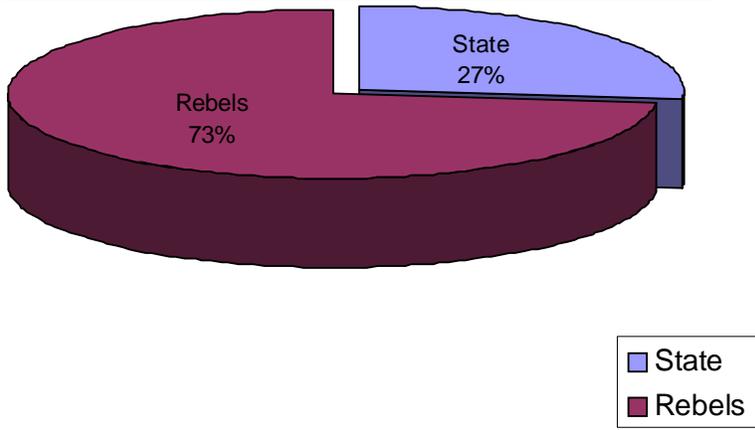


Chart 3.3  
Distribution of the Displaced Students by the Effect of Violence

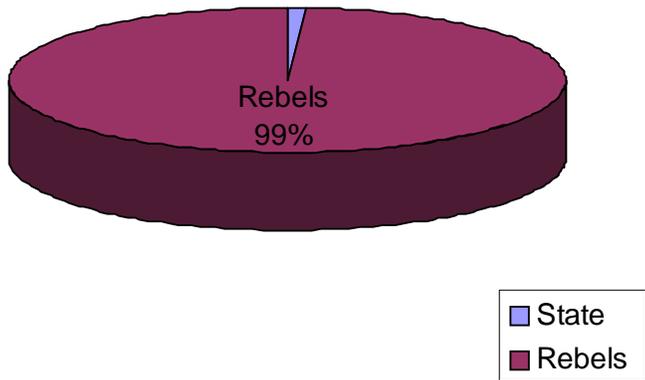


Chart 3.4  
Distribution of the Arrested/Kidnapped Students by the Development Regions

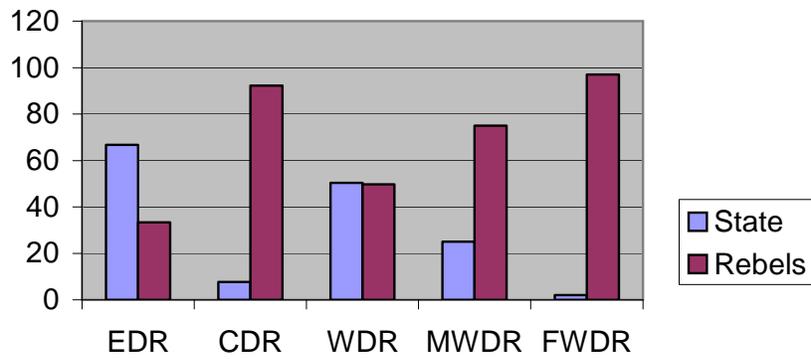


Chart 3.5  
Distribution of the Displaced Students by the  
Developing Regions

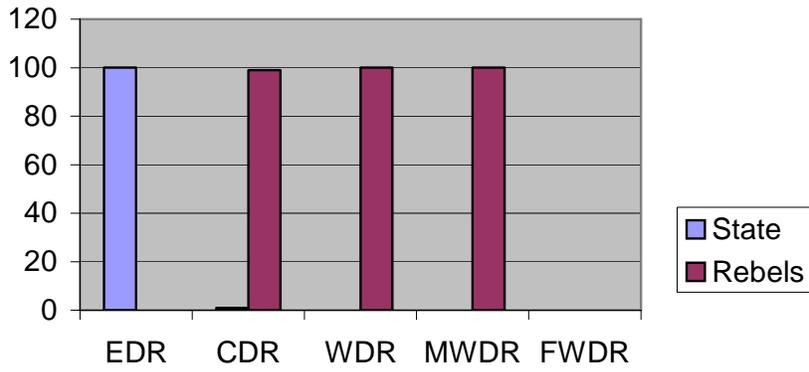
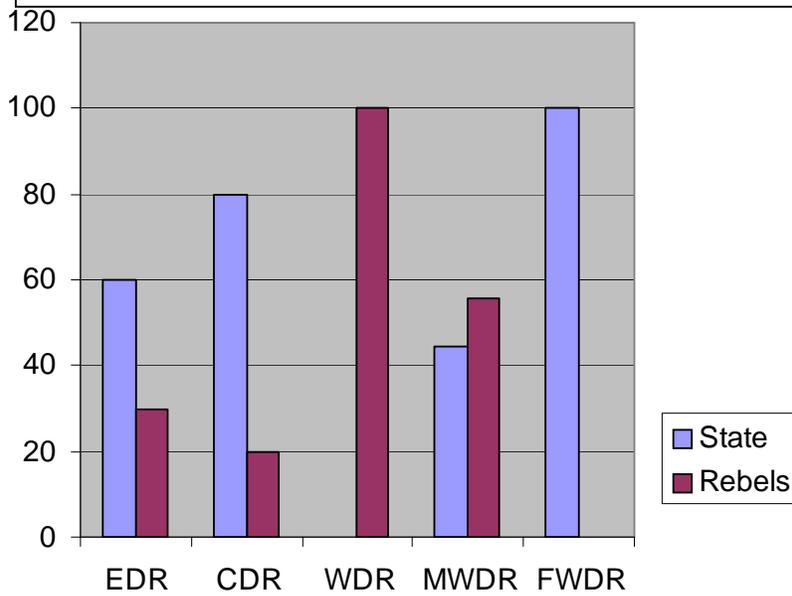
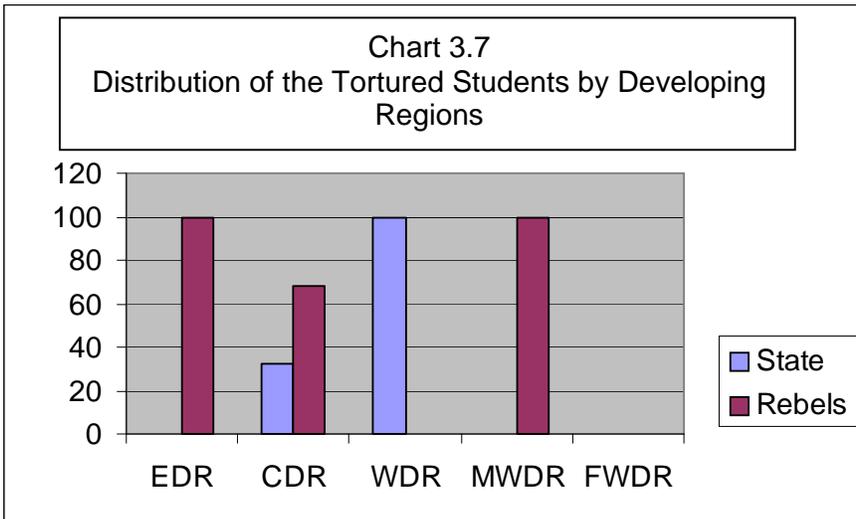


Chart 3.6  
Distribution of the Killing Students by Development  
Regions





#### 6.4 Tabulation of the Information

**Table 6.4.1: Frequency and Percentage Distribution of students by the effects of violence**

Kinds of Violence	State		Rebels	
	Frequency	Percent	Frequency	Percent
Killed	23	15.42	17	0.28
Tortured	12	8.01	30	0.49
Arrested/Kidnapped	101	67.85	276	4.57
Displaced	13	8.72	5716	94.66
Total	149	100.0	6039	100.0

Source:

**Table 6.4.2: Frequency and Percentage Distribution of Killing Students by the State and Rebels**

From Whom	Killing Students	
	Frequency	Percent
State	23	57.0
Rebels	17	43.0
Total	40	100.0

**Table 6.4.3: Frequency and Percentage Distribution of Tortured Students by the State and Rebels**

From Whom	Killing Students	
	Frequency	Percent
State	12	28.57
Rebels	30	71.43
Total	42	100.0

**Table 6.4.4: Frequency and Percentage Distribution of Arrested/ Kidnapped Students by the State and Rebels**

From Whom	Arrested / Kidnapped Students	
	Frequency	Percent
State	101	26.79

Rebels	276	73.21
Total	377	100.0

**Table 6.4.5: Frequency and Percentage Distribution of Displaced Students by the State and Rebels**

From Whom	Displaced Students	
	Frequency	Percent
State	13	0.23
Rebels	5716	99.77
Total	5729	100.0

**Table 6.4.6: Frequency and Percentage Distribution of teachers by the effects of violence**

Kinds of Violence	State		Rebels	
	Frequency	Percent	Frequency	Percent
Killed	41		52	
Tortured	120		107	
Arrested/Kidnapped	185		62	
Displaced	14		151	
Total	360		372	

**Table 6.4.7: Frequency and Percentage Distribution of Killing teachers by the State and Rebels**

From Whom	Killing Students	
	Frequency	Percent
State	41	44.09
Rebels	52	55.91
Total	93	100.0

**Table 6.4.8: Frequency and Percentage Distribution of tortured Students by the State and Rebels**

From Whom	Killing Students	
	Frequency	Percent
State	120	52.86
Rebels	107	47.14
Total	227	100.0

**Table 6.4.9: Frequency and Percentage Distribution of Arrested/kidnapped Teachers by the State and Rebels**

From Whom	Arrested/kidnapped	
	Frequency	Percent
State	185	74.90
Rebels	62	25.10
Total	247	100.0

**Table 6.4.10: Frequency and Percentage Distribution of Displaced Teachers by the State and Rebels**

From Whom	Displaced	
	Frequency	Percent
State	14	8.48
Rebels	151	91.52
Total	165	100.0

**Table 6.4.11: Frequency and Percentage Distribution of school by the effects of violence**

Kinds of Violence	Rebels	
	Frequency	Percent
Closed	475	67.57
Partly closed	195	27.74
Displaced	33	4.79
Total	703	100.0

**Table 6.4.12: Frequency and Percentage Distribution of destroyed schools' infrastructures by the effects of violence,**

Types of destroyed Infrastructures	Rebels	
	Frequency	Percent
	216	

**Table 6.4.13: Frequency and Percentage Distribution of Students by the effects of violence by development regions from state**

Development regions	Killed		Tortured		Arrested/Kidnapped		Displaced	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
EDR	9				14		1	
CDR	4		10		3		12	
WDR			2		76			
MWDR	4				5			
FWDR	6				3			
Total	23		12		101		13	

**Table 6.4.14: Frequency and Percentage Distribution of Students by the effects of violence by development regions from Rebels**

Development regions	Killed		Tortured		Arrested/Kidnapped		Displaced	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
EDR	6		1		7			
CDR	1		21		36		364	
WDR	5				75		207	
MWDR	5		8		15		1	
FWDR					14			
Total	17		30		27		571	

**Table 6.4.15: Frequency and Percentage Distribution of killed Students by the effects of violence by development regions from state and Rebels**

Development regions	State		Rebels	
	Freq	Percent	Freq	Percent
EDR	9	39.13	6	35.29
CDR	4	17.39	1	5.89
WDR			5	29.41
MWDR	4	17.39	5	29.41
FWDR	6	26.09		

Total	23	100.0	17	100.0
-------	----	-------	----	-------

**Table 6.4.16: Frequency and Percentage Distribution of Tortured Students by the effects of violence by development regions from State and Rebels**

Development regions	State		Rebels	
	Freq	Percent	Freq	Percent
EDR			1	3.33
CDR	10	83.33	21	70.0
WDR	2	16.67		
MWDR			8	26.67
FWDR				
Total	12	100.0	30	100.0

**Table 6.4.17: Frequency and Percentage Distribution of Arrested/ kidnapped Students by the effects of violence by development regions from State and Rebels**

Development regions	State		Rebels	
	Freq	Percent	Freq	Percent
EDR	14	13.86	7	2.54
CDR	3	2.97	36	13.04
WDR	76	75.25	75	27.17
MWDR	5	4.95	15	5.43
FWDR	3	2.97	143	51.82
Total	101	100.0	276	100.0

**Table 6.4.18 : Frequency and Percentage Distribution of Displaced Students by the effects of violence by development regions from State and Rebels**

Development regions	State		Rebels	
	Freq	Percent	Freq	Percent
EDR	1	7.69		
CDR	12	92.31	364	63.68
WDR			207	36.30
MWDR			5	
FWDR			1	0.02
Total	13	100.0	571	100.0

**Table 6.4.19: Frequency and Percentage Distribution of Teachers by the effects of violence by development regions from state**

Development regions	Killed		Tortured		Arrested/Kidnapped		Displaced	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
EDR	18		67		58		12	
CDR	4		21		78		1	
WDR	10		31		20			
MWDR	4		1		29			

FWDR	5						1	
Total	41		120		185		14	

Source

**Table 6.4.20: Frequency and Percentage Distribution of Teachers by the effects of violence by development regions from Rebels**

Development regions	Killed		Tortured		Arrested/Kidnapped		Displaced	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
EDR	22		44		13		31	
CDR	9		19		26		40	
WDR	11		19		9		36	
MWDR	8		19		9		23	
FWDR	2		6		5		21	
Total	52		107		62		151	

Source

**Table 6.4.21: Frequency and Percentage Distribution of killing Teachers by The effects of violence by development regions from state**

Development regions	State		Rebels	
	Freq	Percent	Freq	Percent
EDR	18	43.90	67	55.86
CDR	4	9.76	21	17.5
WDR	10	24.39	31	25.84
MWDR	4	9.76	1	0.85
FWDR	5	12.19		
Total	41	100.0	120	100.0

**Table 6.4.22: Frequency and Percentage Distribution of Tortured Teachers by the effects of violence by development regions from state**

Development regions	State		Rebels	
	Freq	Percent	Freq	Percent
EDR	22	22.33	44	41.14
CDR	9	17.32	19	17.76
WDR	11	21.52	19	17.76
MWDR	8	15.38	19	17.76
FWDR	2	3.85	6	5.06
Total	52	100.0	107	100.0

**Table 6.4.23: Frequency and Percentage Distribution of arrested/kidnapped Teachers by the effects of violence by development regions from state**

Development regions	State		Rebels	
	Freq	Percent	Freq	Percent
EDR	58	31.35	13	20.97
CDR	78	42.16	26	41.93
WDR	20	10.82	9	14.52
MWDR	29	15.67	9	14.52
FWDR			5	8.06
Total	185	100.0	62	100.0

**Table 6.4.24: Frequency and Percentage Distribution of Displaced Teachers by the effects of violence by development regions from state**

Development regions	State		Rebels		Total	
	Freq	Percent	Freq	Percent		
EDR	12	27.91	31	72.09	43	100.0
CDR	1	2.44	40	97.56	41	100.0
WDR			36	100.0	36	100.0
MWDR			23	100.0	23	100.0
FWDR	1	4.55	21	45.45	22	100.0
Total	14	8.48	151	91.52	165	100.0

**Table 6.4.25: Frequency and Percentage Distribution of Schools by the effects of violence by development regions from Rebels**

Development regions	Closed		Partly closed		Displaced		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
EDR	16	61.54	10	38.46			26	100.0
CDR	14	36.84	23	60.53	1	2.63	38	100.0
WDR	46	40.07	41	36.61	25	22.32	112	100.0
MWDR	14	31.11	24	53.33	7	15.56	45	100.0
FWDR	385	79.88	97	20.12			482	100.0
Total	475	67.57	195	27.73	33	4.70	703	100.0

**Table 6.4.26: Frequency and Percentage Distribution of Destroyed Schools' infrastructures by the effects of violence by development regions from Rebels**

• Development regions	• Infrastructure destroyed	
•	• Frequency	• Percent
• EDR	• 15	• 6.94
• CDR	• 7	• 3.24
• WDR	• 6	• 2.78
• MWDR	• 180	• 83.34
• FWDR	• 8	• 3.70
• Total	• 216	• 100.0

## Conclusions and Recommendations

The current armed conflict did not erupt due to education but has come to affect education sector the most. Besides, education sector being the most widespread and has one of the largest networks, the conflict has come to affect it more than any other sector.

Both the warring parties have failed to respect human right's universal values. Both the warring parties have failed to accept educational institutes as zones of peace though national and international organizations, including the United Nations, continue to press for the same.

Since teachers and students are easy prey for the Maoists, they are abducted for indoctrination. State failed to provide security as it provided the security to highways, district headquarters and places near the security barracks, teachers and students in remote places have been without any security of their lives. Lack of the regular monitoring and comprehensive analysis of the conflict affect on education sector.

The study has found that there are documented effects in the education sector because of the ongoing conflict. The effects are seen in all areas: students, teachers and schools. There were problems associated with killings of the teachers, abduction, disappearance and torture of the students and teachers. Both the government and the Maoists have violated the rights of the teachers and the students. In addition to the effects to the students and teachers, the school buildings are also destroyed. The destruction of the physical infrastructure has also affected the teaching learning activities.

With these problems identified in the education sector there is a need of the holistic, integrated and watershed approach to dealing with the situation.

### **Recommendations from the Study:**

Based on the overall studies, following activities are recommended for the reduction of the effect of the conflict in education.

#### **1. Common minimum understanding:**

Common minimum understanding between the political parties is essential to regularize teaching learning in schools. As a major agenda, children and educational institutes should be declared as zones of peace. Both the warring parties must ensure that teaching - learning would not be affected by the conflict of any dimensions.

#### **2. Democratic Education System:**

The Education system and Policy should be more democratic. The existing conflict that is effectively contributed by the increasing gaps between the haves and have nots in the country. Until there exists such a gap, conflict is going to continue for a foreseeable future. For this State should show more responsibility for creating positive and peaceful environment in educational institutions.

State should also ensure equal opportunity for all in education. Free education and job guarantee will help to reduce the causes of the conflict. The gap between education and politics can be reduced if the state plays its role as a facilitator and devolution of control over the education system takes place to the local level.

#### **3. Local-level initiation:**

Local-level initiation will be more effective to reduce the effect of the conflict in education sector. The involvement of the community members in the school management, local people participation at all levels of education planning will create a sense of ownership, and local people will develop commitment, the power behind performance. This will systematically urge the warring parties to refrain from their involvement in the education sector.

#### **4. Stabilizing the national politics:**

The major cause of conflict in education is political, if the political problem is solved the disturbances will be erased. This will create a favoring environment for conducive policies in all areas of education. Specifically, stable politics is the barometer of dynamic and technology updated education system.

#### **5. Regular Monitoring:**

Regular monitoring of the study of the effects conflicts is essential. The outcomes of the monitoring should be processed at all related levels and agencies. In this aspect, the information from the field need to be regularly updated and information flow should be facilitated at various levels of government, non government, and international agencies for possible reduction of the effect of armed conflict. Regular monitoring will also be supportive for the comprehensive analysis of the situation at the field level.

The overall recommendations for the regular monitoring will be to:

- (1) Update the information on the impact of armed conflict in education in different fields
- (2) Comprehensive analysis of the situation
- (3) Flow the obtained information at various levels of government, non-government and international agencies for possible reduction of the effect
- (4) In-depth study of the effect in the specific area of education
- (5) Provides information need for rehabilitation and reconstruction works
- (6) Information to frame agenda for peace
- (7) Provide necessary information for post conflict strategic thinking and planning in education.

### List of participants in the study

	• <b>Name</b>	• <b>Distri cts</b>	• <b>Re mar ks</b>
	• Ananda Gautam	• Taple jung	• Distr ict Rep ortin g
	• Upendra Pokheral	• Pancht har	• ''
	• Vijayashekhar Bhattarai	• Ilam	• ''
	• Madhav Bidrohi	• Jhapa	• ''
	• Shankar khanal	• Sankh uwas a bha	• ''
	• Bedraj Niraula	• Bhojpu r	• ''
	• Siddhi Raj Rai	• Dhank uta	• ''
	• Yam Pradhan	• Sunsar i	• ''
	• Yagyan Sharma	• Moran g	• ''
	• Chhatra Rimal	• Terhat hum	• ''
	• Kaushal Chemjong	• Udaya pur	• ''

	• Vijaya Mishra	• Siraha	• "
	• Shivahari Bhattarai	• Saptari	• "
	• Shambhu Gautam	• Dolakha	• "
	• Naba Raj Pathik	• Ramechhap	• "
	• Dwarika Kafle	• Sindhuli	• "
	• Rajesh Mishra	• Sarlahi	• "
	• Shyam Mishra	• Dhanusha	• "
	• Narahari Acharya	• Rautahat	• "
	• Govinda Deokota	• Bara	• "
	• Rabi Dahal	• Parsa	• "
	• Kamal Adhikari	• Makawanpur	• "
	• Sitaram Adhikari	• Dhading	• "
	• Natibabu Dhital	• Sindhu palchok	• "
	• Ishwari Ojha	• Kavre	• "
	• Dhurba Rawal	• Nuwakot	• "
	• Dhurba Rawal	• Rasuwa	• " (Involve ment in Rasuwas

			well )
	<ul style="list-style-type: none"> <li>• Yakal Silwal</li> </ul>	<ul style="list-style-type: none"> <li>• Chitwan</li> </ul>	<ul style="list-style-type: none"> <li>• District Reporting</li> </ul>
	<ul style="list-style-type: none"> <li>• Ramsharan Acharya</li> </ul>	<ul style="list-style-type: none"> <li>• Gorkha</li> </ul>	<ul style="list-style-type: none"> <li>• "</li> </ul>
	<ul style="list-style-type: none"> <li>• Pradip Kafle</li> </ul>	<ul style="list-style-type: none"> <li>• Lamjung</li> </ul>	<ul style="list-style-type: none"> <li>• "</li> </ul>
	<ul style="list-style-type: none"> <li>• Pradip Kafle</li> </ul>	<ul style="list-style-type: none"> <li>• Tanahun</li> </ul>	<ul style="list-style-type: none"> <li>• "</li> </ul>
	<ul style="list-style-type: none"> <li>• Keshab Sharan Lamichhane</li> </ul>	<ul style="list-style-type: none"> <li>• Kaski</li> </ul>	<ul style="list-style-type: none"> <li>• "</li> </ul>
	<ul style="list-style-type: none"> <li>• Laxmi Paudel</li> </ul>	<ul style="list-style-type: none"> <li>• Nawalparasi</li> </ul>	<ul style="list-style-type: none"> <li>• "</li> </ul>
	<ul style="list-style-type: none"> <li>• Omprakash Sharma</li> </ul>	<ul style="list-style-type: none"> <li>• Shyanja</li> </ul>	<ul style="list-style-type: none"> <li>• "</li> </ul>
	<ul style="list-style-type: none"> <li>• Hari Narayan Gautam</li> </ul>	<ul style="list-style-type: none"> <li>• Baglung</li> </ul>	<ul style="list-style-type: none"> <li>• "</li> </ul>
	<ul style="list-style-type: none"> <li>• Damodar Khanal</li> </ul>	<ul style="list-style-type: none"> <li>• Palpa</li> </ul>	<ul style="list-style-type: none"> <li>• "</li> </ul>
	<ul style="list-style-type: none"> <li>• Manoj Poudel</li> </ul>	<ul style="list-style-type: none"> <li>• Kapilbastu</li> </ul>	<ul style="list-style-type: none"> <li>• "</li> </ul>
	<ul style="list-style-type: none"> <li>• Numa Raj Khanal</li> </ul>	<ul style="list-style-type: none"> <li>• Pyuthan</li> </ul>	<ul style="list-style-type: none"> <li>• "</li> </ul>
	<ul style="list-style-type: none"> <li>• Sharad Adhikari</li> </ul>	<ul style="list-style-type: none"> <li>• Dang</li> </ul>	<ul style="list-style-type: none"> <li>• "</li> </ul>
	<ul style="list-style-type: none"> <li>• Sharad Adhikari</li> </ul>	<ul style="list-style-type: none"> <li>• Rolpa</li> </ul>	<ul style="list-style-type: none"> <li>• " (Involvement in Rolpa, Rukum &amp; Salyan as well</li> </ul>
	<ul style="list-style-type: none"> <li>• Sharad Adhikari</li> </ul>	<ul style="list-style-type: none"> <li>• Rukum</li> </ul>	
	<ul style="list-style-type: none"> <li>• Sharad Adhikari</li> </ul>	<ul style="list-style-type: none"> <li>• Salyan</li> </ul>	

			)
	• J. Pande	• Banke	• "
	• Shree Ram Sigdel	• Bardiy a	• "
	• Ramesh Shahi	• Surkhe t	• "
	• Laxmi Upadhyay	• Kailali	• "
	• Laxmi Upadhyay	• Achha m	• " (Inv olve men t in Ach ham , Bajh ang & Baju ra as well )
	• Laxmi Upadhyay	• Bajhan g	
	• Laxmi Upadhyay	• Bajura	
	• Chhatra Saud	• Dadeld hura	• Distr ict Rep ortin g
	• Rajendra Nath	• Kanch anpur	• "
	• Mohan Chapagain	• Rupan dehi	• "
	• Madhav Dhungel	• Okhald hunga	• "
	• Durga Sharma	• Parbat	• "
	• Ghanshyam Khadka	• Myagdi	• "