

Final Report

Navigating the Cyber Menace: A Study on Online Safety among Children in Nepal



Navigating the Cyber Menace: A Study on Online Safety among Children in Nepal

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EXECUTIVE SUMMARY

In today's digital age where children's engagement with digital technologies is on the rise, it is crucial to address the disparities concerning access to – and safe use of technology among children due to various barriers. This study aimed to bridge the knowledge gap in online safety research, especially concerning pre-teenage years in global South countries. It emphasizes the importance of understanding children's digital access, devices, online platforms, and cultural diversity in addressing online abuse. It emphasizes the importance of understanding both the benefits and risks associated with children's digital engagement, including exposure to harmful content, exploitation, trafficking, discrimination, online gambling, hate speech, and more. The report aligns with the 2030 Agenda for Sustainable Development, aiming to achieve SDG 16.2, to secure a future where every child grows up in a safe, secure and nurturing environment.

The research design combines both qualitative and quantitative methods to investigate the factors, causes, and relationships underlying online abuse among children in Nepal. This mixed-methods approach allows for a deeper understanding of this complex issue. The study area covers nine districts across Nepal, ensuring representation from various topographical regions and political divisions. A total of 67 schools were selected randomly, encompassing different provinces and providing regional insights into online abuse prevalence. The research involved 2,259 students from grades 8 to 12. The quantitative data was obtained through self-administered surveys, while focus group discussions, key informant interviews, case stories, and group interviews were used for qualitative insights. A fieldwork plan was implemented to maintain data integrity, and ethical considerations were a priority throughout the research. The study's ethical approval was granted by the National Health Research Council, ensuring compliance with national ethical standards and regulations. While the study has limitations, such as potential self-reporting biases and sample size constraints, it employs a structured methodology to present high-quality results that can be useful for various audiences.

The study examined various aspects of children's online behavior and experiences, revealing several significant findings. Among children, 45.15% of girls and 46.92% of boys accessed the internet daily, with smartphones being the dominant device for 90% of respondents. Notably, 34.63% lacked awareness of personal information safeguarding, and 46.28% did not prioritize basic security system updates. A concerning finding was that 30.21% use the same password across all online accounts, and 17.04% accept social media friend requests without safety precautions.

Regarding online abuse, the study uncovered a multifaceted landscape. Of the total respondents, 16% use fake identities online, 13% experience online harassment, and 10% face issues like unwanted following and tagging. Additionally, 21.14% of internet users reported experiencing abuse, with 51% being male and 44% female. Vulnerabilities were also observed in government school students, with 23% experiencing abuse, compared to 20% among private school students. It's noteworthy that 11.51% of government school students and 7.17% of

private school students faced challenges as online interactions are further transforming to offline abuse.

Socio-economic conditions played a significant role, with children from economically disadvantaged backgrounds, single-parent families, and those without parental guardianship being more vulnerable to online abuse. Regional disparities existed, with higher abuse rates in rural municipalities (23.10%) compared to municipalities (20.85%) and metro/sub-metropolitan cities (18.99%). Digital literacy gaps were evident, as a substantial proportion of children lacked awareness of basic security measures, and these knowledge gaps were more pronounced in government schools. The study also emphasized the psychological impact of online abuse, with affected children experiencing symptoms like anxiety, sleeping disorders, and irregular school attendance. Importantly, trust-building in online platforms sometimes leads children to physically meet their online friends, and that puts them in a situation with potential risks.

The report underscores the need for comprehensive digital literacy and awareness, focusing on child protection. It points out the rising threat of online-to-offline abuse, gender dynamics, and the lack of safety awareness among children and parents. The study seeks to assess digital literacy, legislation effectiveness, and protection mechanisms. It aims to promote a safe digital environment through informed interventions and policies. The Electronic Transactions Act of 2008 and the Act Relating to Children both address aspects of online safety but lack explicit provisions for online violence and prevention. The Penal Code criminalizes various offenses related to obscenity and pornography but does not specifically cover cases involving children.

The study also sheds light on the offline consequences of online abuse, such as children leaving their homes, suicide, child marriages, and conflicts with parents. Despite existing legal frameworks, there's a notable gap between policy formulation and implementation, with limited budget allocation and awareness among children about online safety laws. Challenges in implementing measures include limited local government involvement, coordination gaps, and the absence of child-friendly complaint mechanisms and comprehensive child protection guidelines. Digital education on online safety in formal education faces challenges such as inadequate teacher training and limited resources.

Recommendations included enhancing cybersecurity infrastructure, integrating cyber safety education into curricula, enacting child-centric cyber laws, increasing the statute of limitation for reporting online abuse, establishing a Mutual Legal Assistance Treaty (MLAT), and promoting awareness campaigns. The report emphasizes collaborative efforts, capacity building, support mechanisms, and further research and study to address online abuse among children effectively in Nepal.

Key Words: *Online Safety, Online Abuse, Digital Literacy, Cyber Security*

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ACRONYMS AND ABBREVIATIONS

COP	Child Online Protection
CRC	Convention on Rights of Children
CSAM	Child Sexual Abuse Material
CSO	Civil Society Organization
FGD	Focused Group Discussion
GON	Government of Nepal
ICT	Information and Communication and Technology
ISPs	Internet Service Providers
KII	Key Informant Interview
LLs	Local Levels
MLAT	Mutual Legal Assistance Treaty
NCRC	National Child Rights Council
NHRC	National Human Rights Commission
NGO	Non-Governmental Organization
NTA	Nepal Telecommunication Authority
OPSC	Child Prostitution and Child Pornography
WVI	World Vision International

Chapter II: INTRODUCTION

1.1 Background

Children and young people now have unprecedented access to information, culture, communication, and entertainment through the Internet and electronic media, but this comes with the risk of increased creation and distribution of abusive images, providing new opportunities for abusers to connect with them online. While information and communication have amplified the scale and potential of existing ones. British Council (2023) referring to a Nepal Police report presents that 90 percent of cybercrimes are found to have taken place through Facebook, where most of the cybercrimes are related to social media exposing young students to the risk of cyber bullying and crime in Nepal. In the dynamic contemporary landscape, digital technologies play an increasingly significant role in the lives of children. Nevertheless, it is imperative to recognize that access to these technologies is not uniformly distributed among children due to various barriers encompassing poverty, disability, displacement, and gender disparities. Aligned with the 2030 Agenda for Sustainable Development, the aspiration is to create a world in which every child can grow up in an environment devoid of violence and exploitation, while also ensuring the provision of nurturing surroundings that enable the full realization of their rights and capabilities (Singh, 2018).

It is of utmost importance that all stakeholders engaged in digital learning, ranging from governmental bodies formulating digital learning policies to private and public sector collaborators involved in the creation of digital content and platforms, possess a comprehensive understanding of both the advantages and disadvantages associated with the increased involvement of children in digital technology. This awareness is crucial for them to take proactive measures to address these issues. Among the risks that demand attention are exposure to harmful content related to suicide, instances of discrimination, online gambling, the propagation of hate speech, the presence of child sexual abuse material (CSAM), and the threats of sexual exploitation and trafficking (Zilka, 2017).

The proliferation of smartphones and the subsequent rise in internet accessibility have contributed to an augmented exposure of teenagers to a wide range of online hazards. These hazards encompass various activities such as accessing inappropriate content, engaging in sexting, and interacting with unfamiliar individuals in online chat rooms. Consequently, the risks associated with smartphone usage have become increasingly prevalent among the teenage population (Ghosh et al., 2020). In the contemporary era, the Internet plays a vital role in enhancing children's capabilities, yet its usage poses potential risks to their safety in both physical and virtual realms, and despite the scarcity of research on child online safety in the Asia-Pacific region, hasty measures restricting online access may deprive children of valuable opportunities afforded by the Internet (Internet Society – APAC Bureau, 2017).

Nepal stands distinctly apart from more technologically advanced Western nations, with a profound digital divide existing between them. However, it is crucial to acknowledge that behind the presented facts lies a significant trend of increased internet usage in Nepal throughout recent decades (Acharya, 2016). The main international legal instrument that addresses online child sexual abuse and exploitation is the Optional Protocol to the Convention

on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography (OPSC). There is no specific legal instrument in line with the OPSC.

Among the children surveyed who use the internet 22.7% of the respondents surf content that is restricted (ECPAT, 2019). An additional study uncovers findings that indicate numerous parents experience uncertainty regarding the online activities and encounters of their adolescent offspring. Moreover, the research highlights their limited awareness concerning the potential consequences related to health, mental well-being, psychology, and societal impacts. The outcomes suggest that parental worries and concerns tend to differ, particularly concerning the age and gender of their children (Gaire, 2021).

While digital technology offers immense opportunities for learning, exploration, and connection, it also exposes children to various risks, including bullying, grooming, sextortion, abuse, exploitation, and online radicalization. Particularly in Nepal, there is growing concern about the prevalence of online-to-offline abuse and its patterns, with a specific focus on gender dynamics.

While in the custody of parent(s), legal guardian(s), or any other person who has the care of the child, the child must be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. This protection includes legal, administrative, social, and educational measures. Effective procedures for the establishment of social programs to provide the child and those responsible for the child's care, as well as for other forms of prevention and identification, reporting, referral, investigation, treatment, and follow-up of cases of child maltreatment described thus far, should all be included in such protective measures, as appropriate (CRC, 1989).

The likelihood of child abuse has increased as a result of the intensification of information technology, which has increased children's susceptibility. According to 2019 ECPAT research, 78% of youngsters in Nepal have access to the internet, 21% of them use it for up to an hour per day, and 15% use it for one to three hours per day. Three-quarters of kids used their phones to access the internet, and 10% used laptops. Only half of the kids are aware that it is a crime to use the internet to hurt, injure, abuse, or degrade someone. Despite the nationwide penetration of the internet, the safety of its usage, particularly amongst children and adolescents, has not yet been studied at the country level. To understand if Nepali children are safely using internet technology and to identify possible risks of new technologies among these children, ECPAT Luxembourg conducted a nationwide survey among children, teachers, and parents (ECPAT, 2019). As a result of the intensification of information technology, the vulnerability of children has also increased substantially, resulting in a raised prospect of crime against them. According to the Cyber Bureau of Nepal Police, in the past four years, a total of 16,190 complaints have been lodged. It gets an average of 60 to 70 complaints a day, the majority of them related to the hacking of email, social media passwords, and other general issues (Shrestha & Pradhan, 2023). Cyber Bureau of Nepal Police presents that the annual fact sheet on gender-based violence (July/August 2021 to June/ July 2022) demonstrates about 142 girls and 41 boys are the victims of cyber-crime in Nepal. The ratio of the victims of cyber-crime is significant.

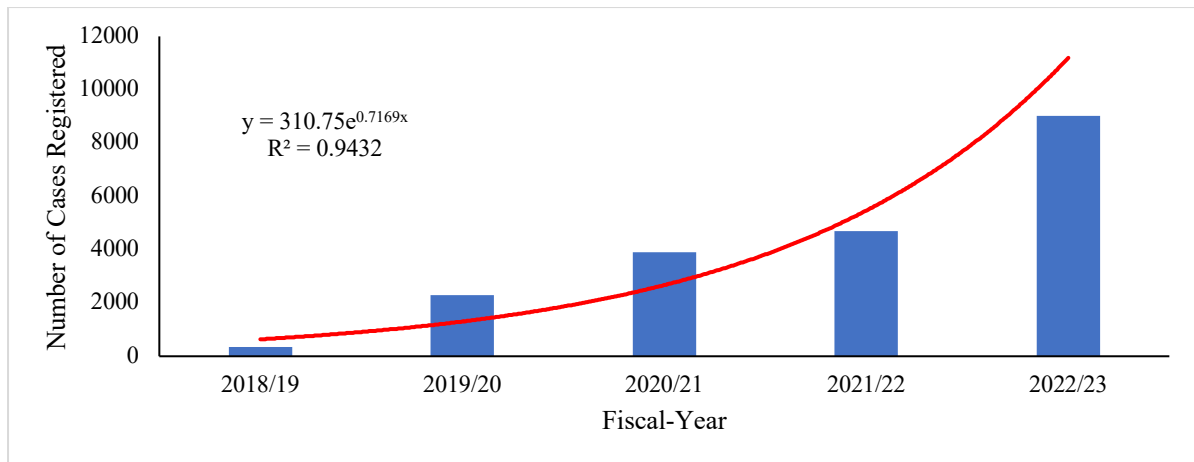
The study also aims to assess the status of digital literacy among children and parents. Understanding the level of digital literacy is crucial in equipping children and their parents with the necessary skills to navigate the online world safely and responsibly. Furthermore, the study seeks to examine the availability and effectiveness of legislation, laws, policies, case management, and referral mechanisms at the national, provincial, and local levels. These mechanisms play a crucial role in providing protection, support, and justice to children who have experienced online abuse or other forms of violence. By conducting this comprehensive research, the study has aimed to gain a deeper understanding of the challenges and opportunities related to child online safety in Nepal. This knowledge will inform the development of targeted interventions, policies, and strategies to promote a safe and inclusive digital environment for all children.

1.2 Online abuse as a major concern of child protection

The United Nations (1989), declares that all children have the right to live in a violence-free environment and be protected from neglect, abuse, and violence. However, children in Nepal often face abuse in various forms. The latest and increasing trend of abuse or risk is mostly associated with the online platform. (Ojha, 2023) cites DQ Institute, an international think tank dedicated to setting global standards for digital intelligence education, the report presents that three in four children worldwide experienced at least one cyber-risk last year. The victims are children and the perpetrators can be someone known or a stranger.

Globalization rapidly transfers knowledge, information, and tools around the globe. The recent decades made historic achievements in the technological development of the internet and online communication platforms. Computers, mobile phones, and the internet becoming integral parts of modern life, and with them, children are particularly vulnerable to online abuse (ECPAT, 2019).

The exponential growth of information and communication technology (ICT) networks in cyberspace has created opportunities for those having criminal intentions to exploit or attract children that promote vulnerabilities and ultimately lead to the violence of their rights. The forms of abuse might be sustained in the online space or transferred to the offline mode. In some cases, offline relations are diverted to the online channel for exploiting children.



Nepal has witnessed a significant increase in cybercrime cases over the last 4 years, where 357 cases were registered in 2018/19 reached 9013 in 2022/23. The cases registered in the Cyber Bureau have been increasing every year. According to the Cyber Bureau, 357 cases were registered in 2018/19, 2301 in 2019/20, 3906 in 2020/21, 4686 in 2021/22 and 9013 in 2022/23. An R-squared value is 0.94 with exponential growth indicated the upliftment in the data is acceptable when most of the explanatory variables are statistically significant. The rise in internet users and the expansion of ICT infrastructure have contributed to the prevalence of crimes in Nepal (Nepal Police, IMF, NTA). Online abuse has been established as a crucial factor in deteriorating the child protection status of children in Nepal. Dismantlement of the status quo of insecurity, vulnerability, and violence, this research has outlined the proposals for policy, practice, and behavioral reform.

1.3 Objectives

The overall objective of this research is to explore the prevalence and association of online abuse among children. The research also aims to analyze the provisions and gaps in governing legislature and responding mechanisms. Furthermore, the study examines the context and linkages between online and offline abuse including the gender dynamics in Nepal.

The specific objectives of the study are:

- i. To assess the types and prevalence of online abuse among 8-12 grade students in Nepal
- ii. To scrutinize the factors associated with online abuse among the study participants.
- iii. To assess policy and practice gaps in existing measures for online safety at federal, province, and local levels.
- iv. To examine the relationship between online abuse and offline abuse among children
- v. To assess the knowledge, awareness, and practices of children regarding preventive and regulatory measures and protect themselves from online abuse, and
- vi. To examine stakeholders' perspectives on potential strategies to address and prevent online abuse.

Chapter II: RESEARCH METHODOLOGY

2.1 Research Design

This study considers inductive reasoning as an approach to generating pieces of evidence that guide knowledge generation. As stated by (Dawadi, Shrestha, & Giri, 2021) mixing two methods (qualitative and quantitative) might be superior to a single method as it is likely to provide rich insights into the research phenomena that cannot be fully understood by using only one method. Similar to the need stated by the authors this study is required to explore the factors, underlying causes, and relations of online abuse among the children of Nepal and explain the consequences, associated circumstances, and accountability gaps in addressing such status faced by the children. For assessing the cause and result relation together with the associated circumstances the quantitative tools are used in this research whereas digging out the consequences, associated circumstances, and accountability concerns are explored through the qualitative methodological assistance.

A mixed-methods design has been applied to integrate and synergize multiple data sources and tools from different methodological orientations which can assist in studying complex problems faced by the children during their online engagement and associated follow-up conversations in the offline mode or vice versa. Due to the mixed method, the research design of the study flexibly consolidates the purposeful data to seek a diverse phenomenon of quantitative results triangulating with the qualitative data.

While designing this study, the research team significantly considered (Creswell, 2009) concurrent mixed methods as a strategy that converges or merges quantitative and qualitative data to provide a comprehensive analysis of the research problem. According to him; the researcher collects both forms of data at the same time and then integrates the information into the interpretation of the overall results. During the study, qualitative and quantitative data are collected simultaneously and both types of results are triangulated to establish valid arguments for the findings. The conceptual framework for this research design follows as below:

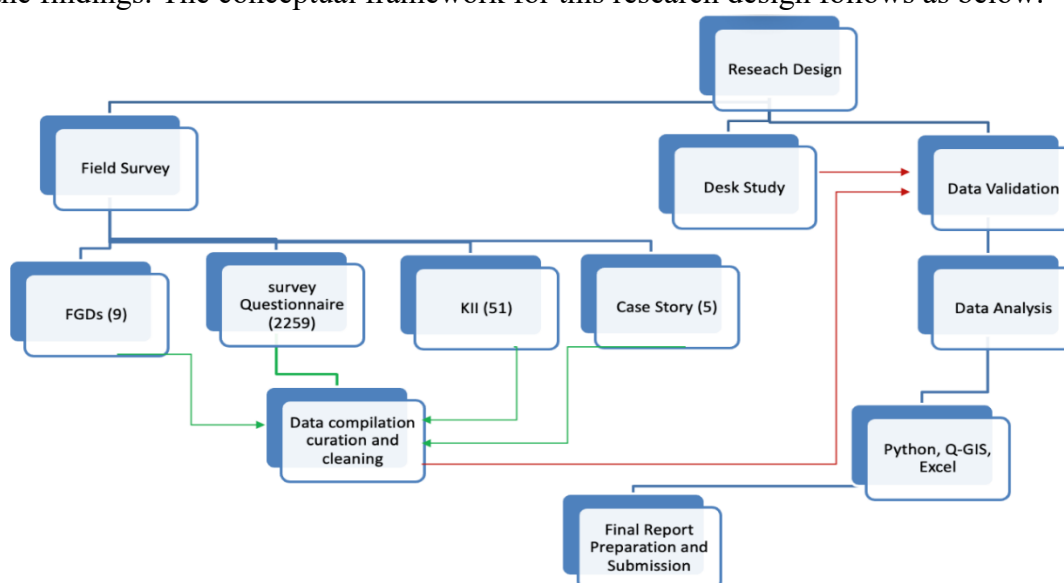


Figure 1: Conceptual Framework of the Study

2.2 Study Area

This study applies the purposive approach while selecting the study area linking to the various interventions regarding child rights interventions. However, the representations of the demographic and administrative as well as political diversity are addressed in the selection of the study area. The nine districts Udayapur, Mahottari, Rupandehi, Kathmandu, Lamjung, Doti, Dailekh, Jumla, and Kailali are nine districts among the seventy-seven districts of Nepal. The selection ensures all three topographically distinct regions (hills, mountains, and low-lands) where World Vision International Nepal (WVIN) partners with the local non-government organizations for child rights-related interventions. Furthermore, the study has ensured the representation of the political division of the state. It has covered all seven provinces with 1/1 metropolis, sub-metropolis, four municipalities, and three rural municipalities: Ekdara, Bhagwatimai, and Tila rural municipalities; Triyuga, Tilottama, Sundarbazar, and Dipayel Silgudhi municipalities; Dhangadi sub-metropolis and Kathmandu metropolis as the units of governance.

The study units are the school children from the mentioned local governments. Based on the local government units 67 schools (45 community and 22 institutional schools) are selected with the random sampling approach. The study areas span different provinces, providing regional insights into online abuse prevalence and patterns. Purposeful selection has been accepted as the best strategy for assuring the inclusive exploration of online abuse experiences in Nepal because it has linguistics, cultural, and social diversity. Access to the internet, internet behavior, and exposure to online abuse are closely linked with socialization as one have access to more means of communication and socializing, s/he might face an overload of digital interactions which can affect the way s/he interact with others in person. Additionally, overuse of technology can lead to social isolation, burnout and digital fatigue. Based on this assumption, the study has incorporated the balance between rural and urban locations. In this context, the research team that this study represents the status of online abuse among children in the diverse context of Nepal and represents the contemporary issues, challenges, and priorities to make children safe and meaningful participate in online platforms.

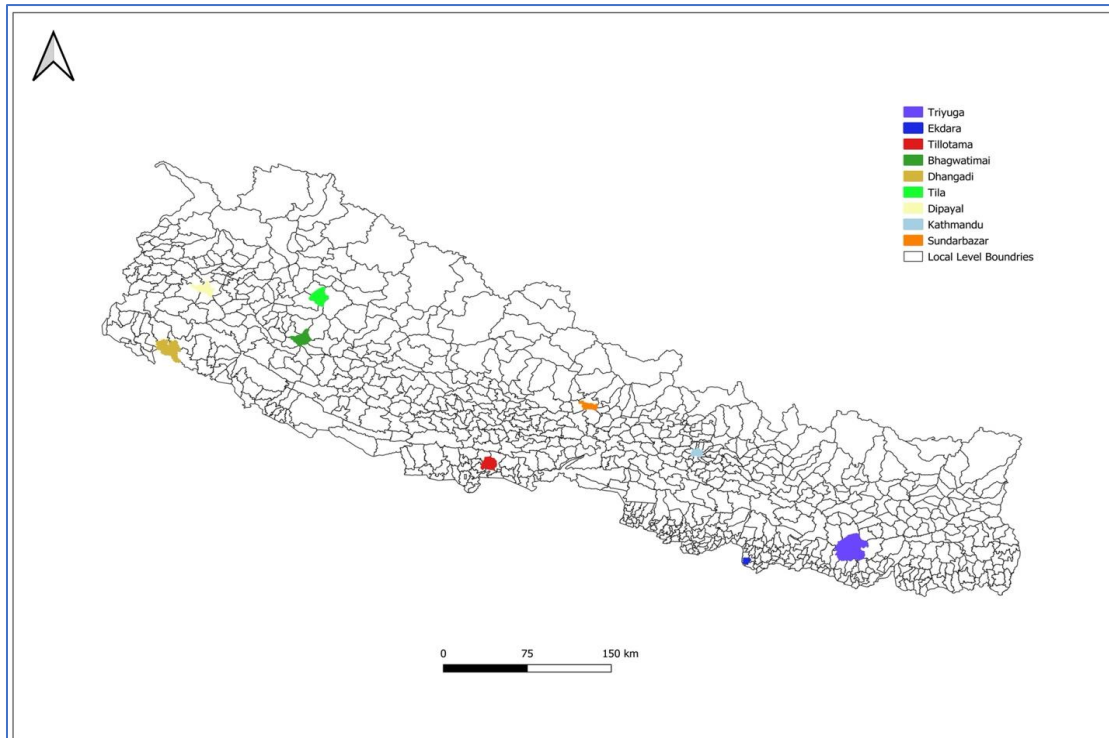


Figure 2: Locations where this research was conducted

2.3 Sample and tools of the study

2.3.1 Sampling method and size

As a mixed method, this research guarantees a systematic approach to decide the school as a unit of study for selecting research participants to maintain the quality of quantitative measures whereas focus group discussion among the children, key informant interviews, case stories, and group interviews are implemented from the local government, district, province and federal level considering the relevancy, appropriateness, experience and expertise in the issues.

Comprehensive lists of schools under each selected municipality are compiled. Subsequently, a random sampling method, commonly referred to as the "lottery method," has been implemented to select specific schools. Based on this selection, there are 45 community schools and 22 institutional schools as the unit of this research.

During the period of the study a total of 2259 students (girls 1154, boys 1019, and unexpressed gender 59), 1527 (67.6%) from community schools, and 728 (32.23%) from the institutional schools have provided their responses in the self-administered survey questions. Similarly, 9 focus group discussions and key informant interviews are conducted simultaneously. Based on the method the total sample size of this study follows as below;

Table 1: Students number as per the local level participated in the self-administered survey

SN	Local government	Total
1	Triyuga Municipality	255
2	Ekdara Rural Municipality	240

3	Bhagawatimai Rural Municipality	256
4	Kathmandu Metropolitan City	298
5	Sundarbazar Municipality	258
6	Tila Rural Municipality	248
7	Dhangadhi sub-metropolitan	194
8	Dipayal Silugadhi Municipality	266
9	Tillotama Municipality	246
	Total	2259

The population for the self-administered survey covers students from grades 8 to 12 and the participants for FGD, KII, and group interviews are diverse in their age, occupation, and exposure to the online platforms. The qualitative inquiry within the mixed method ensures the representation of various stakeholders such as law enforcement agencies, internet service providers, policy makers, teachers, local government, child rights committee members, parents, and children. Three children facing abuse are further interviewed to dig out the qualitative aspect of online abuse. Seven FGDs (three with boys, three with girls, and one with members of child club networks) have been conducted among out-of-school children.

Table 2: Number of KII, FGD, and Survey

S.N.	Location	KII	FGD	Questionnaire Survey
1	Koshi	7	1	255
2	Madhesh	5	1	240
3	Bagmati	9	1	298
4	Gandaki	15	1	258
5	Lumbini	3	1	246
6	Karnali	6	2	504
7	Sudurpashchim	6	2	460
	Total	51	9	2259

2.3.2 Tools for data collection

As a mixed method study, this research applies a survey as the quantitative measure and focus group discussion, group interview, and key informant interview and case stories as the qualitative measures. Additionally, the desk review has been implemented for the policy review and relevant literature to inline the policy gaps identification. To ensure the quality standard, the simultaneous implementations of the tools are ensured by the research team.

2.3.3 Desk Study

The study team incorporates desk study of relevant documents including research articles, reports, publications, data, government plans, and findings related to the project area. More specifically, the Constitution of Nepal, Electronic transaction Act, 2063, Children's Act 2075, Criminal Act 2074, Digital Nepal framework, and other existing provisions to govern online

access and safety-related concerns. Previous studies are also consulted for identifying the existing knowledge and knowledge gaps in the field of online safety in Nepal.

2.3.4 Survey

The structured self-administrated questionnaire survey has been conducted among children to gather quantitative data on their experiences, perceptions, and attitudes towards online-to-offline abuse, digital literacy, cyber behavior, and related factors in face-to-face settings. The questionnaires were pre-tested and administered following the orientation to ensure proper understanding for the respondents. For this purpose, 18 surveyors were mobilized in the study area. The survey questionnaire is included in the annexure.

2.3.5 Focus Group Discussion (FGD)

The study team conducted at least one FGD in each province (9 FGDs in total) based on guiding questions with children (disaggregated by gender, disability, etc), child club members, etc. and 6-12 participants participated in each FGD. In FGD, participants discussed the challenges children faced with online and offline abuse and violence.

The child club member from the child club networks (either from Rural/Municipal or ward-level child club networks). Gender, ethical, and geographical considerations have been given while selecting the participants for FGD (aged 12-18). The researchers explained the procedure, importance, and approaches while conducting the focus group discussion by ensuring child-responsive interaction with the child club representatives and also informed the ethical considerations of all FGDs for ensuring the quality standard. The FGD participants were homogeneous and the number of discussions was structured on the questions-based information. FGD guiding questions are in the annexure.

2.3.6 Key Informant Interview (KII)

Key Informant Interviews (KIIs) are carried out at the Federal, Provincial, and Local Levels with concerned stakeholders following the guiding questions/checklists agreed during the acceptance of the research proposal finalization between the responsible parties. These interviews focused on the challenges and problems faced by children on online and offline risk, abuse, and violence. The study team conducted 38 KII at the local level, 3 KII at the province level, and 9 KII at the federal level (51 KII in total). KII Guiding questions are included in the annexure of this report.

2.3.7 Case story

The research team has explored the case story from the target group, children. The research team identified the abuses faced by them in online and offline media and the consequences they are facing. They expressed that their extreme experiences online or online led to offline abuse and violence they faced during their daily life. Five case stories are triangulated with the quantitative and qualitative findings of the research.

2.3.8 Field work detail

The research team meticulously designed to ensure the seamless implementation of data collection activities. It served as a guiding document, providing explicit details on procedures, timelines, required resources, and ethical considerations. The plan was an essential component of the technical proposal, offering a clear and structured path for the research process. Adhering to this rigorous and comprehensive research methodology, the study covered a diverse range of districts, ecological regions, and rural and urban contexts. The details of the data collection plan implemented by this study are as below:

Table 3: Field work details

Tools	Mobilization of the researchers	Participants
Questionnaire Survey	Two enumerators are mobilized at each local level for a self-administered questionnaire. All core research team members are mobilized to ensure the quality. At least 5% of the data was collected directly by the research team.	The total number of participants is 2259 among which 51.38% are boys, 44.80% are girls, 1.178 are OTHERS and 2.63% did not reveal their gender.
KII	The principle researchers including the team leader conducted the KII simultaneously with the FGD and questionnaire survey.	51 key informants (Male-31 and Female-20), which included: - Teachers-9 - Police-4 - Internet Service Providers-2 - Local Gov, Officers-7 - Fed. Gov. Officers-5 - Local CRC-2 - Parents-9 - Local Representatives-4 - School Mgmt. Committee-2 - CSO (including UN Agencies)-6 - Child Club Network-1
FGD	The core research team and enumerator jointly conducted FDG. Necessary supports are obtained from LLs and WVI local partners. Consent will be obtained prior to the FGD.	Total 9 FGDs (12-18 aged group girl-4, 12-18 aged group boy-4 and 1 with child club members), 8-12 participants in each.
Desk Review	Conducted relevant Publications, policies, and plan review	Constitution of Nepal; Electronic Transaction Act, 2063; Children's Act 2075; Criminal Act 2074; IT Bill (draft); Digital Nepal framework provincial legislative provisions; Local legal provisions; and other adjoining legislative, semi-legislative measures

Case Story	The research team explored the relevant case stories during the survey and KII. Police records, information from the snowball sampling methods, and other tracking strategies are applied and anonymity is used to present such stories.	
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2.4 Quality Assurance

2.4.1 Respondent orientation and questionnaire testing

Before data collection, a comprehensive orientation was carried out for all the respondents and researchers by the team leader. Questionnaires and guiding questions are tested with them to identify the privacy concerns, safeguarding concerns, and gaps to strengthen them as per need. The orientation familiarized them with the questionnaire, ensuring clarity and understanding of the research objectives and the information. All the research participants were guaranteed their privacy by disseminating the research ethical clarity.

2.4.2 Data review

To maintain data integrity, a systematic data review process was conducted at each unit of the research. A representative sample of 5% of the collected data has been thoroughly reviewed to ensure completeness and identify any outliers or inconsistencies. This review process involved scrutiny of the data entries and necessary corrective actions. Based on the review and quality of the data the data entered in the software designed for the statistical analysis.

2.4.3 Field Team Oversight

The field enumerators responsible for data collection were closely supervised and guided by the research team. This supervision ensured that data collection procedures were accurately followed and that any potential errors or discrepancies were identified and addressed promptly. Regular communication and coordination were maintained to address any challenges or concerns that may arise during the data collection process.

2.4.4 Secure Data Storage

All collected data stored securely on a dedicated computer system and the survey forms will be stored by a reliable agency (a responsible party for this study). Strict measures were implemented to maintain the confidentiality and anonymity of the research participants. Access to the data has been given to the limited team members who proved their participation with their research ethics during the procedure of the preparation and approval of this research from the ethical approval agency.

2.5 Ethical Consideration

2.5.1 Informed Consent and participants safeguarding

Before any data collection, all participants were informed with clear information about the purpose, procedures, and potential risks and benefits of the study. Verbal consent was obtained from each participant, ensuring their understanding and voluntary agreement to participate. In the case of children, both their consent and the consent of their head teacher or guardian are received prior to involving them in this study.

To protect the privacy and confidentiality of participants, no personally identifiable information is disclosed in this report. Enumerators and research team members received thorough training on safeguarding practices, appropriate behaviors, and child-friendly communication which was implemented during the field work, preparation and analysis of the data, and presentation of them in the report. They will be instructed to prioritize the well-being and safety of the children throughout the research process, ensuring respectful and supportive interactions.

2.5.2 Ethical Approval

National Health Research Council, following their established guidelines and procedures, provided the ethical approval for this study. This ensures that the study adheres to national ethical standards and regulations for human subject research. To improve the research ownership and ensure child sensitivity an effective coordination, the research organization properly communicated with the National Child Rights Council. Through these ethical considerations, the study aims to prioritize the rights, well-being, and confidentiality of the participants involved, while maintaining the highest standards of research integrity and compliance with regulatory frameworks.

2.5.3 Limitations of the study

This study has been conducted as per the mutual partnership of World Vision International Nepal and Himawat Consult. With the binding obligations of this partnership, the result may not represent the complete context of the country and may be subject to self-reporting biases and social desirability biases. Similarly, due to the limited number of samples, representation might be debatable. However, this study with the structured methodological implementation, presents the quality of the result based on its objective. The research team believes that the generalization of the result or knowledge depends on the audience.

Chapter III: POLICY AND CONTEXT

3.1 Literature Review

The literature review for this research is significant to present the previous studies of Nepali children's online access and safety concerns connecting to the existing legal and policy arrangement for access and safety. (Ghimire & Poudel, 2023) presents those children having uncontrolled access to the internet linking to the COVID-19 consequences and such situation opens for their development and exposure to the unprecedented risks. The study indicates that COVID-19 has opened children up for their engagement in the internet platforms and increased their vulnerability towards abuse and exploitation. There are rumors and claims in the society that use of the internet facilitates children for their behaviors, performance, and exercise of rights in modern society. The literature review thus includes the contemporary studies on online safety in Nepal, existing policies, laws, and regulatory frameworks that promote or barricade children for their access to the internet. As the core of this study, it also evaluates the policy measures for presenting the gaps in addressing children's safeguarding concerns triggered by online exposures. Additionally, the review also incorporates the dimension of online to offline and offline to online engagement which creates impacts in the life of children. The policy scope and gaps are further triangulated during the data analysis and recommending strategies for improved online protection status for the children in Nepal.

3.2 Previous studies on access and safety concerns to online platforms

The National Human Rights Commission (NHRC) states in its report that only 56% of people in Nepal have internet access and only 13 % of schools might be able to run online classes though 35% of schools have access to the internet (National Human Rights Commission of Nepal, 2020). Additionally, it discloses that the current ICT infrastructure and the distribution of access in the urban and rural areas have created two-tier of inequalities in the Nepalese citizenry, i.e., between students who live in urban areas and those from rural areas, and between the rich and poor who can barely afford to access the internet. Such status of distribution of the internet and tools for the use of the internet is a human rights violation in the world today because the internet plays a significant role in shaping an individual's career paths and potential. Similarly, (Gurung & Paudel, 2021) define the digital divide as one of the recent challenges confronted by the outbreak of COVID-19 in Nepal that brought inequality to low-income income, reside in rural areas, and have no access to Information, Communication, and Technology (ICT) and gender and age dynamics of discrimination in access to the device and internet facilities. Such studies conclude that there are specific interventions required to ensure equitable access to the internet and digital devices.

3.3 Governing policies and policy gaps

In this chapter, the research teams present the existing provisions that guarantee children's access to online and internet platforms and safeguarding arrangements for the children while they face risks. Although some regulatory mechanisms are older than the use of the internet and digital devices have become common, the theoretical perspective correlated to the use and access will be analyzed to present the policy gaps. For the policy review, the research team

considers the United Nations Convention on the Rights of the Child (UNCRC), The Constitution of Nepal, The Act Relating to Children 2018, The Electronic Transactions Act, 2008, and the Online Child Protection Procedure 2021 government of Nepal.

UNCRC conceptualized the non-discrimination of access to the resources for the children and the Constitution of Nepal properly guaranteed the rights to resources and protection from any kind of violence as the fundamental rights for every child in Nepal. However, the government of Nepal, provincial governments, and local governments are accountable for translating those commitments towards the legal arrangement. For such arrangements, there are certain laws and policies which slightly scoped for the online protection of children. (The Government of Nepal, Ministry of Women Children and Senior Citizen, 2022) reports to the UNCRC Committee in 2022 that the Nepal Telecommunications Authority (NTA) amended the conditions of license for the Internet Service Providers (ISPs) to protect children from misuse of the internet, a draft Directive on Child Online Safety that defines the role and duties of ISPs, parents, schools and the service providers along with space for child to complain anonymously about any harmful media content they encounter by the Ministry of Women Children and Senior Citizen and cyber security policy that protects children from online and computer-based media content that is harmful as the recent measures employed by the government of Nepal. All progress reported in this aspect is not implemented and is less effective in preventing or responding to the consequences faced by children. The Consortium Nepal (2023) presents the child-led UNCRC report that realizes the inadequate awareness and legal/policy measures to prevent children from online abuse and limited opportunity for registering the complaints to the authorities.

The Proclamation of the House of Representatives, dated December 8, 2006, has promulgated The Electronic Transactions Act, 2008 which provides a legal framework to regulate electronic transactions and prevent cybercrime. The act includes provisions for punishing cybercriminals and protecting the rights of victims however it has not incorporated the dimensions of the safeguarding concerns faced by the children in recent days. It also doesn't govern directly the safeguarding concerns of children in general. In this context, the Act Relating to Children Should explicitly introduce online violence and prevention obligations.

(Federal Parliament of Nepal, 2018) states that the Act relating to children under Chapter 8 includes offenses against children such as showing, producing, and displaying child pornography, obscene pictures, audiovisual recording, or other material of a similar kind as sexual offenses. The same act further defines that distributing, storing actual or fabricated obscene pictures or audiovisual material of the child, advising, luring, forcing, or threatening a child for sexual activity, touching, kissing, holding sensitive parts of the child's body vice versa or body of another person, use, or cause the child for stimulating sexual gratification, providing sexual services, sexual abuse and prostitution or other sexual work as the violation of the children's rights. The act further criminalizes such actions and guarantees the punishment for the perpetrator. As stated in the law imprisonment as punishment for up to three years and a fine of up to NPR 75,000 provisioned for such crimes.

As per the Penal Code "producing or selling of obscene books, pamphlets and circulating through electronic media which is lascivious or appeals to the prurient interest or makes characterless (Federal Parliament of Nepal, 2017)". The Penal Code criminalizes importing, exporting, or holding obscene items with the intent to sell or distribute and scoped for a punishment not exceeding a year of imprisonment or a fine up to ten thousand Nepali currencies. Additionally, the Penal Code guarantees three years of imprisonment or a fine of up to NPR 30,000 for showing any pornographic materials without consent. Although the law has provisions for addressing the cases in general, specific cases that happened for the children are not anticipated by the law and do not cover the categories of cases and their severity.

The Government of Nepal endorsed the policy for cyber security in 2023 which anticipated the awareness programs for the children to promote their safe internet behaviors. The policy explicitly declares that targeted web content and materials for children close to the vulnerability of sexual abuse will be banned in Nepal (The Government of Nepal, 2023). However, the policy has not spoken to strengthen the enforcement of the legal provision and additional legal arrangements for the protection of the children from the perpetrators.

This study aimed to contribute to the existing knowledge gap in online safety research. One of the considerations for this study belongs to the recommendation of (the UNICEF Office of Research, February 2021) for a better representation of the diversity of children's circumstances by incorporating evidence on the pre-teenage years and from global South countries is sparse by anticipating to fill the space which will enhance the understanding of the pathways to harm and vulnerability and the protective factors that help to build resilience. Similarly, this study presents a better understanding of children's digital access, types of digital devices, internet applications, online platforms, services, and networks to understand their role in preventing children from online abuse or facilitating them towards vulnerability. The literature reviewed for this study presents the perspectives and principle grounds for data triangulation to come up with robust findings and feasible recommendations for the enabling environment for children's online safety behaviors that are connected from the offline or transferred towards the online engagement. There is still scope for researchers to focus on cultural diversity and perceptions or forms of sexual online abuse of children. The literature reviewed within this study shows that the policy measures on online safety consider general safeguarding as the online safety measures and previous studies are mostly limited in representing the diverse socio-political context of Nepal.

Chapter IV: FINDINGS AND DISCUSSIONS

4.1 Children's Online Activities and Behavior

The study represented all the geographical regions and provinces of Nepal. The study illustrated the findings obtained from KII, questionnaire survey, and field observation incorporating gender, access to education, access to digital devices, duration, and frequency of internet use. The survey respondents were school students aged 11-18 years while information obtained was validated through the FGD with child club members, KII with stakeholders.

During the period of the study a total of 2259 students (girls 1154, boys 1019, and unexpressed identity 59), 1527 (67.6%) from community schools, and 728 (32.23%) from the institutional schools have provided their responses in the self-administered survey questions. Similarly, 9 focus group discussions with students, 38 KII at the local level, 3 KII at the province level, and 9 KII at the federal level (51 KII in total) were conducted.

The study encompassed a diverse demographic profile, considering age, gender, geographical distribution, access to education, access to digital devices, and internet usage patterns. Findings indicate that a significant proportion of children have regular access to the internet, primarily through smartphones, engaging in activities such as social media interaction, online gaming, and educational use of the internet. While many students use the internet for academic purposes, exposure to online risks, including cyberbullying and exposure to inappropriate content, remains a concern. The influence of parents and guardians in shaping online behavior is also explored.

4.1.1 Internet Use Habits of Children and Causes

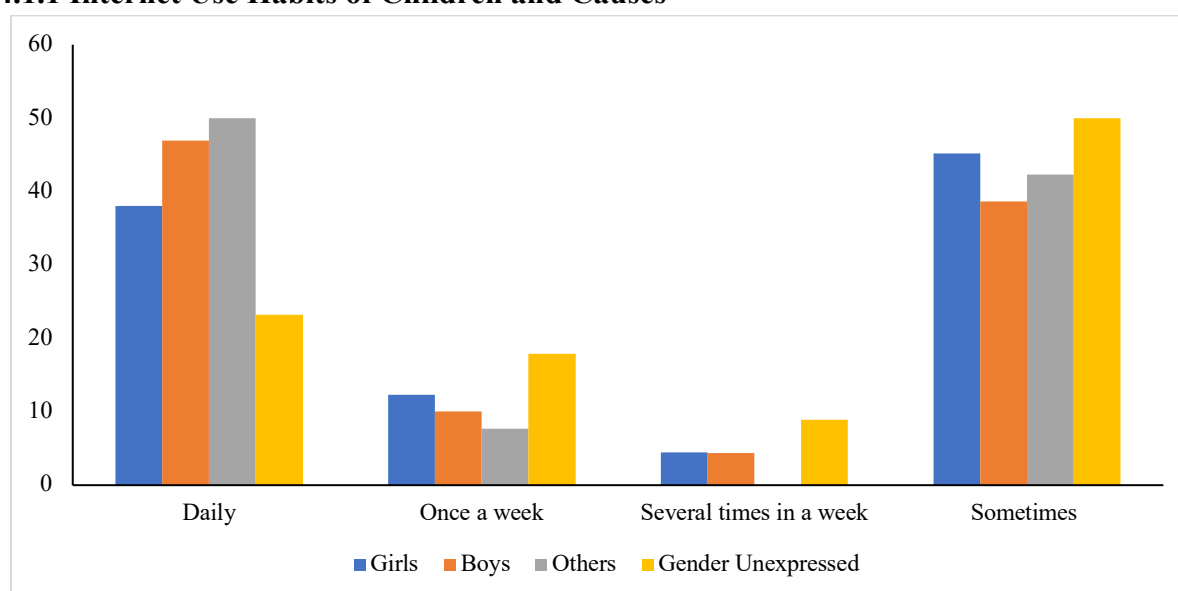


Figure 3: Internet uses habits of children

The survey shows that internet usage patterns varied among the surveyed children. Among girls, nearly half of them (45.15%) reported using the internet every week, followed by those who accessed it daily (38.06%). Conversely, boys exhibited a higher daily internet usage rate,

with 46.92% accessing it every day, and sometimes in a week being the second most common frequency. This is because many of the girls compared to boys' lack access to internet devices and some structural social issues hinder girls from using the internet daily which is also recorded during KII and FGD, especially in Madhesh Province. Interestingly, approximately half of the OTHERS respondents used the internet daily. Among those who chose not to disclose their gender, an equal percentage (50%) reported using the internet sometimes in a week, followed by daily usage.

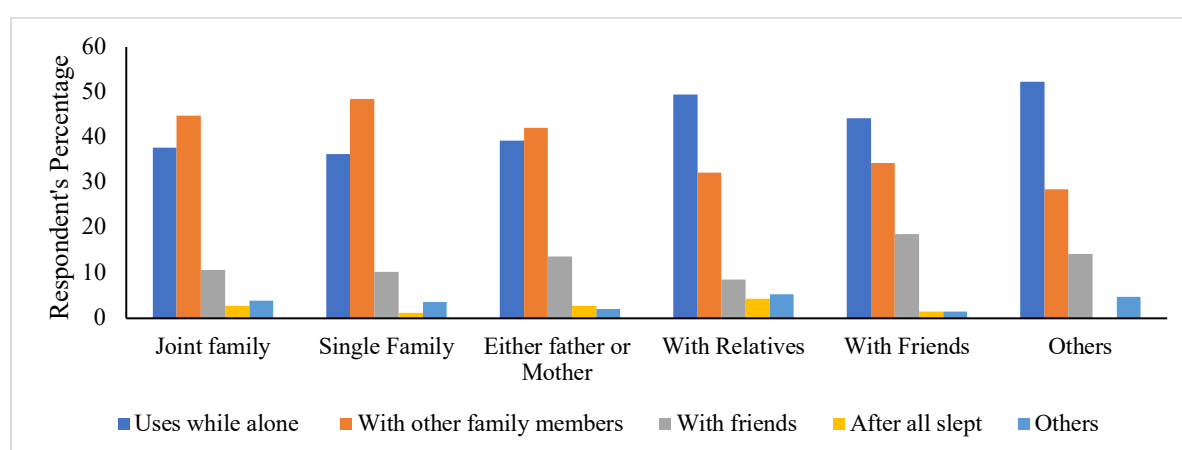


Figure 4: Internet use habit based on family type

It is found that people in the family with relatives are most likely to use the internet while alone (49.46%), followed by people with friends (44.28%) and then people in the family having either father or mother (39%). People in a single family are most likely to use the internet with other family members (44.86%), followed by people in a joint family (44.86%) and then people in a family having either a father or mother (42.08%).

“My children stay away from the family for education. I am friends with my children on Facebook. As per my information, my children use Facebook and Messenger groups to talk with their friends and also in a group chat with their friends to discuss academic things”¹

It is also worth noting that the chart shows that few people in all family types are likely to use the internet with friends and after all slept.

¹ KII with Parents

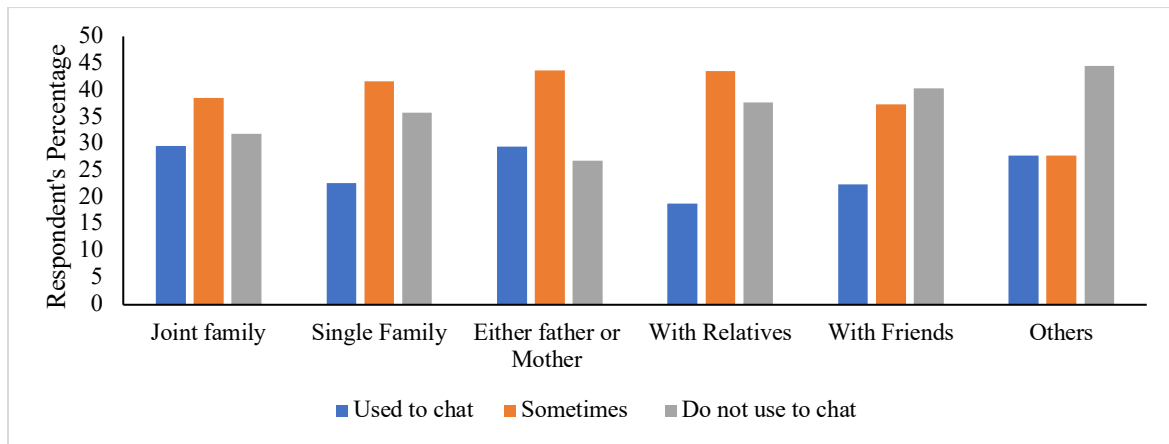


Figure 5: Chatting habit with strangers based on family type

People in joint families and families with either father or mother (29%) are more likely to use social media to chat than people in other family types. A higher percentage of people (43%) rarely (sometimes) used social media for chatting.

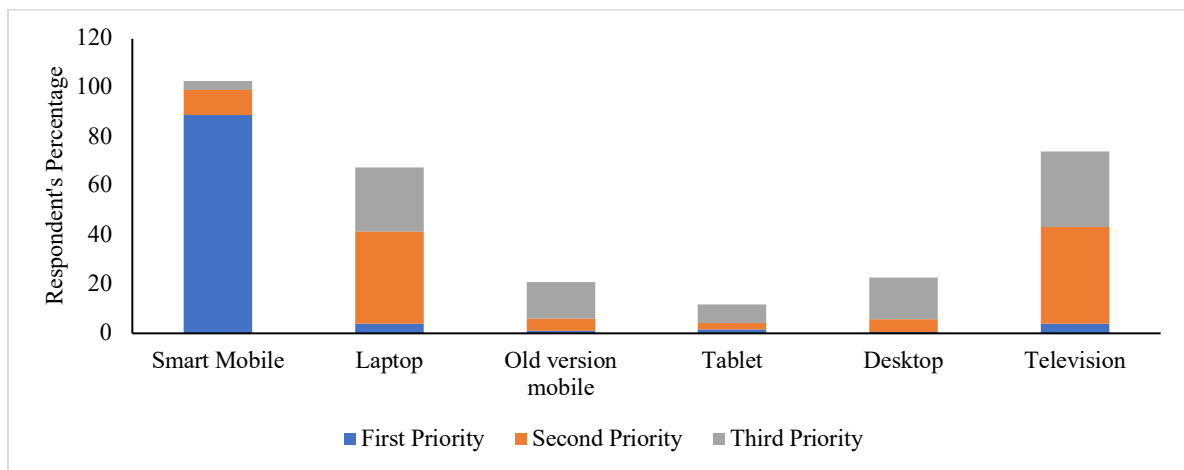


Figure 6: Use of Internet Devices

Understanding the priority that users assign to these devices provides valuable insights into their preferences and usage patterns. This study analyzes the frequency of users' device priorities, shedding light on which devices hold the highest and secondary importance to them. **Smartphones Dominate First Priority:** A large majority of 90% of respondents identified their smartphones as their priority devices to use the internet.

A Strong Second Priority: Following smartphones, laptops emerged as the second priority device for 60% of the participants for internet use. Interestingly, 10% of participants assigned their highest priority to laptops. Around 20% of respondents indicated that their tablets held the priority position. Desktop computers garnered less priority, with only a small minority (5%) of respondents considering them as their first-choice device. This trend reflects the decline in the popularity of traditional desktop systems in favour of more mobile alternatives. In terms of second-priority devices, 55% of users identified televisions. This suggests that while televisions remain essential for entertainment purposes, they are often considered secondary devices for internet use. The majority of (54.15%) respondents indicated that their priority

when using the internet is for friendship. Additionally, 12.49% ranked this as their second-highest priority, with 5.95% placing it as their third-highest priority. Furthermore, a substantial proportion of children utilize the internet as a valuable resource for learning, with 17.1% considering it their top priority, 21.85% ranking it as their second-highest priority, and 25.53% placing it in third position.

Entertainment emerged as the third-highest priority (23.54%), closely followed by gaming (7.94%). These findings underscore the diverse ways in which children interact with the digital landscape, emphasizing the importance of promoting online safety and responsible internet usage within the context of building relationships, learning, and entertainment.

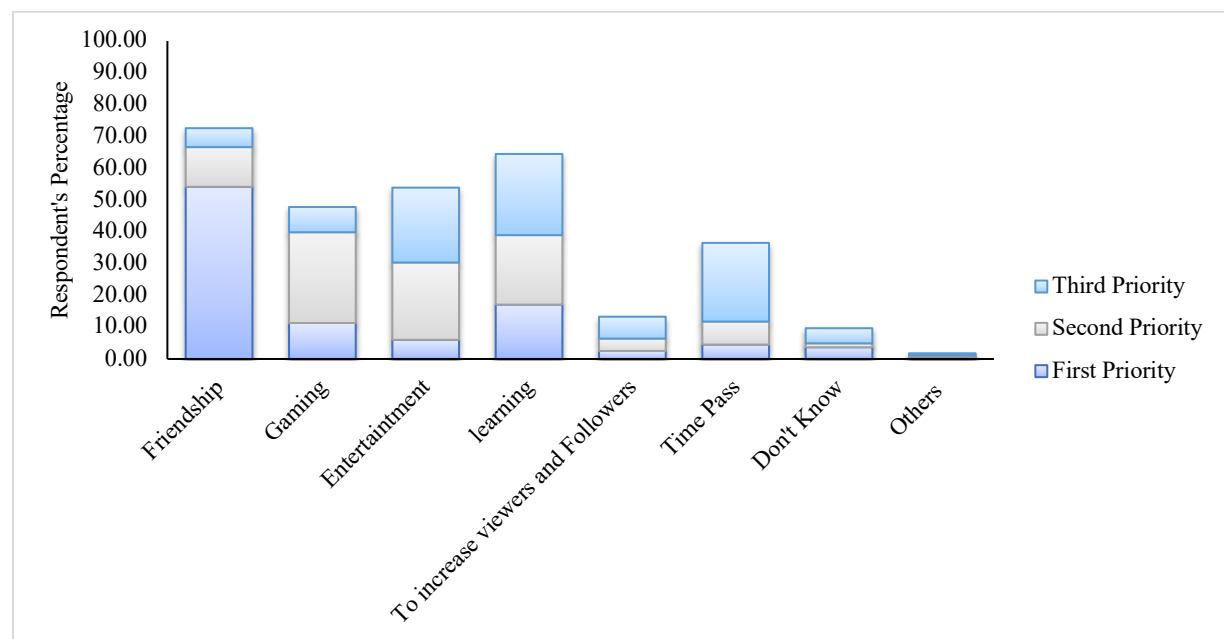


Figure 7: Children's priorities among online activities

4.1.2 Duration of Internet Use

The duration of internet use was categorized into five categories; less than an hour, one hour, three hours, three hours, and more than four hours, and findings were compared on a gender basis; boys, girls, others, and gender unexpressed.

It was found that a majority of children across all gender categories use the internet for one to two hours daily. However, notable variations were observed among specific groups. For instance, among girls, boys, others, and those who preferred not to disclose their gender, a higher percentage of others (42.86%), preferred not to say (37.50%), girls (35.29%), and boys (31.66%) reported using the internet for more than one to two hours daily.

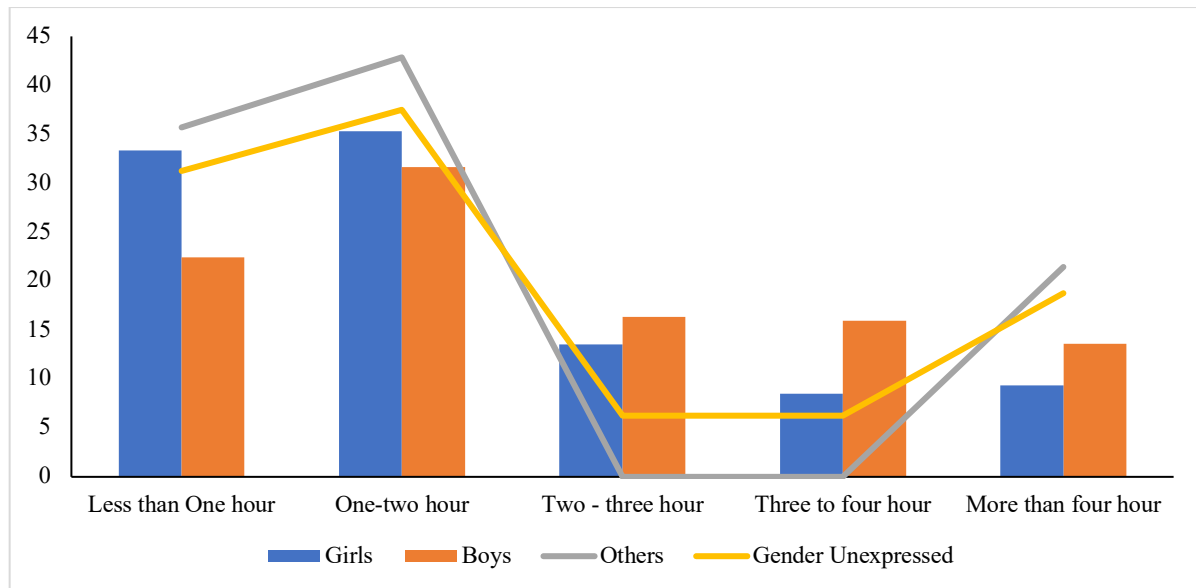


Figure 8: Online surfing duration based on gender

Conversely, a significant proportion of girls (33.33%) and a smaller percentage of boys (22.43%) reported using the internet for less than one hour per day. Interestingly, when comparing longer durations, such as two to three hours, three to four hours, and more than four hours, boys consistently reported higher percentages of internet usage compared to girls (Figure 8). This is particularly because boys have better access to internet devices and generally have no social restrictions that stop them from using such devices.

4.1.3 Behavior (Cyber hygiene)

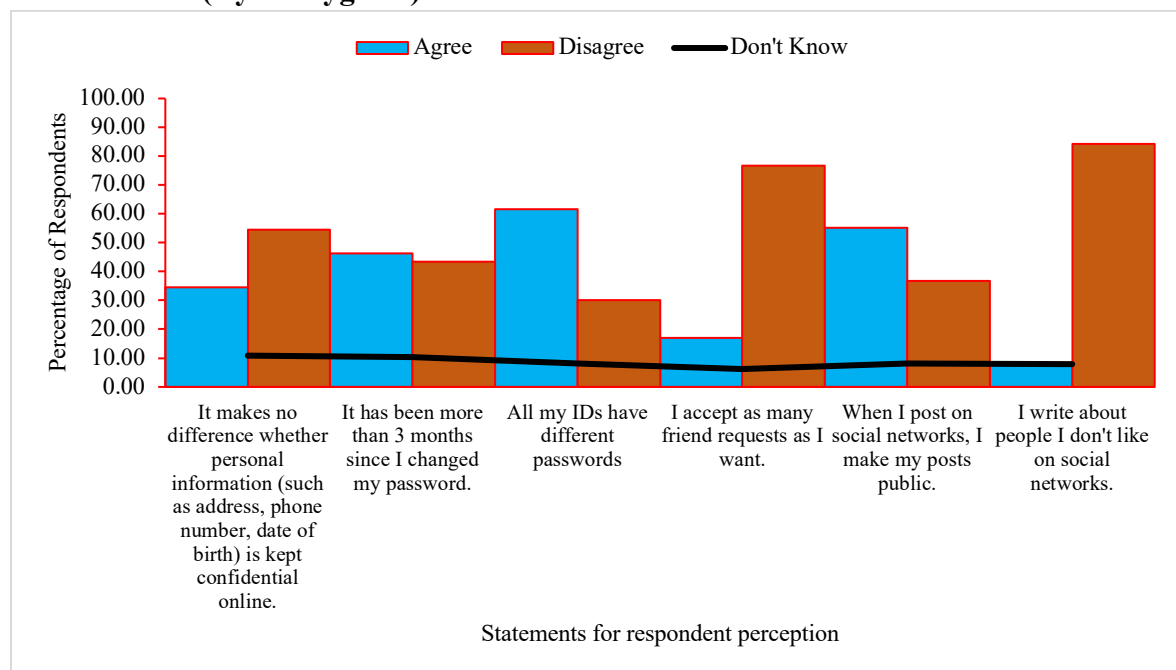


Figure 9: Children's perspectives and practices on online safety and cyber hygiene

In the study, It is observed that 34.63% of respondents lacked awareness regarding the importance of safeguarding personal information online, and approximately 10% admitted to

having no understanding of this issue. Moreover, we noted that 46.28% of respondents did not prioritize the regular updating of their basic security systems, potentially leaving them vulnerable to online threats. Additionally, 30.21% of children reported using the same password across all their online accounts, a practice that can pose serious security risks.

Another concerning finding was that 17.04% of the children surveyed accepted friend requests on social media without considering safety precautions or screening the individuals making these requests. Furthermore, our research revealed that a substantial 55.13% of children made most of their posts public, possibly to reach a broader audience. This openness in sharing content online can expose them to various risks.

Lastly, approximately 8% of the children disclosed negative opinions about individuals they disliked on social media platforms. This behavior may have implications for online conflicts and safety concerns. The behavior of children in the digital realm is a critical aspect of online safety.

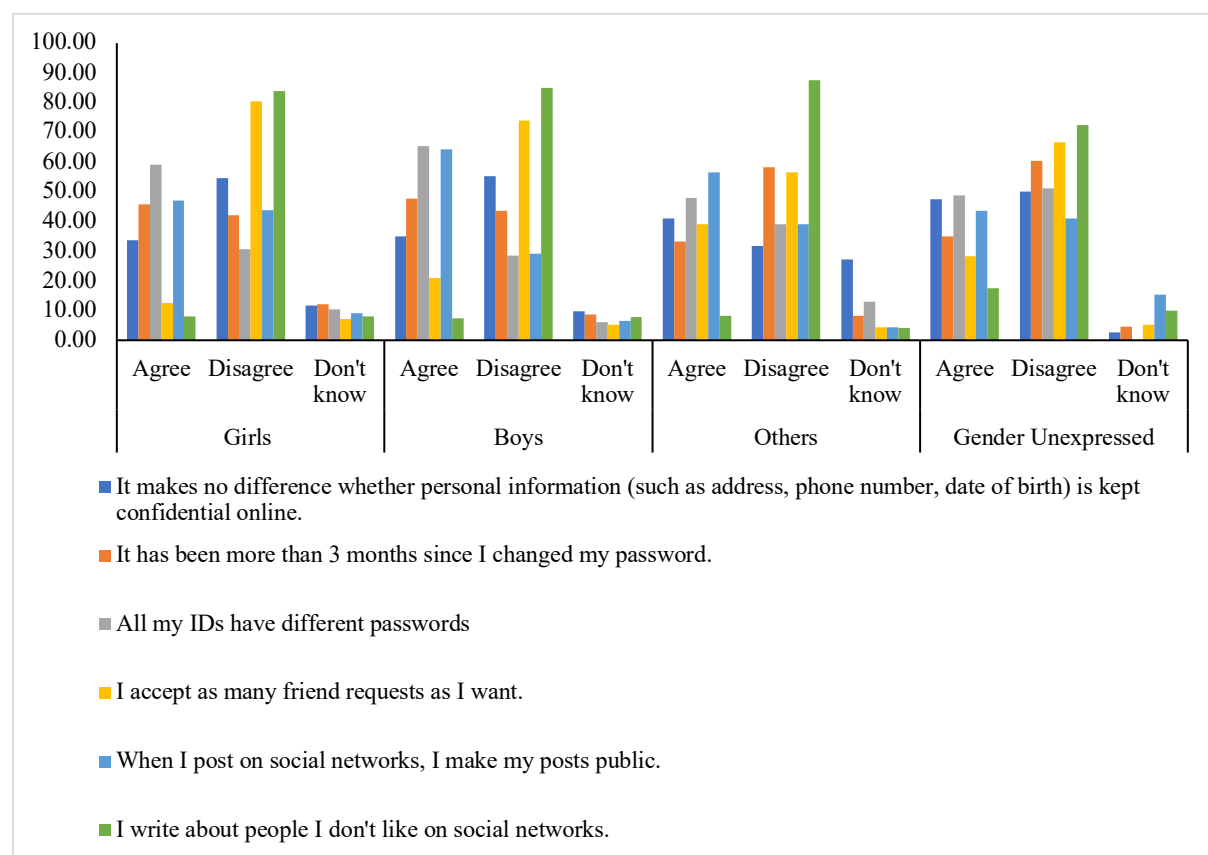


Figure 10: Gender-based differences in digital literacy and practices

The survey found that boys are more likely to use different passwords in different social media accounts (65.30%), followed by girls (59.16%). On the other hand, the almost same ratio of people (boys: 45%, girls: 47%, others: 33.33%) haven't changed their password in the last 3 months. It is found that almost a similar percentage (boys: 84.93%, girls: 83.85%, others: 87.50%) of people don't write on social media about people they don't like.

Online Activities and Social Interactions: Children engage with the internet for a variety of reasons, including education, entertainment, socializing, and gaming. Mobile phones are a common medium for accessing the internet (31% of girls, 48% of boys, 45% LGBTQ, and 46% who don't want to disclose gender have their mobile phone to access the internet). They use platforms like TikTok and Facebook for entertainment and connecting with friends. It's important to note that many students interact with individuals they don't personally know, including international contacts in countries such as Japan and Korea². These online friendships can sometimes lead to offline meetings, raising concerns about their safety.

Risk Among Girls: Girls appear to be at higher risk when it comes to online interactions. Some students use the internet to make new friends, chat with strangers, and even form romantic relationships³. The potential dangers associated with these activities are a cause for concern, especially given that some students are willing to meet their online friends outside their districts.⁴

Diverse Internet Usage: Beyond socializing, students in Nepal use the internet for diverse purposes. Learning foreign languages, engaging in family group chats, and online gaming are among their activities. However, it's observed that excessive internet use, particularly at night, can lead to issues like disrupted sleep patterns, irregular school attendance, and a lack of focus on education⁵.

Parental Awareness and Engagement: Parents are generally aware of their children's internet use, and many share passwords with their friends. However, there's a need for greater parental involvement in guiding their children's online behavior and educating them about online safety⁶. The behavior of children in the digital space is multifaceted and encompasses various activities, from educational pursuits to social interactions. However, this diversity also brings about unique challenges and risks, particularly concerning online friendships and excessive internet use. Raising awareness among children and parents about responsible online behavior and safety measures is crucial to mitigate these risks and ensure a safer digital environment for youth⁷.

4.2 Prevalence and Type of Abuse

4.2.1 Online Abuse and its Prevalence

Instances of using fake identities for online interactions were reported by 16% of respondents, highlighting the prevalence of identity deception in the digital realm. Additionally, online harassment emerged as a concerning issue, with 13% of participants citing experiences of harassment.

² KII with teachers and parents

³ FGD with boys participants

⁴ KII with teachers and parents

⁵ KII with teachers and parents

⁶ KII with parents, local police, teachers

⁷ KII with CSOs, Teachers

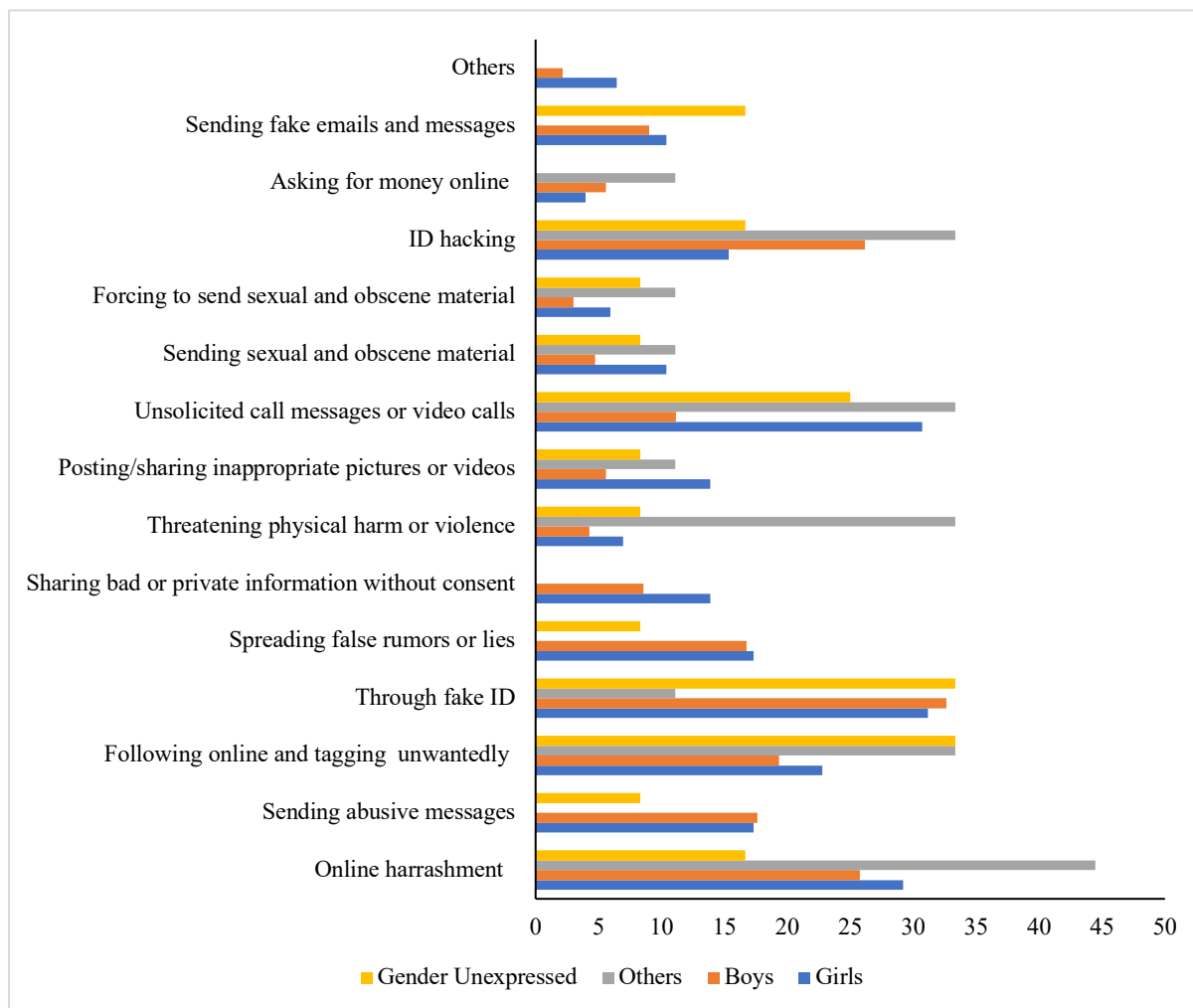


Figure 11: Forms of Online Abuse and Risks

Unwanted online following and tagging was another prevalent problem, faced by 10% of respondents. A significant portion of participants, 10%, reported instances of their online identities being hacked, while 9% encountered unsolicited calls or messages. The data also revealed various other forms of online abuse, including sending abusive messages (8%), spreading false rumors or lies (8%), and sending sexually explicit or obscene materials (3%). Instances of sharing bad or private information without consent and posting inappropriate content were cited by 5% and 4% of respondents, respectively. Moreover, participants mentioned other issues, such as being asked for money online (2%) and receiving fake emails (5%). These findings emphasize the multifaceted nature of online abuse and emphasize the need for ample strategies to address this complex challenge effectively.

Among the internet users, 21.14% (456) experienced the abuse, 2.36%(51) are unknown about abused, and 76.50% (1650) have not experienced any kind of online abused. In the group of children who experienced abuse, 51% were male, 44% were female. The remaining cases involved children who identified as part of the others (2%) or chose not to disclose their gender (3%).

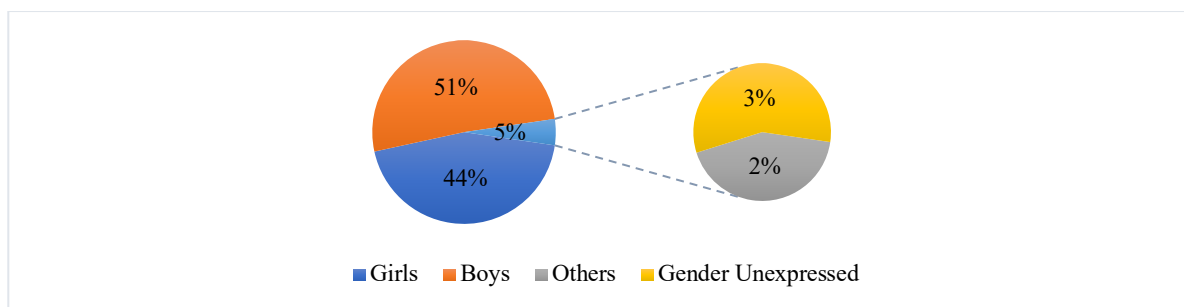


Figure 12: Gender-wise abuse faced

The findings reveal that children attending government schools appear to be more susceptible to online-related risks, abuse, and associated challenges. Approximately 23% of students in government schools reported experiencing some form of online abuse, whereas nearly 20% of their counterparts in private schools encountered similar difficulties and risks. Furthermore, the data indicates that 11.51% of students from government schools and 7.17% of private schools faced issues that transitioned from online interactions to offline abuse. Nevertheless, approximately 4% of students in government schools and around 3% of those in private schools reported having no knowledge or awareness of online abuse leading to offline consequences.

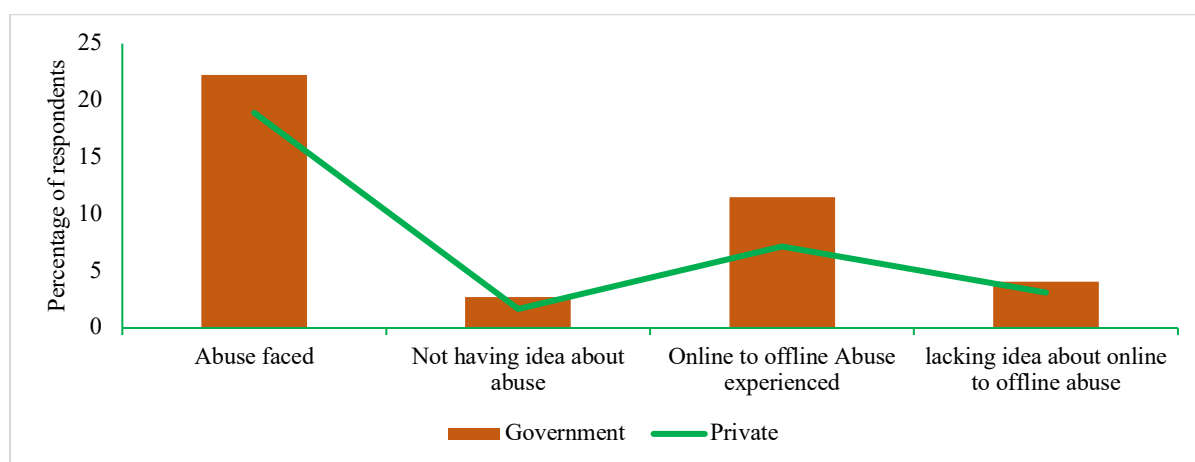


Figure 13: Online abuse incidence among private and government/community-based school

The most vulnerable group of children were those who use school's devices (school's computer), followed by children who use their own devices, or friends' devices. Children who use their family members' devices are less vulnerable. This suggests that children who have more control over school devices are more likely to be vulnerable to abuse. Because It is difficult to monitor student's online behavior manually. There is no automatic control system (for example, restriction to harmful sites) implemented into the school's device. This is because they have more opportunities to be exposed to another peer, and to interact with children who could harm them.⁸

*"The Internet is available, teachers are using the Internet for Google searches, and YouTube, and students are not allowed to use the Internet"*⁹

⁸ KII with teachers

⁹ KII with Teacher

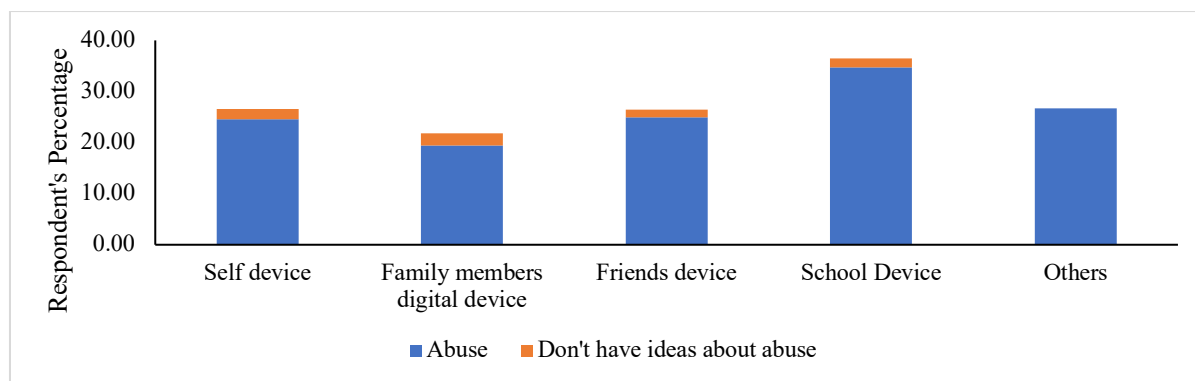


Figure 14: Online Abuse based on devices

Table no. 4 below shows the percentage of people who share their passwords with others, broken down by gender. There is a significant difference in password-sharing behavior between girls, boys, and others. Others categories children are more likely to share their passwords with others and girls are less. There are several possible explanations for this difference.

Table 4: Password Sharing Habit based on gender

Password Shared	Shared	Not shared	Don't have any idea
Girls	43.90	50.84	5.25
Boys	38.55	57.31	4.15
Others	61.54	38.46	0.00
Gender unexpressed	32.14	62.50	5.36



Figure 15: Comparison of abuse experiences based on password sharing habit

The data reveals interesting insights into the relationship between password sharing and the likelihood of facing abuse. Among the children who shared passwords are likely to experience abuse (27.78 %) rather than those who do not share (17.26) (figure 16). Specifically, those who shared their passwords with relatives (43.33%) and friends of friends (39.76%) faced relatively higher rates of abuse. In contrast, children who shared their passwords with parents (24.26%) and teachers (25.00%) reported lower instances of abuse.

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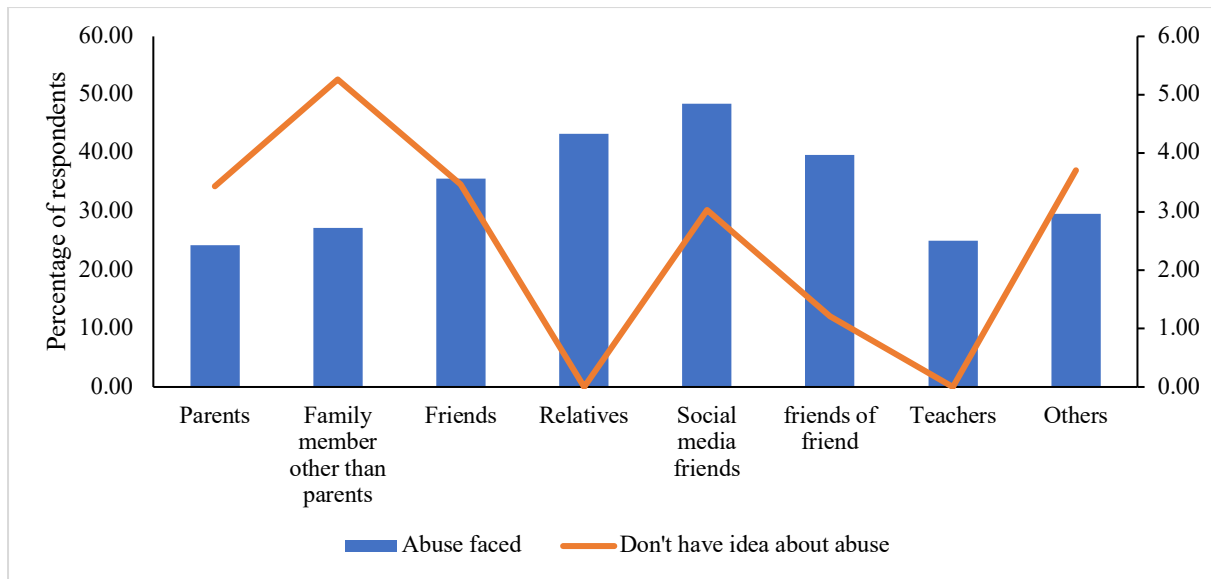


Figure 16: Abuse based on whom the passport shared

Incidents of sexual harassment, the consumption of explicit content, and excessive mobile phone use by children are becoming alarmingly common. For instance, a young girl in the 8th grade was subjected to harassment on a social media platform, where derogatory emojis and hurtful comments were used against her. Online group dynamics also contribute to conflicts, as children form groups and engage in rivalries.

Identity theft, unreported bullying, and the unawareness of parents regarding their children's online activities compound these issues. The impact of platforms like TikTok, live streaming, and group chats cannot be underestimated, as they influence both children and adults and have potential health implications. Issues related to suspicious links, threatening messages, the dark web, and the unauthorized sharing of children's pictures on social media further complicate the online landscape.

The KII with stakeholders at Sudurpaschim and Karnali Provinces claimed that the COVID-19 pandemic has significantly increased online screen time, and has led to a rise in unmonitored online behavior and access to platforms. Migration from rural to urban areas exposes children to greater risks online, as they are often less knowledgeable about online platforms and behaviors. This lack of awareness can lead them to explore risky online activities.

“Father is in India for work, children are staying at the house with mother and other family members, they are free to use anything. No one monitored their behavior.”¹⁰

The responded from Lumbini province and National Stakeholders argued that the instances of self-harm among children appear to be more prevalent than harm directed towards others in the online sphere. Social frustration is sometimes vented on social media, which pushes them to legal complications.

¹⁰ KII municipality

4.2.2 Gender and Age Pattern of Online Abuse.

In examining gender-based differences in online abuse, several critical observations emerged from the study. Notably, girls appeared to be at a heightened risk compared to boys. This vulnerability has been rooted in several key factors. Girls often engaged in online interactions, such as calls and video chats, which were sometimes exploited by ill-intentioned individuals who resorted to blackmail. This vulnerability was captured distressingly in a statement from an FGD:

'We girls are at high risk because we don't share things with others so that they take advantage of this weakness'.

Children of all ages are confronted with varied obstacles in the digital domain. One worrying observation is the participation of youngsters on platforms that are inappropriate for their age, such as Tinder. This raises concerns about how easily such sites are available to minors. Furthermore, the study found a worrying tendency in which children are more likely to be abused by people in their social circles, particularly friends and Facebook acquaintances. The danger appears to be greater for females, emphasizing the importance of a gender-sensitive approach to online safety.

The online risks associated with gambling have been uplifted unprecedentedly, particularly with boys. The rise in drug addiction and smuggling assisted by internet connections is a particularly concerning trend. The government and non-government authorities in Madhesh province revealed that the boys, especially those involved in drug use, are more active in online criminal activities, such as hacking IDs and engaging in bullying¹¹. This suggests that online safety, along with substance abuse, will likely become a prominent societal issue in the future. Online chat groups and communication networks have become conduits for unlawful operations, with potentially disastrous implications for vulnerable young people. It is especially troubling that youngsters aged 14 to 18 tend to be more vulnerable to manipulation in these situations.

Disturbingly, very young children as little as three years old have been exposed to explicit materials, including pornographic material¹². This exposure can have serious and long-term psychological consequences, highlighting the critical need for age-appropriate internet content filters. Furthermore, there is rising worry regarding the increase in gaming addiction among youngsters, particularly those aged 15 and higher. Due to a lack of parental oversight, such addiction typically goes uncontrolled.¹³

¹¹ KII with local government

¹² KII with teachers

¹³ KII with teachers

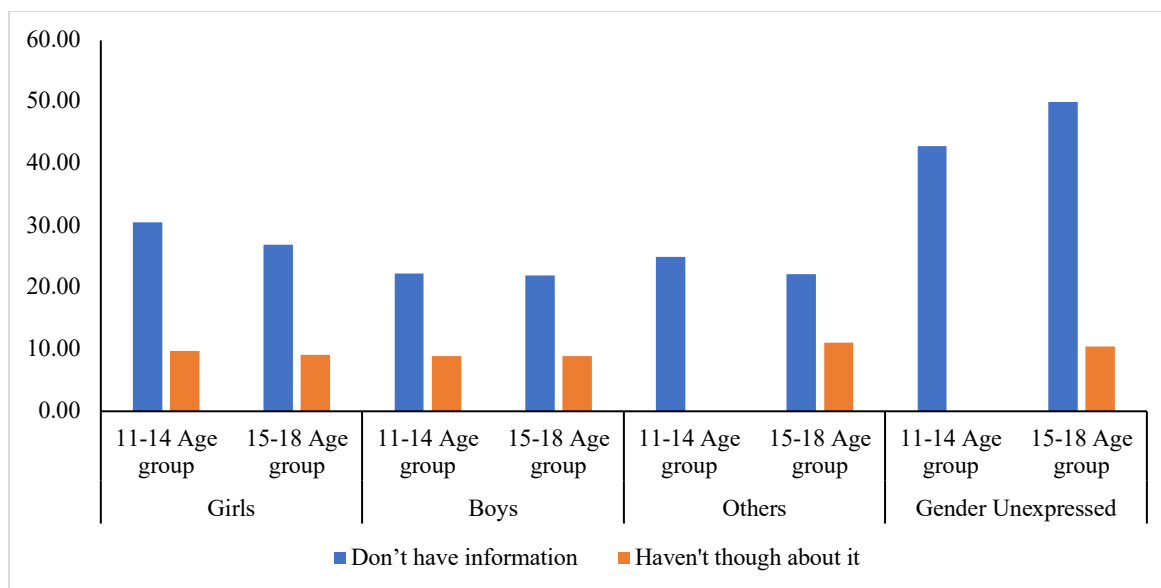


Figure 17: Age-based comparison of Knowledge about response and complain mechanism

The study sought to understand the knowledge gaps and experiences of abuse among two age groups: individuals aged 11-14 and those aged 15-18 (Figure No:12). The findings revealed intriguing insights into how these age groups perceive and handle abusive situations. Among girls individuals of aged 11-14, a notable 30.54% lacked information on proper reporting procedures. In contrast, among the older cohort (age 15-18), 26.92% lacked knowledge of reporting procedures. This suggests that, as adolescents grow older, they tend to acquire slightly more awareness of how to report instances of abuse, although a substantial knowledge deficit persists.

Boys were found less informed about reporting mechanisms than girls in both age groups (22.26% and 21.93%) respectively. It is also found that people who prefer not to disclose their gender are highly unaware of the reporting mechanism for online abuse (age group 11-14: 42%, age group 15-18: 50%)

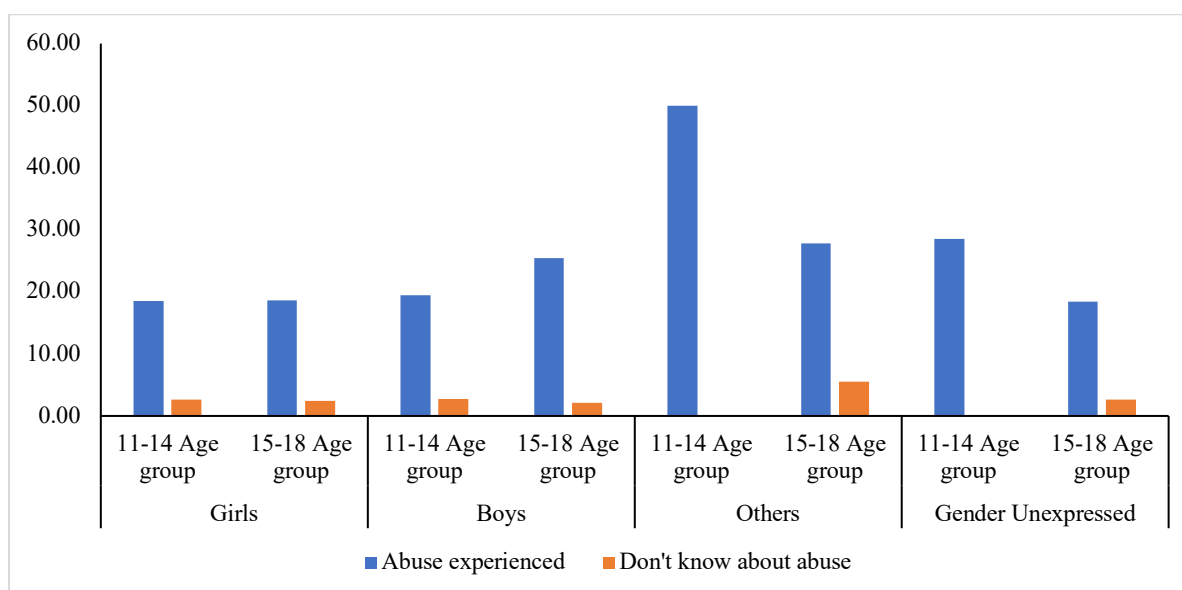


Figure 18: Age-Gender wise Abuse Faced by Children

In the context of abuse faced, a little variation is observed between two distinct age groups, namely those aged 11-14 and those aged 15-18. Among individuals aged 11-14, 50% of children from the Others experienced abuse, which is higher (27.78%) in the same categories of people in the age group 15-18. In the categories of age group 15-18, the reported rate of abuse to boys is 25.38%, which is higher than the girls (18.62%). Whereas for the age group, 11-14, an almost similar rate of abuse is found in both boys and girls ((boys: 19.53%, girls: 18.53%) This data suggests that individuals from the Others in the 11-14 age cohort tend to experience a higher incidence of abuse compared to others.

In summary, age-related patterns of online abuse are multifaceted and deeply concerning. The prevalence of inappropriate content, exposure to illicit activities, and susceptibility to manipulation all underscore the critical importance of age-appropriate online education, parental guidance, and comprehensive online safety measures.

4.3 Factors Associated with Online Abuse among Children

Online abuse is influenced by various factors, including the modes of communication and the vulnerability of individuals. WhatsApp calls, for instance, have become a medium for perpetrating online abuse. Furthermore, online gaming platforms have provided a space for potential abuse.

Data shows that a significant correlation emerges between socio-economic conditions and the prevalence of online abuse. The survey showed that children from economically disadvantaged backgrounds, single-parent families, those without parental guardianship, and disabled individuals are particularly vulnerable. Poverty and family structure seem to amplify the risk. However, a substantial contributor to online abuse is the absence of parental monitoring and a lack of safety education and orientation for children. Inadequate supervision of a child's online activities and a dearth of educational initiatives exacerbate the risk.

“If some children more time online their other activities are disturbing, and social skills are also reducing and losing. sometimes their dietary issues are also increased due to lack of physical activities”¹⁴

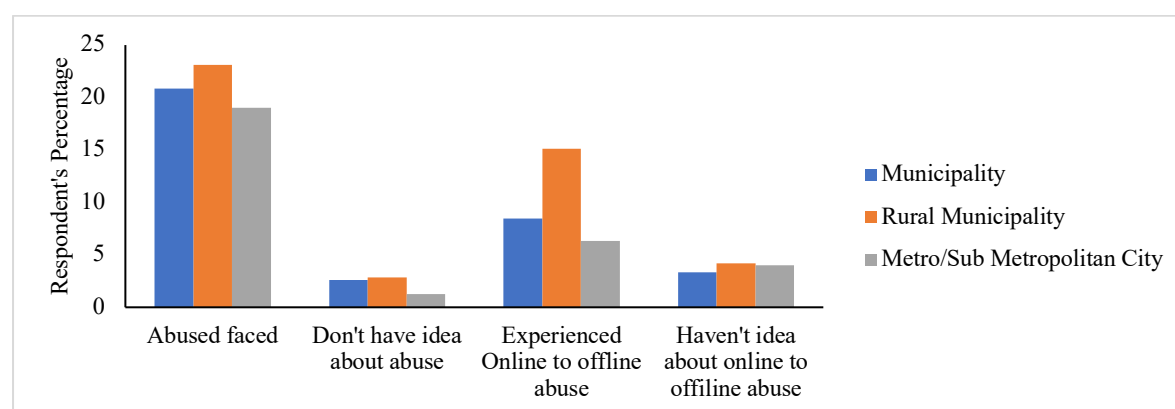


Figure 19: Abuse faced based on regions

¹⁴ KII with development partners

The data in Figure 19 presents a insight into the variation in the levels of abuse faced across different administrative categories, namely Municipality, Rural Municipality, and Metro/Sub-Metropolitan City. A statistical analysis was conducted to assess the average abuse faced within each category.

The results reveal that children residing in Rural Municipalities reported the highest average level of abuse, standing at approximately 23.10%. This figure is notably higher than the average abuse faced in Municipalities, which was approximately 20.85%. Interestingly, those living in Metro/Sub-Metropolitan Cities experienced a slightly lower average level of abuse, around 18.99%, compared to the other two categories. In the rural municipality category, the incidence of experienced online to offline abuse is notably higher, with a rate of approximately 15.10 incidents per population unit. In the municipality category, the rate of experienced online to offline abuse is somewhat lower but still significant, at around 8.43 incidents per population unit. Conversely, in the sub-metropolitan city/metropolitan city category, the rate of such incidents is comparatively lower, with approximately 6.33 incidents per population unit.

This data suggests that individuals residing in rural municipalities face a higher risk of experiencing online to offline abuse compared to those in municipalities and sub-metropolitan/metropolitan areas. Understanding these variations is crucial for developing targeted interventions and support mechanisms to address this issue effectively in different geographic settings. To ascertain the significance of these differences, statistical tests were conducted. The analysis indicates that there is a statistically significant variation in abuse levels across these administrative categories ($p < 0.05$). This finding underscores the importance of recognizing regional disparities in abuse experiences.

4.3.1 Digital Literacy and Online Safety

A noteworthy learning arises from our study findings in the field of digital literacy and online safety. Among the children surveyed, 40.13% of females demonstrate a fundamental lack of awareness of basic security measures. Similarly, roughly 27% of males appear to have a comparable knowledge gap. Surprisingly, when children refuse to identify their gender, a substantial proportion indicates a lack of fundamental security knowledge as well as familiarity with response and reporting procedures. Similarly, approximately 29% of girls within our study cohort lack awareness regarding response mechanisms and reporting systems. This knowledge gap is also evident among boys, with roughly 23% lacking information in this regard.

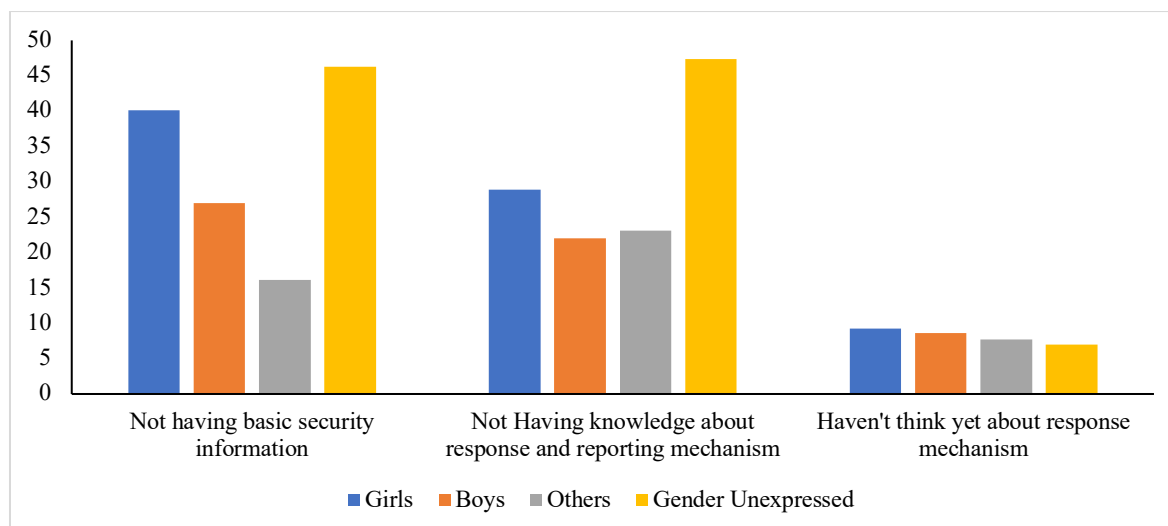


Figure 20: Digital literacy gaps among the gender

In contrast to their counterparts in private schools, students enrolled in government schools exhibit notably lower levels of awareness about online security systems. Furthermore, the student from the government school has lower knowledge about online safety concerns and the subsequent response mechanisms compared to private schools (Figure 21).

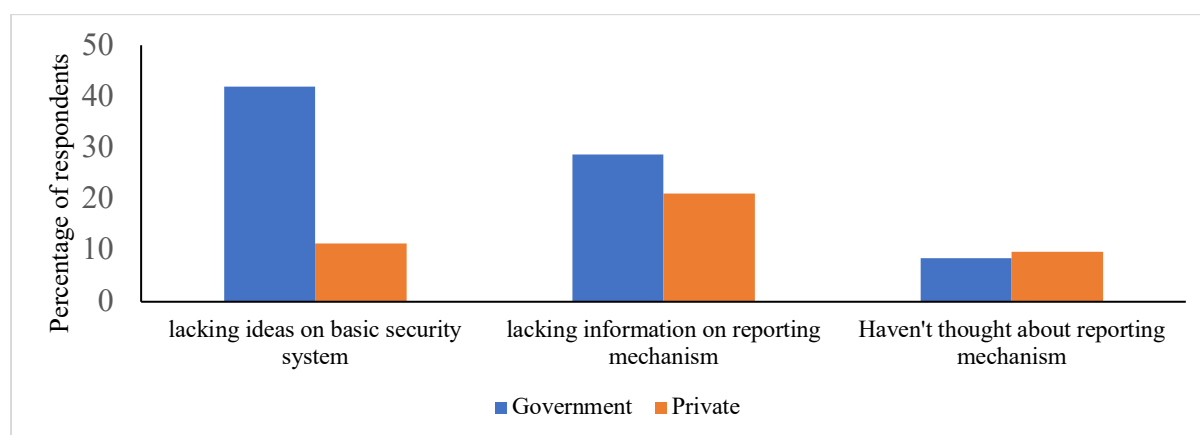


Figure 21: Knowledge gap between private and government/community-based school

Digital literacy plays a pivotal role in safeguarding children from online abuse. The perspectives gathered from various stakeholders shed light on the current digital literacy landscape. Some parents express confidence in their children's online safety, attributing it to the advice they provide, such as "don't believe everyone." This suggests that proactive parental involvement can contribute to enhancing digital literacy and safety.

On the flip side, KII from all the provinces revealed that the parents lacked awareness about social media security measures and internet usage. This knowledge gap makes monitoring and protecting their children challenging. This points to the fact that usage doesn't necessarily correlate with digital literacy. Stakeholders from Gandaki and teachers from Karnali and Madhesh Provinces reported that parents often struggle with basic tasks like saving phone numbers, further limiting their ability to monitor and protect their children from online abuse¹⁵.

¹⁵ KII with teachers

A concerning trend is the overall lack of awareness about online safety mechanisms, as well as a reluctance to report online abuse cases. This lack of awareness extends to both parents and children, hindering their ability to navigate and mitigate online risks effectively (Figure 16).

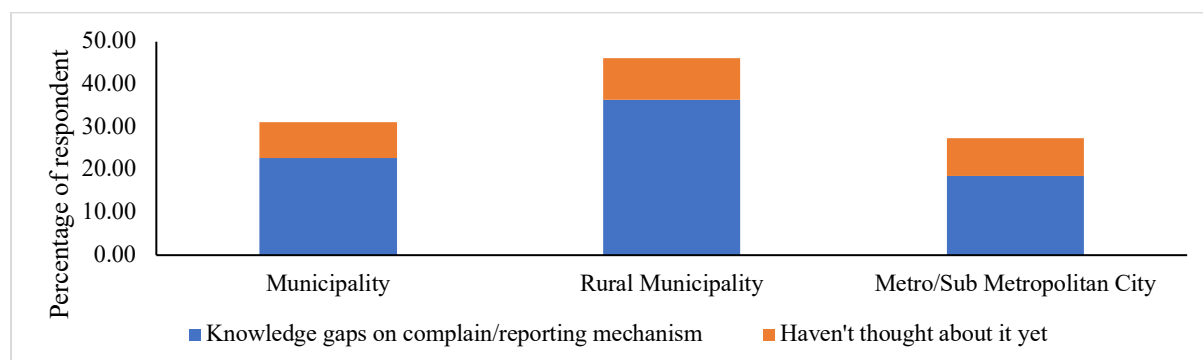


Figure 22: Knowledge gaps compared to regions

In rural municipalities, a significant proportion, approximately 36.34% of respondents, reported not knowing the complaint or reporting mechanism. In municipalities, this percentage was notably lower but still considerable, with 22.75% of respondents indicating a lack of knowledge regarding the complaint or reporting mechanism. In the more urbanized settings of sub-metropolitan cities and metropolitan areas, the percentage of individuals without knowledge about the reporting mechanism was 18.62%, suggesting that urban residents generally have somewhat better awareness of these mechanisms.

Since the calculated Chi-Square value (5.8491) is less than the critical Chi-Square value (5.991), we fail to reject the null hypothesis. This means that there is no significant difference in knowledge about the complaint/reporting mechanism among the three categories at the 0.05 significance level. In other words, based on the data and statistical analysis, we do not have enough evidence to conclude that there is a significant difference in knowledge about the complaint/reporting mechanism among rural municipalities, municipalities, and metro/sub-metropolitan cities.

The ethical use of the internet remains a concern, with parents and children alike needing education in this area. For instance, some parents are unaware of child-friendly internet content or tools like YouTube Kids, which can provide safer online environments for children. Educating parents about age-specific tools and the importance of content moderation is essential. Interestingly, it was observed that parents are sometimes less aware of online risks compared to their children. This discrepancy underscores the need for comprehensive awareness programs targeting parents, children, and educators alike.¹⁶

Digital literacy levels among parents and children are highly variable. While some parents impart valuable lessons to their children regarding online safety, many others face significant knowledge gaps. Bridging these gaps through education and awareness initiatives is crucial to protect children from online abuse effectively. Additionally, ensuring that available child-

¹⁶ KII Teachers and parents

friendly platforms and content filters are well-known and accessible to teachers and students can further enhance online safety for children.

The questionnaire survey focused on verifying their awareness of the respondent for addressing online abuse. The results showed a spectrum of knowledge levels among participants. 38.07% of respondents correctly identified that reporting the body of online abuse should involve the police. 7.35% recognized the role of the local ward office, while only 4.56% considered the R/municipality as a recourse for such issues. The cyber bureau, specializing in handling cybercrimes, was known to 17.93% of participants, showcasing a reasonable understanding of specialized agencies. Parents were identified as a reporting option by only 21.34% of respondents. Teachers and school staff were recognized by 5.44%. Child-focused helplines like Child Helpline (1098) and National Center for Children at -Risk (104) were known to 9.33% and 2.66% of participants, respectively, reflecting relatively limited awareness of dedicated child support services. 7.44% of respondents mentioned general hotlines like "Police (100)" as an option to file complaints about online abuse.

Table 5: Knowledge about Response and Complain Mechanism

	Ward Police office	R/Municipality	Cyber bureau	Parents	Teachers and School Staff	Online Platform	Child Helpline (1098)	National Center for Children at - Risk (104)	Police (100)	Others
38.07	7.35	4.56	17.93	21.34	5.44	3.23	9.30	2.66	7.44	0.93

Knowledge of Security Systems	Having Knowledge	Without knowledge
Children associated with child club	67.93	32.07
Children out of child club	65.39	34.61

4.3.2 Vulnerabilities of the Internet Platform

The research findings indicate that a significant portion of the children (58.22%) perceived Facebook as the most susceptible online platform, with TikTok ranking second (19%), followed by online gaming (13%). Children ranked messenger apps and video streaming as the fourth and fifth most vulnerable platforms, respectively, in terms of online safety concerns (Figure 23).

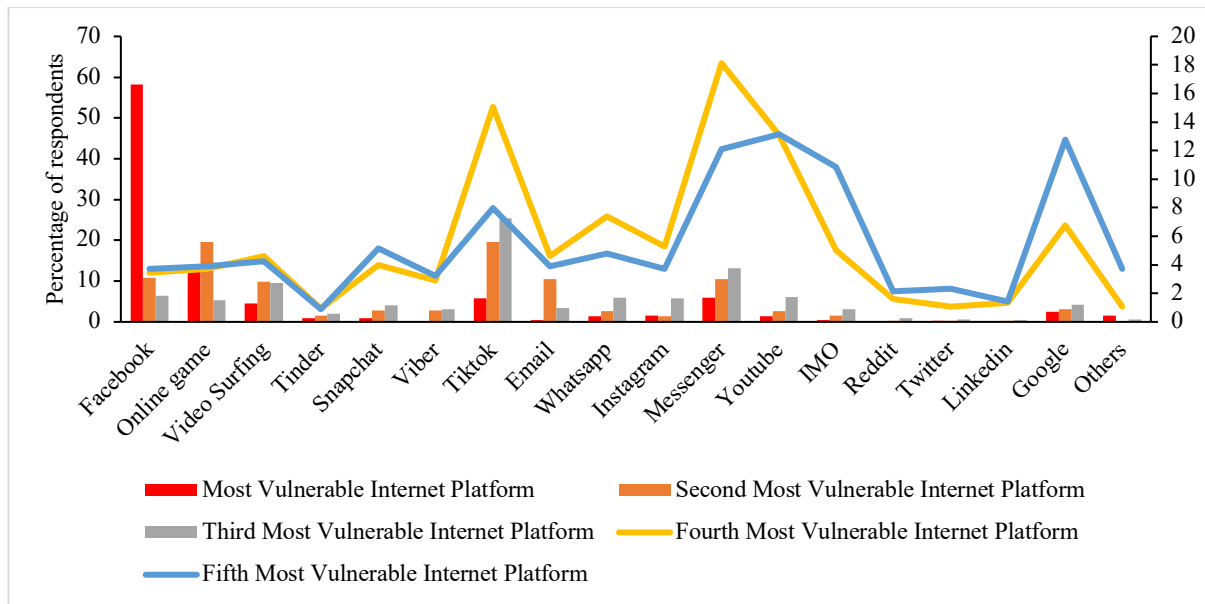


Figure 23: Children's perception based on the vulnerabilities of the internet platform and activities

The study delved into the post-impact experiences of children who have endured online abuse, revealing a spectrum of emotional and psychological consequences. Notably, a significant proportion of participants reported experiencing anxiety (28.07%) and anxiousness (46.71%) as a result of online abuse. Additionally, findings indicate that online abuse led to a reluctance to engage in conversations with others (22.81%) and a reduced interest in reading (29.82%) among affected children. Physical health issues (11.40%) and heightened irritability (14.69%) were also reported. The emotional toll was evident, with approximately half of the respondents expressing increased anger (50.88%), while insomnia (18.86%) and feelings of guilt (18.42%) added to the multifaceted impact. A smaller subset of participants reported various other effects (2.85%).

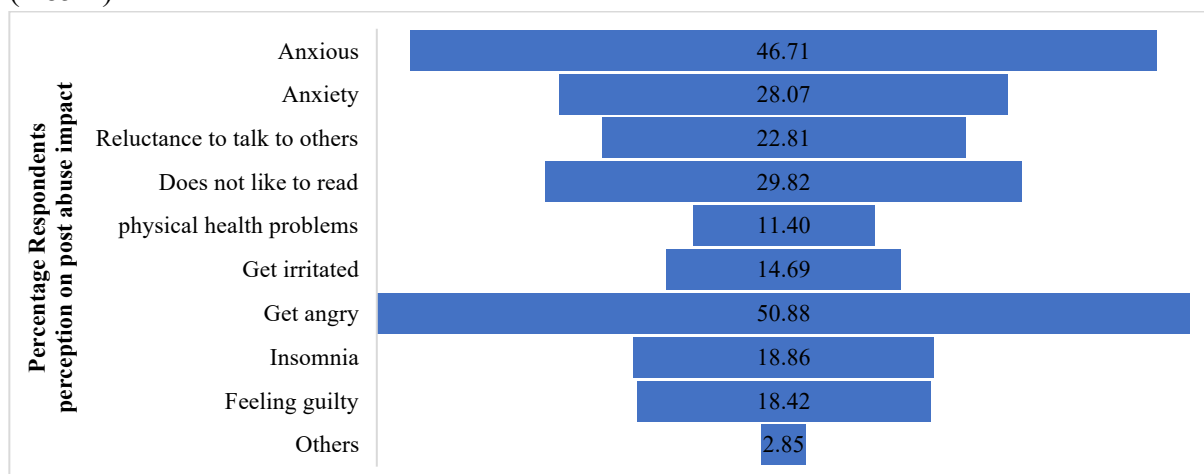


Figure 24: Children's Perceptions of Post abuse impact

4.3.3 Socioeconomic Factors and Online Abuse

Within the realm of online safety, children belonging to minority communities (Having less population declared by the government) exhibit a notably higher susceptibility, with

approximately 40% reporting instances of various forms of online abuse. Conversely, children from other demographic groups experience relatively comparable levels of vulnerability.

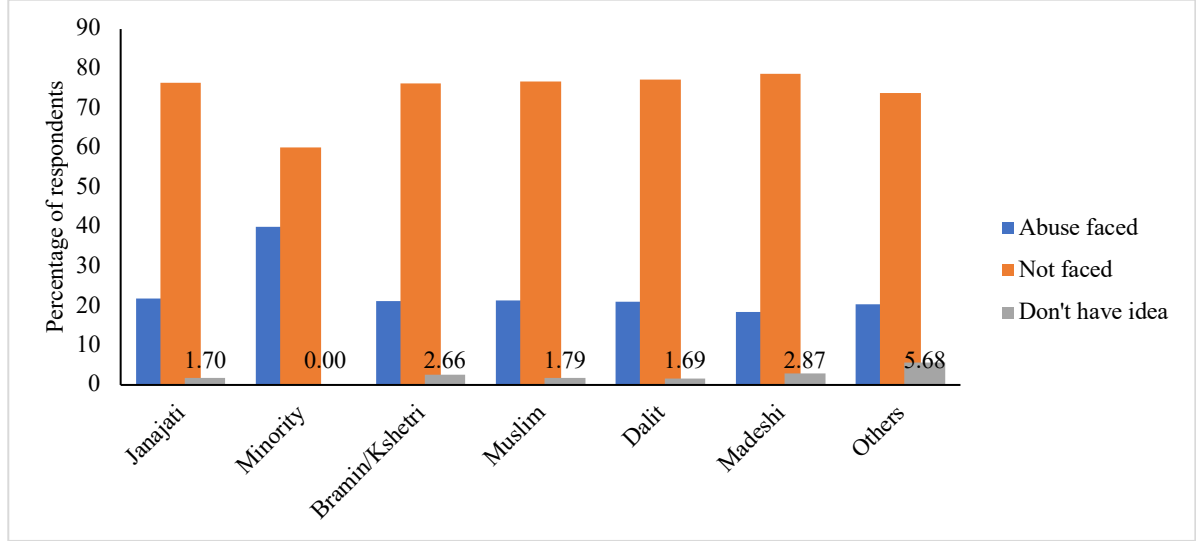


Figure 25: Abused faced among the ethnic communities

The socioeconomic status of children in Nepal plays a significant role in their vulnerability to online abuse. Recent migrants from remote areas, particularly villages, who relocate to urban centers and live in rented rooms, are at a heightened risk of online abuse. Additionally, children, often in grades 8 and 9, who live independently in rented accommodations without parental supervision, face increased vulnerability.

Father is in India for work, children are staying at house with mother and other family members, they are free to use anything. No one monitored their behavior.
-KII with Rural Municipality Officer

Interestingly, reporting cases of online abuse to the police is challenging in Nepalese society. Many perpetrators are often relatives or known to the family members, which can lead to excuses and reluctance to involve law enforcement. Consequently, these cases tend to be treated as social issues rather than criminal offenses in many instances. The influence of parental engagement in technology also plays a role. Working parents, who provide internet devices (like mobile phones and tablets) to their children as a means of keeping them occupied, and even non-working parents, who might be engrossed in technology themselves, inadvertently expose their children to online risks, sometimes without adequate guidance or monitoring. These kinds of socio-economic dimensions further complicate the landscape of online abuse

Migrated children (migrating from village to city) are at high risk of online abuse. Because they have less knowledge about online platforms and online behavior, they try new things online, and they are unaware of how they can be abused.
-KII with education head and teachers.

"We don't go to the police for the complaint because most of the perpetrators are relatives and known to the family members, they excuse. So, this type of case is taken as a social case rather than a crime."
- local Elected Representative

among children in Nepal, highlighting the need for comprehensive strategies to address this multifaceted issue.

3.3.4 Internet Access and Online Abuse

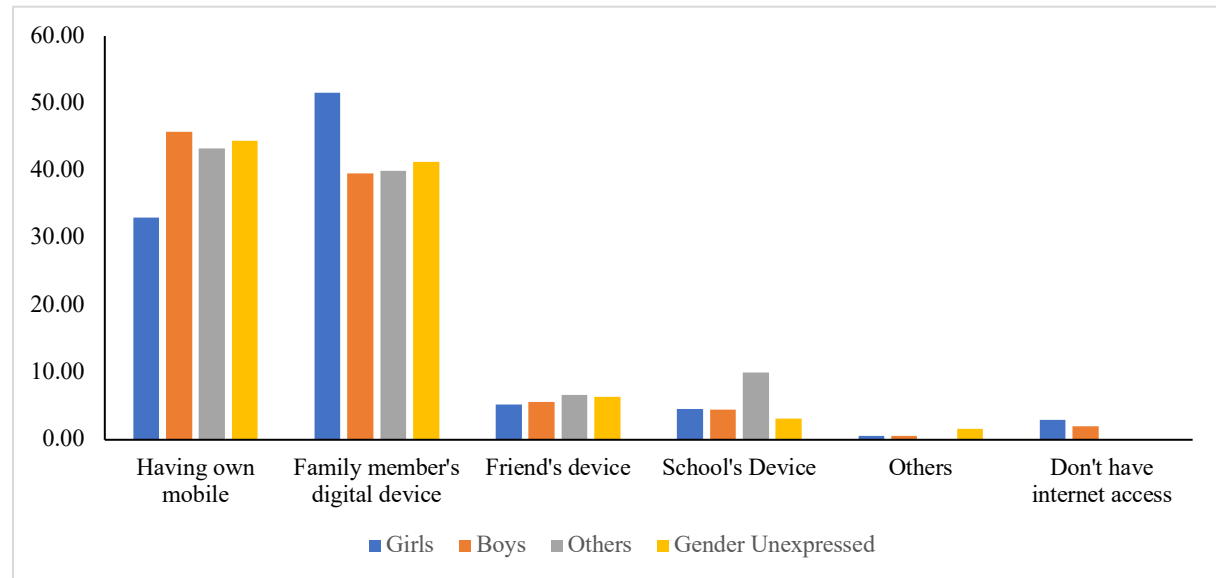


Figure 26: Use of internet devices

The study suggests varying degrees of vulnerability among children based on their internet usage habits. Notably, children who spent one to two hours online reported a higher perception of susceptibility to online risks, constituting approximately 34% of the respondents. In contrast, those who used the internet for less than one hour exhibited a relatively lower sense of vulnerability, accounting for approximately 20% of the sample.

Furthermore, an intriguing finding emerged when analyzing the relationship between internet usage duration and vulnerability. The study showed a negative correlation of -0.52 between the time spent online and perceived vulnerability. This moderate correlation suggests that as children spend more time on the internet, their sense of vulnerability to online risks tends to decrease. However, it is essential to exercise caution when interpreting this correlation, as the complex nature of online safety encompasses various factors beyond just the duration of internet use.

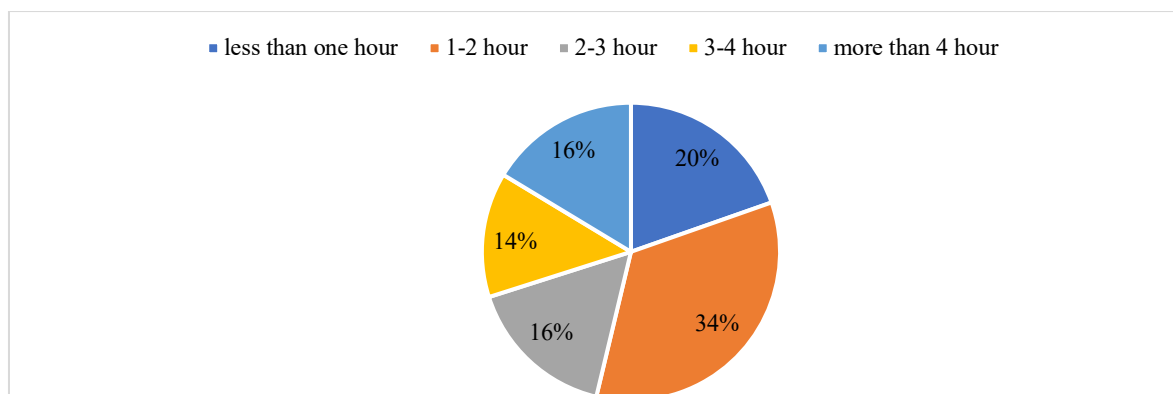


Figure 27: Abuse faced and duration of use

The findings show that people who spend 1-2 hours a day on the internet are found more vulnerable to abuse (34%), however, there is no significant relation between the use hour and vulnerabilities. When children spend more time online, their other activities suffer, and their social skills deteriorate. Their food troubles are frequently exacerbated by a lack of physical activity. Internet connection was determined to be relatively available in study locations, although the prevalence and intensity of usage had dramatically grown after the COVID-19 pandemic. According to stakeholders, while internet access is available, it is not always dependable and might be erratic. Furthermore, it appears that the responsibility of Internet Service Providers (ISPs) in assuring online platform safety is limited.

Children are heavily engaged with their mobile phones, accessing the internet through these devices. Additionally, some children, particularly those in higher classes, use social media platforms like Facebook and Messenger for communication with friends, often discussing academic matters in group chats. However, students' access to the internet is sometimes restricted, with teachers primarily using it for their purposes, such as online searches and watching YouTube videos for educational content.

“Girls contacted the people staying in Japan, Korea, and other Western countries to go to these countries.”¹⁷

In certain cases, although internet access is available, it may not be accessible to everyone within the household. As a result, some children who spend excessive time online may neglect other activities, which can lead to disturbances in their daily routines. Moreover,

“Children's excessive time spent online can lead to disruptions in their other activities, affecting their social skills and physical health. Some even face dietary problems due to a lack of physical activity.”

- Insights from Stakeholders

there is concern about the declining social skills and physical health of children who are increasingly immersed in the online world. Some even experience dietary problems due to a lack of physical activity. This information highlights the changing landscape of internet access and its implications for online abuse among children in the study areas. The increased use of mobile phones and social media platforms, coupled with inconsistent internet access, poses unique challenges in addressing online abuse effectively.

¹⁷ KII with Parents

4.3.5 Family and Peer Influence on Online Abuse

Children are under the influence of friends; friends are more important than parents. Parents have a significant influence, followed by friends and then teachers. Parents are blamed for the actions of their children. Parents play a crucial role in shaping their children's behavior online. Parents' monitoring can have a significant impact on children's online activities.

Family and peer influence play a significant role in shaping children's online behaviors and susceptibility to online abuse. From the gathered information, it is evident that the dynamics within families and peer groups greatly impact children's online activities. Parents hold a crucial position in influencing their children's online behavior. However, while children enjoy spending time with their families, they are averse to being scolded. The increased vulnerability of family members, especially relatives, has created a sense of insecurity among children, making it challenging for parents to allow their children to visit others' houses. Consequently, children end up spending more time in digital activities.

Children have access to information about their elders and parents' activities online. This increased transparency has led to children feeling uncertain about parental support and, as a result, they are less likely to adhere to parental guidelines, including restrictions on mobile device use. Peer influence is another significant factor in children's online behavior. Children tend to trust their friends' recommendations for games and making new online connections. This can lead to the development of new online friendships, sometimes with ulterior motives, such as sharing personal information to influence friends to engage in potentially risky online behaviors. Family dynamics, parental involvement, and peer influence collectively contribute to children's online behaviors and susceptibility to online abuse. Understanding these factors is crucial for developing effective strategies to protect children from online risks and promote responsible digital citizenship.

4.4 Relationship Between Online and Offline Abuse

4.4.1 Links Between Online and Offline Abuse

In the study, it was observed that online safety-related challenges disproportionately affected different groups of children. Notably, approximately 35% of others categories children reported instances of abuse or encountered problems on the internet. This was followed by boys, with 23.58% reporting similar issues, and children who chose not to specify their gender, accounting for 21.05% of such cases.

Interestingly, the findings also indicated variations in offline abuse stemming from online interactions. Among the participants, others categories respondents were particularly vulnerable, with 28% reporting instances of abusive behavior during in-person meetings with individuals they had initially met online. This contrasted with the experiences of boys, who were more likely to encounter abuse including online to offline abuse compared to girls, with prevalence rates of 11.46% and 8.26%, respectively.

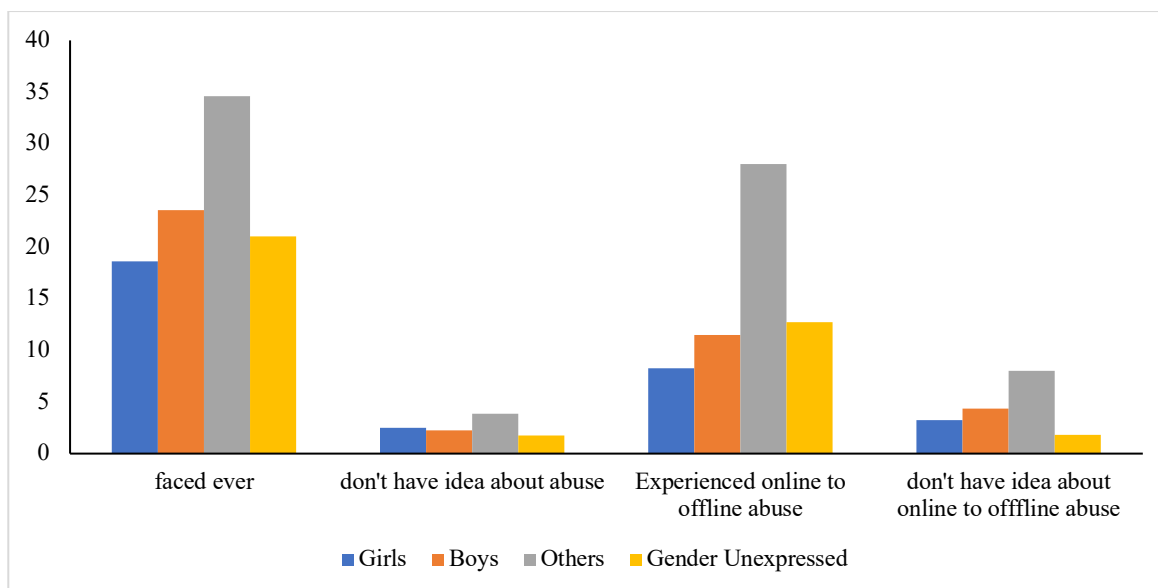


Figure 28: Online and Offline Abuse and it's Nexus

The correlation between online and offline abuse among children in Nepal is a complex and concerning issue. Online interactions can have profound real-world consequences, especially for young individuals. In many cases, children form connections online, which subsequently leads to harmful offline situations.

"Trust-building should never be mistaken for vulnerability. We've seen cases where innocent online connections have led to serious offline problems, and it's crucial to address this."

- Child Rights

For instance, we have seen cases where young boys aged around 13 have engaged with girls slightly older than them, around 14 years of age. These interactions often begin with the building of trust online, through messaging or social media platforms. As trust deepens, it may lead to the exchange of gifts, which can eventually result in more sinister actions. One notable aspect is that these incidents often go unreported, as there is a prevailing perception that trust-building cannot be considered a vulnerability.

Parents themselves grapple with fear regarding their children's online activities. For instance, a high school girl engaging in a discussion with her teacher through messenger regarding extracurricular activities might attract unwarranted attention and severe scolding from family members. This unfortunate scenario underscores the distinct challenges that online interactions present. Offline interactions tend to be more controlled and monitored, but in the online realm, it's far more challenging to discern the nature of children's interactions and the content they are exposed to. This lack of oversight is associated with a rapid increase in psychological and mental issues, amplifying the gravity of online abuse and its tangible repercussions in the offline world.

"A 19-year-old boy loved girls from different districts, and they agreed to meet in Kathmandu. But the boy was found dead."

- KII with parents

The links between online and offline abuse remain inadequately addressed in existing policies and regulations. More comprehensive strategies are necessary to protect children from the potential consequences of their online interactions, as these interactions can significantly influence their well-being and safety in the physical world. Understanding these complex connections and adopting targeted measures is essential to ensure the overall protection of children in Nepal.

Online interactions bring a unique set of challenges. The offline world might be controlled, but we often lack visibility into our children's online interactions, making it vital to address this issue head-on."

- Cybersecurity Specialist.

4.4.2 Psychological Impact of Online Abuse on Offline Well-being

The research findings shed light on the intricate relationship between online abuse and the offline well-being of children. The consequences of online abuse, as reported by various stakeholders, manifest in several ways that affect the overall health and development of children. One of the notable findings is that online abuse can lead to children leaving their homes, suicide, engaging in child marriages, dropping out of school, and even engaging in conflicts with their parents or guardians. These severe consequences highlight the gravity of online abuse in children's lives.

Moreover, the psychological impact of online abuse on children's offline well-being is evident. Children who experience online abuse often exhibit symptoms such as anxiety, sleeping disorders, and irregular school attendance. The abuse can also lead to a reluctance to eat, negative thoughts, fear, and an inability to attend school, all of which have a profound effect on their mental and emotional health.

"A student committed suicide because their parent didn't provide a phone to her"

– KII with teachers and parents

A poignant example from the research is the case of a 13-year-old boy who, after being exposed to explicit content online, began to emulate these behaviors.¹⁸ Fortunately, timely intervention in the form of counseling from a teacher helped address this issue. However, this instance highlights the urgent need for both preventive measures and support systems for children facing online abuse.

Parents, while deeply concerned about their children's online activities, may inadvertently contribute to the problem by responding with anger and scolding. This fear-based approach can lead to children refraining from discussing their online experiences, making it even more challenging to address and prevent online abuse effectively.

In conclusion, the psychological impact of online abuse on children's offline well-being is substantial and multifaceted. Addressing this issue requires a comprehensive approach that includes not only preventive measures and online safety education but also psychological support and open communication between parents and children.

¹⁸ KII with teachers

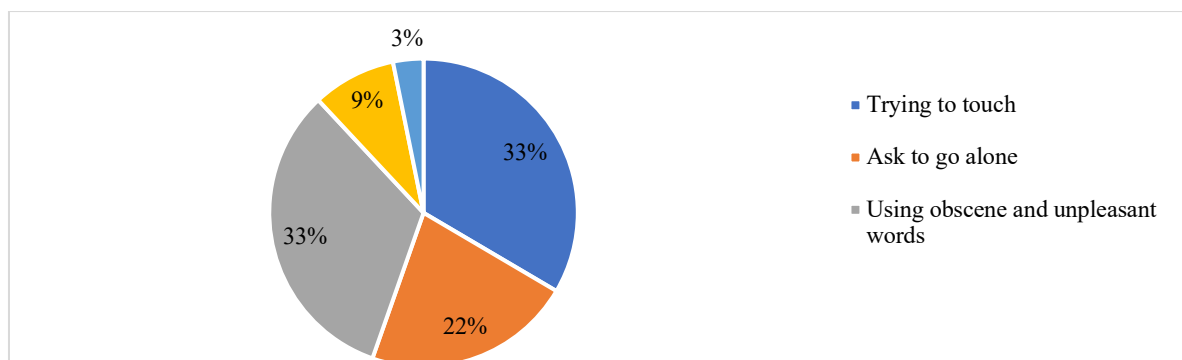


Figure 29: Types of abusive behavior faced by children while meeting offline

The most prevalent offline behavior faced by children was the use of obscene and unpleasant words, reported by a substantial 38.31% of participants. Additionally, 39.25% of respondents indicated experiencing individuals attempting to touch them inappropriately. Further, 25.70% of children reported being asked to go alone, potentially placing them at risk. The data also revealed instances of showing sexual behavior, which affected 10.28% of participants. Lastly, 3.73% of respondents described encountering other forms of abusive behavior, underlining the multifaceted nature of offline threats faced by children. These findings underscore the urgency of robust measures to safeguard children from a range of abusive behaviors online.

4.4.3 Children's Understanding of Online Risks and Safety

In the study, it was observed that approximately 32% of the surveyed children had encountered individuals whom they had initially met online. Alarming, 6% of these children had made plans to meet in person with individuals they had never met before in real life. Additionally, 6% of the children reported having received proposals to meet offline, which they declined. Surprisingly, around 1% of the children had intentions to meet in person, but the other party, whom they had initially met online, declined the meeting.

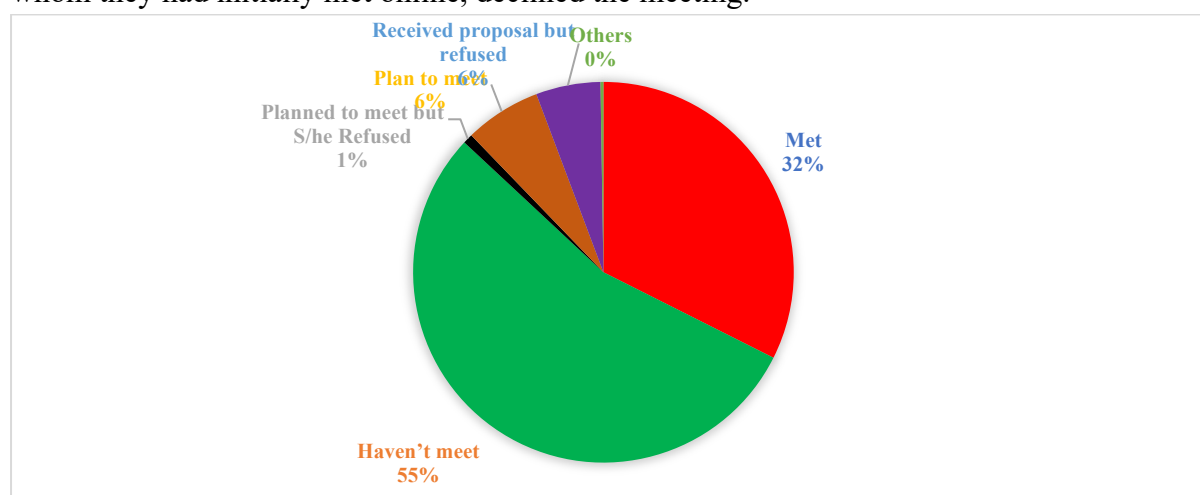


Figure 30: Online relations to offline association among children

Among the surveyed children, a significant portion (62.42%) reported interactions or plans to meet individuals they had only encountered online. It is concerning to note that 18.66% of these encounters involved family members, while 17.21% of the children indicated that they had met or intended to meet strangers in person without any companionship or supervision.

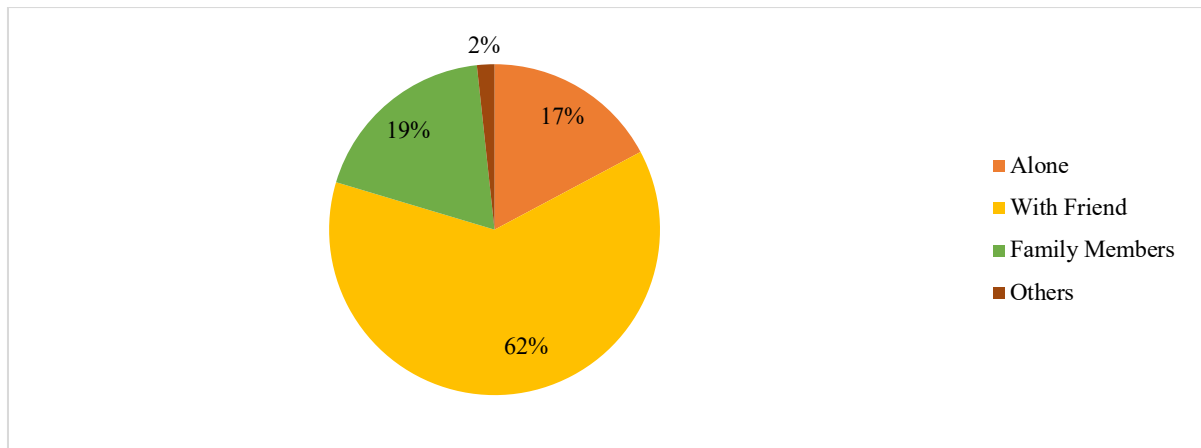


Figure 31: Children who met/want to meet with strangers

One prominent observation is that children often find it easier to share their online experiences and concerns with friends rather than with family members. This preference for peer communication can be attributed to a variety of factors, including a sense of trust and familiarity among friends that may not always exist within family dynamics.

Moreover, a significant portion of children lack a comprehensive understanding of ethical internet use and security settings. Many children are unaware of the various tools and settings available to enhance their online safety. This knowledge gap can leave them exposed to potential risks and vulnerabilities while navigating the digital landscape.

The research findings indicate that children's practices and behaviors in the digital realm often mirror their knowledge and awareness levels. Some children are cautious and exhibit responsible online behavior, such as not sharing personal information with strangers. However, others engage in risky online activities without fully comprehending the potential consequences. This divergence in practices highlights the need for comprehensive digital literacy programs that equip children with the skills and knowledge to make informed decisions while navigating the internet.

4.4.4 Views of Parents, Teachers, and Community Members

One recurring theme from these stakeholders is the recognition of the internet's importance in the lives of children. However, there is a shared concern about the need for responsible usage. Parents emphasize the importance of imparting knowledge to their children about the advantages and disadvantages of the internet. The challenge lies in communicating these nuances effectively without sparking excessive curiosity among the young generation.

Participants emphasized the necessity of introducing digital literacy classes in schools. These classes could serve as a platform to sensitize both students and mothers to the potential risks of online activities. By promoting an understanding of responsible internet use, it is believed that many issues related to online safety can be mitigated.

The stakeholders acknowledged that the reduction in child marriages is not attributed to online activities. Rather, it reflects the evolving social landscape. However, they expressed concerns about mobile device usage among children, suggesting that access to mobile phones should be limited until at least class 10. The school curriculum is seen as a sufficient source of knowledge during the early years.

Some stakeholders advocated for stronger regulatory measures, such as the banning of certain apps like TikTok, along with the implementation of awareness programs. Local governments were encouraged to establish rules governing internet and social media usage. Furthermore, there is a consensus among these stakeholders that excessive mobile device usage has led to a decline in the emotional support and love that children receive. This underscores the importance of fostering healthy offline relationships alongside digital ones.

The viewpoints of parents, teachers, and community members underscore the need for comprehensive strategies to address online abuse among children. These strategies should incorporate educational components that encourage responsible internet use, enhance digital literacy, and promote positive online interactions. Moreover, regulation, awareness programs, and community involvement are key elements in creating a safer digital environment for the younger generation.

4.5 Knowledge, Awareness, and Practices to Address Online Abuse

4.5.1 Current Policies and Practices

The existing legal framework includes the Electronic Transaction Act, the Act relating to Children, the Criminal Code 2017, the Consumer Rights Protection Act, the Telecommunication Act, the Advertisement Act, the Mass Communication Act, the Cybersecurity Policy, the Digital Nepal Framework, and the National Children Policy. However, despite these laws, there is a considerable gap between policy formulation and implementation.

Online abuse and children are not in priority of the local government's budget rather than other work like infrastructure.¹⁹ Children are not aware of existing laws.²⁰ There have been awareness programs about online safety as a cross-cutting issues, but no dedicated initiatives have been started by the government.²¹ People are unaware of where to complain and how to complain, they have fear about confidentiality, and this matter is not included in the local government's plan and program.²² Internet service providers have data policies, they don't have personal data but they block the vulnerable sites recommended by govt.²³

Nepal Telecommunication Authority (NTA) has endorsed online child protection guideline 2076, but faced conflict during implementation, due to which effective implementation is lacking, Though the roles and responsibilities of the Internet Service Providers Association of

¹⁹ KII with Local government representative

²⁰ FGD with girls in Rupendehi

²¹ KII with child Welfare officer

²² KII with child rights council officer

²³ KII with Internet Service Providers

Nepal (ISPAN) have been mentioned, the Role of stakeholder and private entity, NTA can play role as a mediatory role to bring all the keyholder together, Child Online Protection (COP) guideline needs to approve from cabinet, Digital literacy capacity building activities. Concern line ministry should formulate and implement cop guidelines and government cyber security policy now legal gaps can be filled as a policy directed.²⁴

Article 43 of the Electronic Transaction Act does not have a clear statement about whether sending text from girl to boy without consent is considered illegal or not. Case expire date limitation (i.e. 35 days) becomes a huge problem for the investigation and judicial process. Judge/court members are less sensitive to cyber-related issues.²⁵

Despite the presence of legal provisions, there is a noticeable gap between these regulations and their practical execution. Stakeholder capacity is also a pressing concern, as various entities involved in child protection and online safety often lack the resources and expertise required to address the issue effectively. It revealed a lack of assessments regarding parental online behavior and its potential impact on their children's online experiences. Additionally, difficulties in the complaint mechanism for reporting online safety issues were identified, including the limited capabilities of investigating officers to handle such cases adequately.

In response to these challenges, the need for an integrated approach to online safety within the Child Protection Management Information System (CP-MIS) is important. This integration aims to streamline the management and handling of online safety concerns as an integral part of the broader child protection framework. Addressing these issues is crucial to establishing a more effective and comprehensive strategy for enhancing online safety for children in Nepal.²⁶

People are not well aware of the complaint mechanism of online abuse.²⁷ The people don't complain because they think online crime can come from Kathmandu only, they think of disgraced and fear about the case being disclosed.²⁸ Cases are not disclosed because "they think they can solve the case", or "proprietor is relative"²⁹. They don't complain because they think it requires money, social dignity, and delay in the judicial process, the family is not convinced because of a lack of confidence, and people are unknown if this is a crime or not³⁰. Children are not aware of the complaint mechanism of online abuse.³¹ People do not share or complain about online abuse until there is a big issue³².

Child Online Protection (COP) guideline 2076 was in line with International Telecommunication Unit (ITU) guidelines, now it needs to be incorporated based on the new issues. While developing the guideline it is necessary to contextualize based on the local policy and emerging issues. These policies should be reviewed in 4/5 yrs. regularly.

²⁴ KII with Law Enforcement and Regulatory Body

²⁵ KII with legal professionals.

²⁶ KII with Development Partners

²⁷ KII with Local government representative, FGD with boys in Jumla

²⁸ KII with Local government officials and CSOs g

²⁹ KII with CSOs

³⁰ KIIs with security personnel and parents

³¹ FGD with girls in Rupendehi

³² KII with local government officials

In some contexts reporting is not in practice children used to talk with independent entities rather than government and law enforcement entities.³³

Nepal Telecommunication Authority (NTA) has maintained the database and technical monitoring, of the public entities concerned is about to take. (NTA can block sites but not subdomains and

“We block the person who abuses us, we don’t know where to complain, we can’t complain because of shyness, fear of the case being disclosed in society, and can’t share it with the parents”.

- FGD with childrens

deep pack filtering is still lacking. https: sites have higher security systems and are hard to block. NTA tried to encrypt it. NTA cooperate through concern agencies like fb, tiktok³⁴.

The evaluation of current policies and practices regarding online child protection in Nepal reveals significant gaps and challenges. Local government priorities do not

“Local government is not able to do any programs for online safety. Online abuse and children are not in priority of the local government’s budget rather than other work like infrastructure.”

- KII with CSOs and teachers

place online abuse and children's safety at the forefront of their budgets and activities, often focusing on infrastructure development instead. Awareness among children about existing laws is limited, and there is a lack of dedicated initiatives or programs initiated by the government to address online safety comprehensively.

Complaint mechanisms for online abuse are not well-known among the public, and there are several barriers to reporting incidents, including fear of case disclosure, financial constraints, concerns about social

“People are not well aware of the complaint mechanism of online abuse. The people don’t complain because they think online crime can complain from Kathmandu only, they think of disgraced and fear about the case being disclosed”

- KII with Local government representative, FGD with boys

reputation, and a lack of trust in the legal process. Some believe that online abuse cases can only be reported from Kathmandu, further deterring victims from seeking help.

Key gaps and challenges in existing policies and practices include:

Lack of Priority: Policymakers are aware of the issues but have not given them the priority they deserve³⁵.

Short Statute of Limitation: The statute of limitation for reporting online abuse cases is only 35 days, which may not be sufficient for victims to come forward.

Absence of MLAT: Nepal lacks a Mutual Legal Assistance Treaty (MLAT) for cross-country and cross-platform issues, making it challenging to address cybercrimes that transcend borders.³⁶

³³ KII with Law Enforcement and Regulatory Body

³⁴ KII with Law Enforcement and Regulatory Body

³⁵ KII with cyber bureau

³⁶ KII with telecome service providers

Limited Authority: The cyber bureau's authority is limited to inspecting cases based on the Electronic Transaction Act, and it lacks dedicated legal provisions passed by parliament.³⁷

Lack of Resources: There is a shortage of necessary human resources, infrastructure, and trained officers, particularly in cases involving minors. The cyber bureau often operates without child protection guidelines and child-friendly spaces.

Geographic Disparities: Digital forensic labs are primarily concentrated in Kathmandu, causing disparities in access to such resources across the country.

Referral Mechanism: Nepal lacks a comprehensive referral mechanism to ensure that victims of online abuse receive appropriate support and assistance.

Child Psychologists: There is a shortage of child psychologists specializing in the psychological impact of online abuse on children.³⁸

Victim Support: Currently, there is no victim support mechanism at the district level.

To address these gaps and challenges, it is crucial to review and revise existing policies regularly, contextualize guidelines based on local policies and emerging issues, and prioritize online child protection at all levels of government.

Additionally, efforts should focus on increasing awareness, improving the reporting mechanism, extending the statute of limitation, and enhancing the capacity of law enforcement agencies to investigate and address online abuse effectively.

"Article 43 presents several challenges in addressing online issues. Sending text messages from girls to boys or vice versa is not considered illegal under this article. Additionally, the Electronic Transaction Act does not provide adequate punishment for actions like irritating messages and sexting, especially in chat platforms. The current 35-day case expiry period may make it easier for perpetrators to escape consequences. Judges and court members often exhibit limited sensitivity to cyber-related issues, and there is a need to introduce psychological or mental health assessments in such cases. Moreover, the practice of keeping individuals in custody is far less common than releasing them on bail. Economic disparities and a lack of concrete evidence, such as device records, deter many from pursuing legal processes. Encouraging a storytelling approach with children during meals can be beneficial, and there's a growing realization of the importance of setting limitations on digital screen time."

- KII with legal advisor

"Children are not aware of the complaint mechanism of online abuse. People do not share or complain about online abuse until there is a big issue".

- KII with police

Best Practices/Initiatives:

Several commendable initiatives are being undertaken to address the issue of online abuse and enhance online safety. Local law enforcement agencies have begun providing orientation sessions to schools, focusing on online safety, albeit on a limited scale. Collaboration between local governments, police forces, and civil society organizations is fostering efforts to combat

³⁷ KII with cyber bureau

³⁸ KII with development partners

online abuse. Schools are actively engaging in counseling programs for both parents and students, conducting extracurricular activities, and organizing awareness sessions in partnership with various civil society groups. Some schools have initiated screen time management programs, recognizing the importance of balanced digital engagement. Additionally, the Ministry of Education has taken steps to incorporate online safety topics into the curriculum. These initiatives underscore the need for a comprehensive, integrated approach to online safety, with a focus on resource-efficient strategies that involve multiple stakeholders.

4.5.4 Challenges in Implementing Effective Measures

In assessing the challenges faced in implementing effective measures for combating online abuse among children in Nepal, several key issues have come to light. The local government's role in actively addressing online safety concerns has been notably limited. This

"There is gap in coordination among local government bodies, law enforcement agencies, and educational institutions."

- CSO Representatives and Teacher

deficiency is exacerbated by a gap in coordination among local government bodies, law enforcement agencies, and educational institutions, hindering the development of a cohesive strategy to combat online abuse effectively.

One major challenge lies in the complexity of the legal process. Victims of online abuse often encounter a legal framework that is intricate and sometimes inadequate. Compounding this issue, the media's support for victims is inconsistent, making it challenging for those affected to seek justice and support. Furthermore, families are often deterred from pursuing cases of online abuse due to concerns about their social status.

"The media does not support the victims."

-KII with CSOs

"Families are often hide the case of online abuse due to their social status."

-KII with police, local government

A key concern is the absence of a dedicated child-specific complaint mechanism. While a general mechanism exists, it lacks the specificity required to address the unique challenges faced by children in the digital realm. The absence of comprehensive child protection guidelines further complicates the situation, leaving authorities to rely on the broader guidelines established by the Nepal Telecommunications Authority (NTA). A pervasive challenge is the overall lack of comprehensive policies and dedicated laws that specifically address online abuse among children. This gap in legal provisions contributes to the difficulty in handling cases involving online abuse effectively.

In this context, the need for a holistic and child-centered approach to online safety becomes increasingly apparent. Addressing these challenges will require not only the formulation of dedicated laws and policies but also concerted efforts to enhance coordination among relevant stakeholders at the local and national levels. Additionally, the development of child-specific complaint mechanisms and child protection guidelines is imperative to ensure that children are adequately safeguarded from online abuse.

The pursuit of effective measures to combat online abuse among children in Nepal must be anchored in a commitment to protect the rights and well-being of the youngest members of society. It is evident that comprehensive legal and policy frameworks, combined with increased coordination and awareness among stakeholders, are essential components of this endeavor.

4.5.4 Digital Awareness in Formal Education

Digital education in schools and formal education plays a pivotal role in shaping children's understanding of online risks and safety. Digital education on online safety is a relatively new subject in the formal curriculum. Currently, it is available in classes 10 and 11, primarily focusing on topics like Artificial Intelligence (AI) and Cybersecurity.³⁹

In instances where online safety is part of the curriculum, challenges persist. Teachers often skip these topics, assuming that students are already familiar with them.⁴⁰ The problem is further exacerbated by a lack of proper teacher training in delivering online safety content effectively. While some schools have incorporated online safety lessons into upper-grade curricula, it is often insufficient. Teachers struggle to deliver these lessons effectively due to their limited knowledge of the subject. Moreover, the availability of computer labs and internet access in schools doesn't always translate to students having access to these resources.⁴¹ In some cases, teachers misuse the school internet for personal purposes during class time, limiting students' opportunities to learn about online safety.⁴²

Usually, meetings and discussions on online safety are conducted within the educational community, however, there is a glaring lack of awareness among teachers regarding the intricacies of online threats and safety measures. This knowledge gap hinders their ability to provide valuable guidance to students.

"Teachers often skip these topics, assuming that students are already familiar with them. Teachers struggle to deliver these lessons effectively due to their limited knowledge on the subject."

-FGD respondent

In summary, digital education on online safety in formal education is in its early stages in Nepal. While it is recognized as an essential component, there are challenges such as insufficient teacher training, limited access to resources, and a lack of government initiatives. Addressing these issues is crucial to equip students with the knowledge and skills needed to navigate the digital landscape safely.

³⁹ KII with teachers

⁴⁰ FGD with children

⁴¹ KII with teachers

⁴² FGD with children

4.6 Case Stories

Case #1

It is said that there is a love relationship between a girl and a boy studying in class 9 of a school and they have regular conversations in chat. At the same time, it has been reported that they shared a naked picture of the girl in the chat and later another friend of the 14-year-old boy, who is currently studying in class 10, posted the girl's photo in various social media groups. After the picture was published, it was revealed that the girl dropped out of school and later became addicted to drugs and also missed studies. In the incident where the photo was shared, the girl was wronged more by the family, society, and the school, and since the later character of the girl was repeatedly questioned, it was found that the family, society, and the school did not search for the girl, and the boy is currently studying in class 10. Even if the boy comes to school, the society and the school tell him that he is coming to this school despite such an incident and he is told about that.

The chairman of the school management committee said that a child took 25,000 to 30,000 while playing an online game and lost 25,000 to 30,000 at once.

Case #2

It is about a boy who is currently studying in class 9. His father had gone to work abroad. The child used to live with his grandfather at home and he regularly asked his grandfather for Rs 10 only on Fridays. The child who asked for Rs 10 only and that too only on Fridays was carrying a lot of things. Grandpa asked him why this happened and said that his friend had given it to him or who had given it to him. One day, when the grandfather went to the bank to withdraw the money sent by his son from outside, he was informed that he did not have Rs 150,000 in the bank. When he said that he never took out and did not give it to anyone, looking at the bank statement, it seems that he transferred it to someone else and the bank asked if someone else uses your phone. After filing a complaint with the police, it was found that the grandson's friend withdrew the money from his grandfather's phone and gave the child only a small amount of money and chocolates. After filing a complaint with the police, it was found that the grandson's friend withdrew the money from his grandfather's phone and gave the child only a small amount of money and chocolates. The chairman of the school management committee told the police that later, the person had agreed to pay Rs 1 lakh and 50 and that it was an 18-year-old boy who did the act.

Case #3

A boy, 16 from Udayapur had his father's Smartphone access. He installed a game called Free Fire. Later on, he demanded a separate mobile from him after completing Secondary Education Examination (SEE). Finally, he got a Smartphone and continued playing free-fire on his device, regularly 3-4 hours a day. He reached some higher level. While playing a game on the internet (free-fire), at the time of reviving, another friend got angry and said bad words in the game (this game can be played by speaking). Both of them got angry with each other and called each other for a one-on-one fight.

He didn't know about the age and strength of the opponent. So, he decided to take some elder friends with him. He along with his 3 elder friends of 17, 21, and 18 went to the location where

they decided to meet one to one for the fight. When they reached the location, they were surprised as there was a small boy of 10. Some of his friends started to slap that boy because he said bad words While playing a game on the internet (free-fire). In the end, one of the elder friends stopped them and beat him saying that his too small and that if he died he would take responsibility. They warn the boy not to challenge them physically and online too.

Case #4

In a village called Ekdara, there was a family with five children, four of them were girls, and the youngest was a boy. The parents had a special affection for their son and always tried their best to make him happy. When he was just two years old, they started showing him cartoons and videos while feeding him. This became a routine, and as he grew, he became quite used to watching these videos during meals.

As time passed, he reached the age of four and was ready to go to school. However, there was a problem - he had become addicted to playing games on a mobile phone. He couldn't imagine going to school without his beloved mobile device. This posed a big challenge for his parents, who found it very difficult to convince him to attend school.

His addiction to mobile games continued to grow, to the point where he completely stopped going to school. He couldn't bear to be separated from his mobile phone for even a minute. Seeing their son's situation, his parents decided to try enrolling him in a nearby private school, hoping for a fresh start. Sadly, this didn't change his behavior, and he still refused to go to school.

Now, at the age of six, he spends all his time at home, engrossed in his mobile phone. His parents have tried everything they can to help him overcome his addiction, but they haven't been successful. "We've done everything in our power, but we can't break his addiction to the mobile," his parents lamented.

Case #5

A 17-year-old girl who got a message from someone she didn't know. They started talking, and things seemed okay at first. But as they got closer, this person started asking for the girl's pictures. She shared her photos, thinking it was harmless. Then, this person wanted to meet in person, but the girl said no. That's when things took a scary turn. The person threatened to show everyone her pictures if she didn't meet up.

Frightened and desperate, the girl and her family went to the police for help. The police said they could file a case against the person, but the girl's family decided not to do it because of fear of the case outbreak to the public.

Chapter V: CONCLUSION AND RECOMMENDATIONS

5.1 Major Findings and Conclusions

It can be concluded that online abuse is not only about technology but more about the socio-economic context and lack of guidance. Vulnerable children from disadvantaged backgrounds, often with little parental supervision and no access to safety education, are more susceptible to online harm. Unfortunately, local governments lack comprehensive programs to protect students against online abuse. The lack of initiative at the government level leaves students without adequate support in navigating the complexities of the online world.

Additionally, the allocation of budgets for awareness programs, resource enhancement, teacher training, and content filtering options on social media platforms are considered vital steps. Moreover, the recommendations emphasize a positive and child-friendly approach to education, advocating for methods like storytelling to impart online safety knowledge. These insights underscore the multi-faceted approach required to protect children from online abuse, including education, legislation, resource allocation, and community involvement.

a) Online Behavior and Practices:

- Around 45.15% of girls and 46.92% of boys accessed the internet daily.
- Smartphones were the primary device for internet use for 90% of children.
- 54.15% of children used the internet primarily for friendship.
- Approximately 34.63% of children lacked awareness regarding safeguarding personal information online.
- 30.21% of children used the same password across all online accounts.
- 55.13% of children made most of their posts public.

b) Prevalence and Type of Abuse:

- Instances of using fake identities for online interactions were reported by 16% of children.
- Online harassment was cited by 13% of children.
- 10% of participants reported instances of their online identities being hacked.
- Boys were more likely to encounter online-to-offline abuse (11.46%) compared to girls (8.26%).
- Among internet users, 21.14% experienced abuse.

c) Associated Factors in Online Abuse:

- Rural municipalities reported the highest average level of abuse at approximately 23.10%.
- Parents hold a crucial position in influencing their children's online behavior.
- Peer influence is significant, with children trusting their friends' recommendations for games and making new online connections.

d) Relationship Between Online and Offline Abuse:

- 28% of OTHERS children reported instances of abusive behavior during in-person meetings with individuals they had initially met online.

- 6% of children reported receiving proposals to meet offline, which they declined.
- Online abuse can lead to consequences such as leaving homes, suicide, child marriages, and conflicts with parents.

e) Psychological Impact of Online Abuse on Offline Well-being:

- Online abuse can lead to symptoms such as anxiety, sleeping disorders, and irregular school attendance.
- There is a shared concern about the need for responsible internet usage and awareness programs.

f) Policy Implementation Gap:

- There is a noticeable gap between policy formulation and implementation, with online abuse and children's safety not being prioritized in local government budgets.
- Lack of awareness among children and the public about existing laws and complaint mechanisms.
- Legal limitations, such as a short statute of limitation (35 days) for reporting online abuse cases and lack of comprehensive policies.
- Digital education on online safety is relatively new in formal education, with challenges in teacher training and access to resources.

5.2 Recommendations

Various organizations and agencies converge on several key points for combating online abuse effectively. These underscore the need for a robust cybersecurity infrastructure, including the presence of IT-friendly officers and forensic labs, particularly at the provincial level.

There's a unanimous call to integrate cyber safety education into the curriculum, ensuring that children are equipped with the knowledge to protect themselves online. Parental education and monitoring are highlighted as critical components of safeguarding children from online threats. A comprehensive cyber act is deemed essential to address online abuse definitively. It's also recognized that improving awareness, both within families and communities, can serve as a powerful tool. The following are the key recommendations:

I. Strengthening Legislative and Policy Frameworks

- Provincial and local governments should prioritize and develop necessary policy provisions to ensure the online safety of children.
- Local governments should develop monitoring, case management, and referral mechanisms for internet-based abuse and safety particularly among children.
- A dedicated cyber law with a strong focus on issues of children should be crafted and implemented.
- Increasing the statute of limitation in cases related to online abuse is necessary to provide victims with ample time to seek justice.
- Establishing a Mutual Legal Assistance Treaty (MLAT) in line with global standards is crucial for addressing cross-border and cross-platform online abuse cases.

- Child protection guidelines and safeguarding policies should be formulated and implemented in all schools both in the community and private.
- The government should establish an easy-to-access online complaint mechanism with a timely response and a robust investigation process.

II. Enhancing Awareness and Education Programs

- There is an urgent need for awareness and education campaigns about cybercrimes and online abuse for which the local governments should take the lead in developing policies and programs along with needed resources to address these issues.
- Parenting education programs should be promoted to raise awareness about the challenges of online abuse and how to protect children.
- Efforts should be made to promote internet access while ensuring that platforms and content are child-friendly, gender-sensitive, and disability-friendly.
- The integration of cybersecurity-related content into school curricula and extracurricular activities is essential. Local governments can develop local curricula including content on internet use and safety.
- Age-appropriate online safety educational content should be available in local languages, in an easy-to-understand format, and designed to be child-friendly and accessible to children with disabilities. Visual and art-based materials can be particularly effective.
- Schools should be equipped with the necessary resources to use the internet as a teaching and learning tool. Government-verified e-learning platforms should be promoted, and the use of IT labs should be maximized.

III. Collaborative Efforts and Multi-stakeholder Engagement

- Localization of digital frameworks to suit the unique needs and challenges of different regions and communities to ensure 'leave no one behind' in digital literacy and protection of children.
- Partnerships between governmental bodies and CSOs should prioritize child online safety as a cross-cutting and intersectional issue.
- Federal, provincial, and local governments should work collaboratively to develop policies, programs, and short-term and long-term strategies while ensuring the allocation of sufficient resources.
- Inter-ministerial cooperation is essential, with roles distributed among various ministries to ensure effective implementation. Ministries should include the Ministry of Education (for digital education in schools and internet access), Ministry of Children, Women, and Senior Citizens (for child protection and participation), Ministry of Communication and Information Technology (for dedicated laws, content filtering, internet access, and digital literacy), Ministry of Home Affairs, Ministry of Finance, Ministry of Federal Affairs and General Administration (for coordination with local and provincial governments), and the Nepal Telecommunication Authority (NTA) for monitoring ISPs, content filtering, and effective implementation of child online protection guidelines.

- ISPs should be also engaged in system strengthening, content filtering, promoting child-friendly features, network security monitoring, awareness, and support to authorized investigation in the case of child online abuse where needed.
- Strengthen cross-stakeholder coordination to create learning exchange, knowledge management, and resource sharing to minimize duplication and maximize the outreach of existing interventions.

IV. Capacity Building and Training for Relevant Stakeholders

- Ensuring there is an adequate pool of human resources, offering capacity-building programs, and establishing a proper referral mechanism in all 77 districts are essential to effectively address online abuse.
- The capacity of child rights mechanisms, including child rights committees, child welfare officers, child clubs, social workers, and child psychologists, should be strengthened.

V. Support Mechanisms and Counseling Services for Affected Children

- Ensuring there is an adequate pool of human resources, offering capacity-building programs, and establishing a proper referral mechanism in all 77 districts are essential to effectively address online abuse.
- It is necessary to allocate a budget to increase required resources to improve awareness, psychosocial counseling and teacher's training are required, and social media applications need to provide content filtering options.
- Enhance parents' and teachers' capacity to monitor, mentor, and counsel children's behavior in positive ways.
- The legal process must be confidential, and only trained journalists should be engaged in reporting child online abuse cases through the effective engagement of existing child protection mechanisms.
- There should be an easy and online complaint mechanism to ensure access to timely justice for all victims of online abuse
- IT-friendly officers, forensic labs, and necessary infrastructures are required at least at the provincial level.

VI. Further Research

- The use of internet knowledge and behavior of parents and teachers need further in-depth study linking to children's online safety.
- There is a need for the study of three tiers of the government's policies, programs, budget, and priorities in addressing the issues of digital literacy, participation, and protection.
- Case registers and decisions made by courts need to be analyzed to find out the types and trends of online abuses, complaint mechanisms, and evidence-based on which final verdicts are given for wider digital-legal literacy.

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APPENDICES

Appendix I: Data Collection Instruments and Tools

फारम नं.....

नेपालमा अनलाइन बाल सुरक्षा सम्बन्धि अनुसन्धान

Navigating the Cyber Menace: Online Safety among Children in Nepal

प्रश्नावली (Questionnaire)

नमस्कार (Namaskar) !

यस प्रश्नावलीमा भएका प्रश्नहरूको जवाफदिई सहयोग गर्नु हुन अनुरोध गर्दछौ। तपाईंबाट प्राप्तहुने जानकारीलाई गोप्य राखी विश्लेषण गरिने छ। यस सर्वेक्षणमा यहाँको सहभागिता स्वेच्छिक हुनेछ, तपाईंलाई उत्तर दिन मन नलागेको प्रश्न छोड्न सक्नुहुनेछ। (We request you to help us by answering the questions in this questionnaire. The information received from you will be analyzed confidentially. Participation in this survey will be voluntary; you can leave the questions you do not want to answer.)

यो सर्वेक्षणमा म सहभागी हुन

चाँहन्छु (I want)

चाँहदैन (don't want)

(I participate in this survey)

उत्तरदाताको गाँउपालिका/नगरपालिका Respondent's Municipality / Rural Municipality	गाँउपालिका/नगरपालिका..... (Municipality / Rural Municipality) वडा नम्बर (Ward No)
विद्यालयको किसिम Type of school	☐ सामुदायीक (Community) सरकारी ☐ संस्थागत निजी (Private) आवासीय (Boarding)

१. उत्तरदाताको जानकारी	
१. उत्तरदाताको लिंग (Gender of Respondent)	☒ बालिका (Female) ☒ बालक (Male) ☒ अन्य (Others)
२. तपाईं कति वर्ष पुरा हुनुभयो ? (How old are you?)	
३. तपाईं कुन जातजाती तथा समुदाय बाट हुनुहुन्छ ? (What caste/community do you belong to?)	☐ जनजाति (Janjati) ☐ अल्पसंख्यक जातजाति/समुदाय (Minority castes / communities) ☐ ब्राम्हण/क्षेत्री (Brahmin/Chhetri) ☐ मुस्लिम (Muslim) दलित (Dalit) ☐ मधेसी (Madhesi) अन्य (Others) ☒
४. तपाईंको कुनै प्रकारको अपाङ्गता छ ? (Do you have any kind of disability?)	☐ छ (Yes) ☒ छैन (No)
५. अपाङ्गता छ भने कस्तो ? (If yes, what kind of disability of have?)	=====
६. तपाईं कति कक्षामा पढ्दै हुनुहुन्छ ? (What grade are you in?)	=====
७. तपाईंको सँग बस्नुहुन्छ ? (Who do you live with?)	☐ संयुक्त परिवार (हजुरबुवा, हजुरआमा, बुवाआमा सहित) Joint family (including grandparents) ☐ एकल परिवार (बुवा आमा सहित) Single family (including father and mother) ☐ आमा वा बुवा सँग मात्र (with mother or father only) ☐ नातेदार सँग (With Relatives) ☐ साथिभाइ सँग (With Friends) अन्य..... ☒ (Others)

८. तपाईं कहाँ बस्नुहुन्छ ? (Where do you live?)	☐ आफ्नै घरमा (In own house) भाडाको घरमा (in rented house) ☐ होस्टलमा (in hostel) अन्य (Others)..... ☐ वैकल्पिक स्याहार केन्द्र (बालगृह) (Alternative Care Center (Nursery))
९. तपाईं कुनै बालकलब, समुह वा संजालमा बस्नुभएको छ ? (Have you ever been in a club, group or network?)	☐ छ (Yes) ☒ छैन (No)

१०. तपाईं सामान्यतया केमा इन्टरनेट चलाउनुहुन्छ ? (What do you usually use the internet for?)	☐ मेरो आफ्नै मोबाइल छ (I have my own mobile)	☐ आमाबाबु तथा परिवारका सदस्यको मोबाइल, ल्यापटप वा ट्याब्लेटमा (Parents and family members have mobiles, laptops or tablets)	☐ साथीको मोबाइल, ल्यापटप वा ट्याब्लेटमा (Friends' mobiles, laptops or tablets)
	☐ विद्यालयको कम्प्युटरमा (School computer)	☐ म इन्टरनेट नै चलाउँदैन → प्रश्न नं २०मा जानुहोस् (I don't use the internet at all) → Go to Question No. 20	☐ अन्य भए नाम लेख्नुहोस् (If other, write the name)

११. तपाईं कति इन्टरनेट चलाउनुहुन्छ ? (How much internet do you use?)	☐ हरेक दिन Everyday	☐ हप्तामा एक पटक (Once a week)	☐ हप्तामा धेरै पटक Several times a week
	☐ कहिले काही Sometimes	☐ इन्टरनेट प्रयोग गरेको छैन (Internet is not used). → प्रश्न नं २०मा जानुहोस् (Go to question no.20)	

१२. यदि हरेक दिन चलाउनुहुन्छ भने सामान्यतया दिनमा कति घण्टा इन्टरनेट चलाउनु हुन्छ ? (If you use it every day, how many hours a day do you usually use the internet?)	☐ घण्टा भन्दा कम Less than 1 hour	☐ १-२ घण्टा 1-2 hours	☐ २-३ घण्टा 2-3 hours
	☐ ३-४ घण्टा 3-4 hours	☐ घण्टा भन्दा बढी More than 4 hours	

१३. तपाईं इन्टरनेट कसरी चलाउनु हुन्छ ? (How do you use the internet?)	☐ घरमै वाइफाई छ Wi-Fi at home	☐ साथीको घरमा गएर Going to a friend's house	☐ विद्यालयमा At Schools
	☐ मोबाइलको डाटा किनेर By buying mobile data	☐ फ्री वाइफाई Free Wi-Fi	☐ छिमेकीको वाइफाई Neighbor's Wi-Fi
	☐ अन्य (Others)		

१४. तपाईं कुन बेलामा बढि इन्टरनेट चलाउनुहुन्छ ? (When do you surf the internet the most?)	☐ एकलै भएको बेलामा When alone	☐ घरमा सबैजना भएको बेला When everyone is at home	☐ साथी संग भएको बेला When with friends
	☐ घरमा सबैजना सुतेपछि After everyone in the house is asleep		☐ अन्य भए लेख्नुहोस्..... If other, please write...

१५. इन्टरनेट चलाउन तपाईं धेरैजसो कुन उपकरणहरू (Device) प्रयोग गर्नुहुन्छ ? कुनै ३ वटा छान्नुहोस् । (What devices do you use most to use the Internet? Please select any three)	(सबैभन्दा धेरै चलाउनेलाई १, दोस्रोलाई २ र तेस्रोलाई ३ नंबर दिनुहोस् दिनुहोस् ।) (Please mark 1 for must used, 2 for second and 3 for third must used device)	
	स्मार्ट मोबाइलमा Smart mobile	
	ल्यापटपमा (Laptop)	
	डेस्कटप कम्प्युटरमा Desktop computer	
	टि भिमा Television	
	ट्याब्लेटमा (Tablet)	
	पुरानो मोडलको किप्याड मोबाइलमा (Older model keypad mobile)	

		अन्य भए नाम लेख्नुहोस..... If other, write the name		
१६. तपाईंले इन्टरनेट चलाउने कुरा तपाईंको अभिभावकलाई थाहा छ ? Do your parents know that you use the internet?		☐ छ (Yes)	☐ छैन (No)	☐ थाहा हुन पनि सक्छ नहुन पनि सक्छ (May or may not know)
१७. तपाईंको फेसबुक, टिकटक, युट्युब, इन्स्टाग्राम, लिंकडइन, स्न्याप च्याट, टिन्डर, वाट्सप, भाइबर, इमो आदिको पासवर्ड तपाईं बाहेक अरुलाई पनि थाहा छ ? (Does anyone else know your Facebook, TikTok, YouTube, Instagram, LinkedIn, Snap Chat, Tinder, WhatsApp, Viber, Imo, etc. passwords?)		☐ छ Yes	☐ छैन No	☐ थाहा छैन Do not know
१८. यदि तपाईंको पासवर्ड अरुलाई थाहा छ भने कसलाई थाहा छ ? (If others know your password, who knows?)	☐ आमाबाबु Parents	☐ परिवारका अन्य सदस्य Other family members		☐ सँगै पढ्ने खेल्ने साथी friend who studies together
	☐ नातेदार relative	☐ सामाजिक संजाल बाट चिनेको साथी (Friend from social media)		☐ साथीको साथि friend of a friend
	☐ शिक्षक Teacher	☐ अन्य भए लेख्नुहोस..... If other, write		☐ अन्य भए लेख्नुहोस..... If other, write
१९. तपाईंको फेसबुक, टिकटक, युट्युब, इन्स्टाग्राम, लिंकडइन, स्न्याप च्याट, टिन्डर, वाट्सप, भाइबर, इमो आदिको पासवर्ड कसरी परिवर्तन गर्ने भन्ने थाहा छ ? (Do you know how to change your Facebook, TikTok, YouTube, Instagram, LinkedIn, Snap Chat, Tinder, WhatsApp, Viber, Imo, etc. passwords?)		☐ छ Yes	☐ छैन No	☐ थाहा छैन Don't know
२०. तलका भनाइमा तपाईंको विचार के छ ? What is your opinion on the following statements?		☐ हो Yes	☐ होइन NO	☐ थाहा छैन Don't know
२०.१ अनलाइनमा व्यक्तिगत जानकारीहरू (जस्तै ठेगाना, फोन नम्बर, जन्ममिति) गोप्य राख्नु वा नराख्नुले कुनै फरक पर्दैन। (It makes no difference whether personal information (such as address, phone number, date of birth) is kept confidential online.)				
२०.२ मैले पासवर्ड परिवर्तन गरेको ३ महिनाभन्दा बढि भयो। (It has been more than 3 months since I changed my password.)				
२०.३ मेरो सबै आईडिहरूको पासवर्ड फरक फरक छ (All my IDs have different passwords)				
२०.४ म आफूजितिसबैफ्रेंड रिक्वेस्ट accept (स्विकार गर्छु) (I accept as many friend requests as I want.)				
२०.५ म सामाजिक संजालमा पोष्ट गर्दा मेरो पोष्ट हरू सबैले हेर्न मिल्ने (public) बनाउँछु। (When I post on social networks, I make my posts public.)				
२०.६ मलाई मन नपर्ने मान्छेको बारेमा सामाजिक सञ्जालमा लेख्छु। (I write on social media about people who I don't like.)				

२१. तपाईं इन्टरनेट तथा सामाजिक सञ्जालमा बढी के के गर्नुहुन्छ। (लागू हुने सबै चयन गर्नुहोस्) What do you do more on the internet and social media? (select all that apply)	☐ फेसबुक चलाउछु Use Facebook	☐ मेसेन्जरमा च्याट गर्छु Chat on Messenger	☐ अनलाइन गेम खेल्छु Play online games	
	☐ युट्युबमा भिडियो हेर्छु Watch videos on YouTube	☐ टिकटक चलाउछु Play Tik Tok	☐ च्याट जिपिटी चलाउछु Use ChatGPT	
	☐ टिन्डर चलाउछु Use Tinder	☐ लिंकडइन चलाउछु Use LinkedIn	☐ रेडिट चलाउछु Use Reddit	
	☐ स्न्याप च्याट चलाउछु Use Snapchat	☐ वाट्सप चलाउछु Use Whatsapp	☐ इमो चलाउछु Use IMO	
	☐ भाइबर चलाउछु Use Viber	☐ इन्स्टाग्राम चलाउछु Use Instagram	☐ टुइटर चलाउछु Use Twitter	
	☐ ईमेल चलाउछु Use Email	☐ गुगल सर्च गर्छु Google search	☐ अन्य भए लेख्नुहोस्..... If other, write	
२२. के तपाईंको फेसबुक, टिकटक, युट्युब, इन्स्टाग्राम, लिंकडइन, स्न्याप च्याट, टिन्डर, वाट्सप, भाइबर, इमो आदि मा तपाईंले प्रत्यक्ष नभेटेको साथीहरू छन् ? (Do you have friends on Facebook, TikTok, YouTube, Instagram, LinkedIn, Snapchat, tinder, WhatsApp, Viber, IMO, etc. that you haven't met in person?)		☐ छन् Yes	☐ छैन (No) → छैन भने प्रश्न न २७ मा जानुहोस् (If not, Go to Question no 27)	☐ थाहा छैन (Don't Know)
२३. यदि छन भने तपाईंको फेसबुक, टिकटक, युट्युब, इन्स्टाग्राम, लिंकडइन, स्न्याप च्याट, टिन्डर, वाट्सप, भाइबर, इमो आदिमा तपाईंले प्रत्यक्ष नभेटेको साथीहरूसँग पनि कुराकानी गर्नुहुन्छ? (If so, do you chat with friends you haven't met in person on your Facebook, TikTok, YouTube, Instagram, LinkedIn, Snap Chat, Tinder, WhatsApp, Viber, Imo, etc.?)		☐ गर्छु (do)	☐ कहिले काहीँ गर्छु (Sometimes I do)	☐ गर्दिन (I don't) → यदि गर्नु हुन्न भने प्रश्न न २७ मा जानुहोस् → If not, go to question 27
२४. यदि गर्नु हुन्छ भने किन गर्नु हुन्छ ? (कुनै ३ वटा छान्नुहोस् र पहिलोलाई १ दोस्रोलाई २ र तेस्रोलाई ३ नंबर दिनुहोस्) If you do, why do you do it?	कारणहरू (Reason)		सबैभन्दा पहिलो कारणलाई १ , दोस्रोलाई २ र तेस्रोलाई ३ नंबर दिनुहोस् (Please give 1 for first reason 2 for second and 3 for the third)	
☐ नयाँ साथी बनाउन To Make new friends				
☐ गेम खेलन (play game)				
☐ रमाइलोको लागि (For fun)				
☐ नयाँ कुरा जान्ने सिकने रहरले (to learn new things)				
☐ भ्यूयर्सलाई र फलोअर्स बढाउन To increase viewers' likes and followers				
☐ टाइम पास गर्न to pass the time				
☐ थाहा छैन (don't know)				
☐ अन्य भए लेख्नुहोस्..... If other, please write.....				
२५. के तपाईंले फेसबुक, टिकटक, युट्युब, इन्स्टाग्राम, लिंकडइन, स्न्याप च्याट, टिन्डर, वाट्सप, भाइबर, इमो	☐ भेटेको छ has met	☐ भेटेको छैन did not meet	☐ मैले भेटेको थिएँ तर साथिले मानेन	

आदि बाट चिनजान सुरुवात भएको साथि वा व्यक्तिलाई भेटनुभएको छ ? (Have you ever met a friend or a person you met on Facebook, TikTok, YouTube, Instagram, LinkedIn, Snap Chat, Tinder, Whatsapp, Viber, Imo etc.?)		☐ छैन तर भेट्ने विचारमा छु No, but I am thinking of meeting		☐ भेट्न प्रस्ताव आएको थियो तर मैले भेटिन I was offered to meet but I did not meet		☐ अन्य भए लेख्नुहोस..... If other, Please write...	
२६. यदि भेटनु भएको छ भने भेट्न जादा को संग जानुभयो वा को संग जानेविचारमा हुनुहुन्छ ? 26. If you have met, who did you go with or are you planning to go with?		☐ एकलै Alone		☐ साथी संग With Friends		☐ परिवारका सदस्य संग With Family Members	
२७. यदि तपाईं अनलाइन दुर्व्यवहार मा पर्नुभयो भने कहाँ सहयोग माग्ने भन्ने तपाईंलाई थाहा छ ? Do you know where to ask for help if you are being harassed online?		☐ छ Yes		☐ थाहा छैन Don't Know		☐ यस विषयमा सोचेको छैन (Didn't think about it)	
२८. यदि छ भने कहाँ सहयोग माग्नुहुन्छ ? If so, where do you ask for help?	☐ प्रहरी (Police)		☐ वडा कार्यालय Ward Office		☐ नगरपालिका/ गाउँपालिका (Municipality/Rural Municipality)		
	☐ साइबर ब्यूरो काठमाण्डौ (Cyber Bureau Kathmandu)		☐ अभिभावक Parents		☐ शिक्षक वा विद्यालय कर्मचारी (Teachers or school staff)		
	☐ अनलाइन प्लेटफर्ममा On Online Platform		☐ १०९८ (बाल हेल्पलाइन) 1098 (Child Helpline)		☐ अन्य भए लेख्नुहोस..... Other Write.....		
	☐ १०४ (बालबालिका खोजतलास केन्द्र) 104 (Child Search Center)		☐ १०० (प्रहरी) 100 (Police)		☐ अन्य भए लेख्नुहोस..... If other, write		
२९. के तपाईंले कहिल्यै तपाईंको फेसबुक, टिकटक, युट्युब, इन्स्टाग्राम, लिंक्डइन, स्न्याप च्याट, टिन्डर, वाट्सप, भाइबर, इमो आदि चलाउदा कुनै किसिमका दु.ख., हैरानी, समस्या, अप्ठ्यारो वा दुर्व्यवहार भोग्नुपरेको छ? Have you ever faced any kind of pain, harassment, problem, inconvenience, or harassment while using your Facebook, TikTok, YouTube, Instagram, LinkedIn, Snap Chat, Tinder, WhatsApp, Viber, Imo, etc.?		☐ छ Yes		☐ छैन (No) → छैन भने प्रश्न न ३४ मा जानुहोस (If not, go to question no 34.)		☐ अनलाइन दुर्व्यवहारको बारेमा थाहा नै छैन Don't know about online abuse	
३०. यदि छ भने, तपाईंले कस्ता किसिमका दु.ख., हैरानी, समस्या, अप्ठ्यारो वा दुर्व्यवहार महसुस गर्नुभएको छ? (यसमा एक भन्दा बढि उत्तर पनि छान्न सक्नुहुनेछ) If so, what kind of pain, harassment, trouble, embarrassment, or mistreatment	☐ अनलाइनमा धम्की दिएर Threatening online		☐ अपमानजनक सन्देशहरू पठाएर Sending abusive messages)		☐ अनलाइनमा फलो गरेर अनावश्यक ट्याग गरेर Following online Unwanted tagging		
	☐ नक्कली फेक आईडी बनाएर (By creating a fake ID)		☐ गलत अफवाह वा झूट फैलाएर (By spreading false rumors or lies)		☐ सहमति बिना नराम्रो वा निजी जानकारी सेयर गरेर By sharing bad or private information without consent		
	☐ शारीरिक हानि वा हिंसाको धम्की दिएर Threatening physical harm or violence		☐ अनुपयुक्त तस्विर वा भिडियोहरू पोस्ट/शेयर गरेर (Posting/sharing inappropriate pictures or videos)		☐ अनावश्यक कल मेसेज वा भिडियो कल गरेर (Unsolicited call messages or video calls)		
	☐ यौनजन्य तथा अस्लील सामग्री पठाएर By sending sexual and obscene material		☐ यौनजन्य तथा अस्लील सामग्री पठाउन लगाएर Forcing you to send sexual and obscene material		☐ तपाईंको आईडी ह्याक गरेर By hacking your ID		

have you experienced? (You can choose more than one answer in this)	☐ अनलाइन वाट विभिन्न कारण देखाइ पैसा मागेर Asking for money online for various reasons	☐ झुठा इमेल तथा सन्देश पठाएर By sending fake emails and messages	☐ अन्य Others
३१. यदि छ भने, कुन माध्यमबाट बढि दु.ख., हैरानी, समस्या, अप्ठ्यारो वा दुर्व्यवहार महसुस गर्नुभएको छ ? If yes, by what means have you felt more pain, harassment, trouble, embarrassment, or mistreatment?	☐ इमेल Email	☐ सामाजिक संजाल Social Network	☐ नचिनेको लिंक बाट From unknown link
	☐ नचिनेको फोन बाट From unknown phone		☐ अन्य Other
३२. तपाईंले गत एक वर्षमा कति पटक अनलाइन दुर्व्यवहारको सामना गर्नुभएको छ ? How many times have you faced online harassment in the last year?	☐ लगभग हरेक दिन (almost every day)	☐ हप्तामा धेरै पटक (several times a Week)	☐ हप्तामा एक पटक once a week
	☐ महिनामा एक पटक once a month		☐ वर्षमा १ पटक 1 time a year
३३. तपाईंलाई फेसबुक, टिकटक, युट्युब, इन्स्टाग्राम, लिंक्डइन, स्नाप च्याट, टिन्डर, वाट्सअप, भाइबर, इमो आदि चलाउदा कुनै दु.ख., हैरानी, समस्या, अप्ठ्यारो वा दुर्व्यवहार बढिजस्तो को बाट महसुस गर्नुभएको छ ? Have you experienced any pain, confusion, problem, embarrassment or abuse while using Facebook, TikTok, YouTube, Instagram, LinkedIn, Snap Chat, Tinder, WhatsApp, Viber, Imo, etc.?	☐ आमाबाबु Parents	☐ परिवारका अन्य सदस्य Other family members	☐ सँगै पढ्ने खेल्ने साथी friend who studies together
	☐ नातेदार relative	☐ सामाजिक संजाल बाट चिनेको साथी friend from social media	☐ साथीको साथी friend of a friend
	☐ शिक्षक Teacher	☐ अन्य भएलेख्नुहोस..... If other, write	
३४. के तपाईंले अनलाइन मार्फत चिनेको/ अनलाइनमा कुरा भएको व्यक्तिले भेटेको बेलामा नराम्रो तथा असहज व्यवहार गरेको वा बोलेको महसुस गर्नुभएको छ? (Have you ever felt that someone you met/talked to online behaved or spoke rudely or awkwardly when you met them?)		☐ छ Yes	☐ छैन → छैन भने प्रश्न न ३६ मा जानुहोस No If not, Go to question no 36
३५. छ भने कसरी If so, how?	☐ छुन खोज्ने Trying to touch	☐ एकान्तमा जान आग्रह गर्ने (Ask to go alone)	☐ अस्लील तथा मन नपर्ने शब्द बोल्ने (Using obscene and unpleasant words)
	☐ यौनजन्य हाउभाउ देखाउने Showing sexual behavior		अन्य भए लेख्नुहोस =====
३६. तपाईंले पहिले नै चिनेको व्यक्तिले अनलाइनमा कुरा भएको बेलामा नराम्रो तथा असहज व्यवहार गरेको वा बोलेको महसुस गर्नुभएको छ ? (Have you ever felt that someone you already know behaved or spoke in a rude and uncomfortable manner while online?)		☐ छ Yes	☐ छैन No → छैन भने प्रश्न न ४३ मा जानुहोस If Not, Go to question no 3
३७. तपाईंलाई भएको दु.ख., हैरानी, समस्या वा दुर्व्यवहार कसरी सुरुवात भएको थियो ?	☐ पहिला अनलाइन चिनजानबाट सुरु भएर पछि भेट्टादा दुर्व्यवहार भयो First it started online and then there was abuse during physical meet.	☐ पहिला भेटेको वा चिनेको मान्छेबाट सुरु भएर पछि अनलाइनमा पनि दुर्व्यवहार भयो	☐ अनलाइन र प्रत्यक्ष भेट दुवैमा दुर्व्यवहार एकै समयमा भयो Online and offline abuse happened at the same time

How did your grief, anxiety, problem or abuse begin?		At first it started from already known or meet person and then online abuse also happened	
☐ अन्य (Other)			
३८. तपाईंले फेसबुक, टिकटक, युट्युब, इन्स्टाग्राम, लिंक्डइन, स्न्याप च्याट, टिन्डर, वाट्सयप, भाइबर, इमो आदि चलाउदा भएको कुनै दुःख., हैरानि, समस्या, अप्ठ्यारो वा दुर्व्यवहारको बारेमा अरु कसैलाई भन्नु भएको छ ? Have you told someone else about any pain, confusion, problem, embarrassment or abuse you experienced while using Facebook, TikTok, YouTube, Instagram, LinkedIn, Snap Chat, Tinder, WhatsApp, Viber, Imo etc.?	☒ Yes		☐ No
३९. यदि छ भने क- कस लाई भन्नु भएको छ ? 39. If so, who have you told?	☐ आमाबाबु Parents	☐ परिवारका अन्य सदस्य Other family members	☐ सँगै पढ्ने खेल्ने साथी friend who studies together
	☐ नातेदार relative	☐ सामाजिक संजाल बाट चिनेको साथी friend from social media	☐ साथीको साथी friend of a friend
	☐ शिक्षक Teacher		
	☐ अन्य भए लेख्नुहोस् (If other, write)		
४०. के तपाईंले कहिल्यै त्यस्ता जोखिम तथा अनलाइन दुर्व्यवहारका घटनाहरू रिपोर्ट/उजुरी गर्नुभएको छ ? 40. Have you ever reported/complained incidents of such risks and online harassment?	☒ Yes		☐ छैन No → छैन भने प्रश्न नं ४३ मा जानुहोस् If Not, Go to question no 43
४१. यदि छ भने कहाँ गर्नुभयो ? → प्रश्न नं ४३ मा जानुहोस् । 41. If so, where did you do it? → Go to question no 43.	☐ नजिकको प्रहरी Nearest Police station	☐ वडा कार्यालय Ward Office	☐ नगरपालिका/गाउँपालिका Municipality/Rural Municipality
	☐ साइबर व्युरो काठमाण्डौ Cyber Bureau Kathmandu	☐ अभिभावक Parents	☐ शिक्षक वा विद्यालय कर्मचारी Teachers or school staff
	☐ अनलाइन प्लेटफर्ममा रिपोर्ट गर्ने Report on Online Platform	☐ १०९८ (बाल हेल्पलाइन) 1098 (Child Helpline)	
	☐ १०४ (बालबालिका खोजतलास केन्द्र) 104 (Child Search Center)	☐ १०० (प्रहरी) 100 (Police)	
४२. छैन भने किन नगर्नु भएको ? If not, why?	☐ डर लागेर Because of Fear	☐ कहाँ र कसरी गर्ने थाहा नपाएर Not knowing where and how to do it	☐ कुरा बाहिरीने डरले Fearing that things will come out
	☐ धम्की दिएको ले Threatened	☐ प्रमाण नभएर Lack of evidences	☐ अन्य Other...
४३. तपाईंले सबैभन्दा बढि कुन माध्यमहरू बाट दुःख., हैरानि, समस्या, अप्ठ्यारो वा दुर्व्यवहार महसुस गर्नुभएको छ ? (सबैभन्दा बढि जोखिम महसुस भएका कुनै ५ वटा विकल्प छान्नुहोस्) In what ways have you experienced the most pain, frustration,	अनलाइन माध्यमहरू आफूले सबैभन्दा बढी जोखिम महसुस गरेकोलाई १ दोस्रोलाई २, तस्रोलाई ३, चौथोलाई ४ र पाँचौंलाई ५ नम्बर दिनुहोस् ।		
	☐ फेसबुक (Facebook)		
	☐ अनलाइन गेम खेल्न (To play online game)		
	☐ लाइभबस्टर भिडियो हेर्दा (Watching video while online)		
	☐ टिन्डर (Tinder)		
	☐ स्न्याप च्याट (Snapchat)		
	☐ भाइबर (Viber)		

trouble, embarrassment or abuse? (Choose any ५ options that feel the most risky)	☐ टिकटक (Tiktok)	
	☐ ईमेल (Email)	
	☐ व्हाट्सएप (Whatsapp)	
	☐ इंस्टाग्राम (Instagram)	
	☐ मैसेन्जर (Messenger)	
	☐ यूट्यूब (Youtube)	
	☐ ईमो (IMO)	
	☐ रेडिट (Reddit)	
	☐ ट्विटर (Twitter)	
	☐ लिंकडइन (Linkedin)	
	☐ गूगल (Google)	
	☐ च्याट जिपिटी (ChatGPT)	
	☐ अन्य भए नाम लेख्नुहोस..... If other, write the name.	

४४. तपाईंलाई अनलाइनबाट दु.ख., हैरानि, समस्या वा दुर्व्यवहार भएपछि कस्तो असहजता वा अप्ठ्यारो भयो ? (लागू हुने सबै चयन गर्नुहोस) What kind of discomfort or embarrassment have you experienced online? (select all that apply)	☐ चिन्तालामे Anxious	☐ मन आत्तिने Anxiety	☐ अरुसँग बोल्न मन नलामे (Reluctance to talk to others)
	☐ पढ्न मन नलामे Does not like to read	☐ शारीरिक स्वास्थ्य समस्याहरू (physical health problems)	☐ झर्को लाग्ने Get irritated
	☐ रिस उठ्ने Get angry	☐ निद्रा नलामे Insomnia	☐ अन्य भए लेख्नुहोस..... If other then write
	☐ आफैलाई दोषि महसुस हुने (Feeling guilty)		

यहाँको समय र सुझावका लागि धन्यवाद (Thanks for your time and suggestions)

Appendix II: Interview Guides (FGDs and KIIs)

Appendix III: Ethical Considerations

Appendix II: Survey Data Analysis

SN	R/Municipality	Girls	Boys	Unwilling to disclose gender	OTHERS	Total
1	Triyuuga	115	131	8	1	255
2	Ekdara	122	107	7	4	240
3	Bhagmatimai	150	95	7	4	256
4	Kathmandu	147	146	3	2	298
5	Sundarbazar	140	122	2	4	268
6	Tila	135	93	17	3	248
7	Dhangadhi	119	72	3	0	194
8	Dipayal Silugadhi	99	142	9	4	254
9	Tillotama	127	111	3	5	246
	Total	1154	1019	59	27	2259

SN	R/Municipality	Government/Community Based	Private/Institutional	Disability
1	Triyuuga	77.25	21.18	1.94
2	Ekdara	85.00	15.00	2.08
3	Bhagmatimai	100.00	0	2.73
4	Kathmandu	1.68	98.32	0.67
5	Sundarbazar	77.24	22.76	0.75
6	Tila	100.00	0	4.44
7	Dhangadhi	53.09	46.91	0.52
8	Dipayal Silugadhi	73.23	26.77	0
9	Tillotama	49.19	50.81	0
	Total	67.60	32.23	1.44

Appendix IV: Research-related documents

FGD Attendance

रुनडा २१

नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन
हाजिरी पुस्तिका
हिमवत कन्सल्ट प्रा. लि.
मिति- २०८०/०८/२८

क्र.स.	नाम थर	उमेर	ठेगाना	संस्था/क्षेत्र	हस्ताक्षर
१.	माही कुमारी खस	१४	रुनडा २	श्री माध्यमिक विद्यालय	माही
२.	नेहा कुमारी पायमान	१५	रुनडा २	लाल सुभाष विद्यालय	नेहा
३.	प्रिया कुमारी पायमान	१७	रुनडा २	श्री माध्यमिक विद्यालय	प्रिया
४.	सुहा कुमारी पायमान	१२	रुनडा २	श्री माध्यमिक विद्यालय	सुहा
५.	प्रेमी कुमारी पायमान	१७	रुनडा २	श्री माध्यमिक विद्यालय	प्रेमी
६.	सुपानि कुमारी पायमान	१२	रुनडा २	श्री माध्यमिक विद्यालय	सुपानि
७.	सुमि कुमारी पायमान	१३	रुनडा २	श्री माध्यमिक विद्यालय	सुमि
८.	पार्वी कुमारी पायमान	१४	रुनडा २	श्री माध्यमिक विद्यालय	पार्वी
९.	आनिसा कुमारी पायमान	१४	रुनडा २	श्री माध्यमिक विद्यालय	आनिसा
१०.	सुपानि कुमारी पायमान	१४	रुनडा २	श्री माध्यमिक विद्यालय	सुपानि
११.	प्रिया कुमारी पायमान	१३	रुनडा २	श्री माध्यमिक विद्यालय	प्रिया

Photograph 1: FGD Attendance of Ekdara

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हिमवत कन्सल्ट प्रा. लि.
मिति- २०८०/०८/२९ / भगवतीमाई गाउँपालिका

क्र.स.	नाम थर	उमेर	ठेगाना	संस्था/क्षेत्र	हस्ताक्षर
१.	विमला शशी	१३	भगवतीमाई गाउँपालिका ४	विद्यार्थी उवाला मा.वि.	विमला
२.	मनिषा खड्का	१३	" " ५	" " "	मनिषा
३.	प्रेमिना खड्का	१४	" " ५	" " "	प्रेमिना
४.	सुपानि खड्का	१४	" " ३	" " "	सुपानि
५.	विमला खड्का	१४	" " ३	" " "	विमला
६.	सुपानि खड्का	१४	" " ३	" " "	सुपानि
७.	सुपानि खड्का	१४	" " ३	" " "	सुपानि
८.	सुपानि खड्का	१४	" " ३	" " "	सुपानि
९.	सुपानि खड्का	१४	" " ३	" " "	सुपानि
१०.	सुपानि खड्का	१४	" " ३	" " "	सुपानि
११.	सुपानि खड्का	१४	" " ३	" " "	सुपानि

Photograph 2: FGD Attendance of Bhagawatimai

नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन

हाजिरी पुस्तिका

हिमवत कन्सल्ट प्रा. लि.

मिति-

क्र.स.	नाम थर	उमेर	ठेगाना	संस्था/क्षेत्र	हस्ताक्षर
१)	दिपिका वस्नेका	१४	तिलोत्तमा	५	Deepika
२)	सर्जित आचार्य	११	"	सुम बिहानी	Sarjit
३)	अमिता अचार्य	१३	"		Amita
४)	प्रमिला थापा	१४	"		Pratima
५)	रोजिना पौडेल	१५	"		Rajina
६)	स्नेहा पौडेल	१८	"	तिलोत्तमा बाल क्लब	Snaha

Photograph 3: FGD Attendance of Tilottama

नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन

हाजिरी पुस्तिका

हिमवत कन्सल्ट प्रा. लि.

मिति: २०७०/०५/२२

स्थान: धनगढी डङ्गल-१०

बसस्थान

क्र.स.	नाम थर	ठेगाना	उमेर	हस्ताक्षर
१	स्वर्णिमा बुढाथोकी	धनगढी-१२, सुर्खोडा	१४	Swarnima
२	मोहित शर्मा	धनगढी-१०, जुमोडा	१३	M. //
३	आदेश कोली	धनगढी - ९, सैलपस्वी	१३	A. //
४	छिन्न शर्मा	धनगढी - १०, जुमोडा	१२	Chinn
५	विमला चौधरी	धनगढी - ९, सैलपस्वी	१५	Vimla
६	प्रमल थापा	धनगढी - ९, सैलपस्वी	१५	Pratima
७	रमेश भण्डारी	धनगढी - ९, सैलपस्वी	१५	Ramesh
८	नवीन काश्यात	धनगढी - ९, सैलपस्वी	१५	Nabin
९	मानु शर्मा	धनगढी - १०, जुमोडा	१५	Manu
१०				

Photograph 4: FGD Attendance of Dhangadhi

नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन

हाजिरी पुस्तिका

हिमवत कन्सल्ट प्रा. लि.

मिति-

क्र.स.	नाम घर	उमेर	ठेगाना	संस्था/क्षेत्र	हस्ताक्षर
१	ईसा शर्मा	१८	दि.सि.न.पा.६	अनामनगर	ईसा
२	शर्मा सितापती	१४	दि.सि.न.पा.६	अनामनगर	शर्मा
३	सम्भरा सितापती	१७	दि.सि.न.पा.६	अनामनगर	सम्भरा
४	आशुना कार्की	१९	दि.सि.न.पा.६	अनामनगर	आशुना
५	पुर्णिमा मल्लारी	१६	दि.सि.न.पा.६	अनामनगर	पुर्णिमा
६	सुस्मिता पन्थ्या	१६	दि.सि.न.पा.६	अनामनगर	सुस्मिता

Photograph 5: FGD Attendance of Dipayal Silugadhi, Doti

७

नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन

हाजिरी पुस्तिका

हिमवत कन्सल्ट प्रा. लि.

मिति-

क्र.स.	नाम घर	उमेर	ठेगाना	संस्था/क्षेत्र	हस्ताक्षर
१)	Mandip Kunwar	16	Bhotewodar	Balune	Mandip
२)	Alik Miga	16	Bhotewodar	Balune	Alik
३)	Sumit Reule	15	Bhotewodar	Balune	Sumit
४)	Ishan Karki	16	Bhotewodar	Balune	Ishan
५)	Sanjaya Basal	17	Hawabot	Balune	Sanjaya
६)	Shankar Panyari	17	Hawabot	Balune	Shankar
७)	Lung Gurung	15	Bhotewodar	Balune	Lung
८)	Ayush Gurung	15	Bhotewodar	Balune	Ayush
९)	Sudip Adhikari	18	Rainas	11	Sudip
१०)	Sushant Ramchhane	17	Doti	11	Sushant

Photograph 6: FGD Attendance of Sundarbazar, Lamjung

Triyuga ②

नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन

हाजिरी पुस्तिका

हिमवत कन्सल्ट प्रा. लि.

मिति- २० ८०/०४/२४

क्र.स.	नाम थर	उमेर	ठेगाना	संस्था/क्षेत्र	हस्ताक्षर
१)	रूपेन्द्र कार्की	१७	त्रि.न.पा-११	त्रि.न.पा बाल	Prithvi
२)	सिर्वाज चौधरी	१६	त्रि.न.पा-२	त्रि.न.पा बाल	
३)	मिलन कुटवाल	१६	त्रि.न.पा-२	त्रि.न.पा बाल	
४)	प्रिया कुटवाल	१८	त्रि.न.पा-१२	त्रि.न.पा बाल	
५)	बिबेक विक	१६	त्रि.न.पा-२	त्रि.न.पा बाल	
६)	विष्णु कुमार शाह	१८	त्रि.न.पा-३	त्रि.न.पा बाल	
७)	प्रिया कुटवाल	१६	त्रि.न.पा-१२	त्रि.न.पा बाल	

Photograph 7: Attendance of Triyuga

②

नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन

हाजिरी पुस्तिका

हिमवत कन्सल्ट प्रा. लि.

मिति-

क्र.स.	नाम थर	उमेर	ठेगाना	संस्था/क्षेत्र	हस्ताक्षर
	रुपेन्द्र शाही	१४	तिला-५ दिम्वीर	त्रि.न.पा बाल	
	सिर्वाज शाही	१६	तिला-५ दिम्वीर	त्रि.न.पा बाल	
	मिलन सिंह	१६	तिला-५ दिम्वीर	त्रि.न.पा बाल	
	मिलन चौधरी	१८	तिला-८ जुम्ला	त्रि.न.पा बाल	
	लीडेश कुटवाल	१७	तिला-९ सरावडी	त्रि.न.पा बाल	
	दीपक कुमार	१४	तिला-४ जुम्ला	त्रि.न.पा बाल	

Photograph 8: FGD Attendance of Tila, Jumla

हिमवत कन्सल्ट प्रा. लि.
नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन
हाजिरी पुस्तिका

नाम घर: लोक बहादुर वि. व. ठेगाना: त्रियुगा नगरपालिका, उदयपुर

क्र.स.	मिति	के काम	समय	हस्ताक्षर
१.	२०८०/०८/२९	शुद्धता/लागी फारम भरखा	११:३० देखि १२:४० सम्म	
२.	२०८०/८/३१	प्रस्तावली लिएर गएका	१०:२०	
३.	२०८०/८/३०	दुहेको स्वीकृतिपत्र लिएर	१०:२० - २:४० सम्म	
४.	२०८०/८/३२	शीपु जस्ता मा.वि.का फारम लिएर	१०:०० देखि १२:४५ सम्म	
५.	२०८०/८/३२	शम्भुनाथी मा.वि.का स्वीकृतिपत्र	२:०३ देखि	
६.	२०८०/८/१९	शम्भुनाथी मा.वि.का प्रस्तावली	१०:२० - १२:४० सम्म	
७.	२०८०/८/१८ गते	मेतिहाथी आ.वि. प्रस्तावली	११:१० गते	
८.	२०८०/८/१८ गते	मेतिहाथी, जोशीपुर, डुल्ले मा.वि.का स्वीकृति पत्र	१०:२० देखि २:३० सम्म	

प्रमाणित गर्ने

हिमवत कन्सल्ट प्रा. लि.
नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन
हाजिरी पुस्तिका

नाम घर: लोक बहादुर वि. व. ठेगाना: त्रियुगा नगरपालिका, उदयपुर

क्र.स.	मिति	के काम	समय	हस्ताक्षर
९.	२०८०/८/२	जानेपानी ट्रेडिङ मा.वि.का प्रस्तावली	१०:१५ देखि ११:३० सम्म	
१०.	२०८०/८/२	जस्ता मा.वि. जोशीपुर प्रस्तावली	१२:३० - ४:०३	
११.	२०८०/८/२	सुन्दरी मा.वि. डुल्ले प्रस्तावली	११:०९ गते	
१२.	२०८०/८/१	मा.वि. डाङ स्वीकृति पत्र	१०:१ गते	
१३.	२०८०/८/६	" प्रस्तावली	११:३ गते	
१४.	२०८०/८/६	वहेवा स्वीकृति पत्र	१२:२ गते	
१५.	२०८०/८/६	गते वहेवा आ.वि. प्रस्तावली	११:० गते देखि	
१६.	२०८०/८/१०	त्रियुगा जस्ता वडुवा मा.वि.का प्रस्तावली	१२:४५ सम्म १२:३० सम्म	

प्रमाणित गर्ने

Photograph 9: Attendance of Enumerator of Triyuga

हिमवत कन्सल्ट प्रा. लि.
नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन
हाजिरी पुस्तिका

नाम थर	क.स.	मिति	के काम	समय	ठेगाना	हस्ताक्षर
	1.	2080/05/03 गते	एकडारा चेला-01 स्कूलमा अनुमती पत्र बुझाएँ अनि स्कूलको सर सँग अन्तर्वार्ता गरि र अनुमति पत्र लिएँ।	10Am to 05pm		
	2.	2080/05/04 गते	एकडारा चेला / अजमल पटेलमा Exam लिएँ अनि महेलियामा अनुमति पत्र बुझाएँ र स्कूलको सर सँग अन्तर्वार्ता गरि	10Am to 05pm		
	3.	2080/05/09 गते	महेलियामा Exam लिएँ। त्यस पछि स्कूलको 04 को स्कूलमा र चकडाको स्कूलमा अनुमति पत्र बुझाएँ। चकडाको सर सँग अन्तर्वार्ता गरि	10Am to 05pm		
	4.	2080/05/06 गते	चकडाको स्कूल र स्कूलको 04 को स्कूलमा Exam लिएँ अनि वड्डा लिच्छ-05 को स्कूलमा अनुमति पत्र बुझाएँ र Exam लिएँको पेपर मिलाएँ।	10Am to 05pm		
	5.	2080/05/07 गते	वड्डा लिच्छ स्कूलमा Exam लिएँको पेपर वा कोल्लुवा स्कूलमा अनुमति पत्र बुझाएँ अनि एकडाराको (private school) मा पनि अनुमति पत्र बुझाएँ।	10Am to 05pm		

रजु गर्ने

प्रमाणित गर्ने

हिमवत कन्सल्ट प्रा. लि.
नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन
हाजिरी पुस्तिका

नाम थर	क.स.	मिति	के काम	समय	ठेगाना	हस्ताक्षर
		2080/05/08 गते	कोल्लुवा-06 र Mount Everest (private school) मा Exam लिएँ। त्यस पछि Exam लिएँको पेपर मिलाएँ।	10Am to 05pm		

रजु गर्ने

प्रमाणित गर्ने

Photograph 10: Attendance of Enumerator of Ekdara

हिमवत कन्सल्ट प्रा. लि.
नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन
हाजिरी पुस्तिका

नाम थर तपराज जोशी ठेगाना धनगढी, कैलाली

क्र.स.	मिति	के काम	समय	हस्ताक्षर
१	२०८०-४-२४	धनगढी उपमहानगर पालिका कार्यकृम एहेमती पत्र विवरको	१० वजे	<u>[Signature]</u>
२	२०८०-४-२४	धनगढी उपमहानगर पालिका का सि.उपमहानगर र सामाजिक विकासको प्रयुक्त रोज KII आ सहभागी	११ वजे	<u>[Signature]</u>
३	२०८०-४-२५	धनगढी-१० नाली गुलाब खेतमा FGD का लागि गएका र त्यही ३ वजे दिन धनगढी-२ रोजाएमा खेतमा फेसको	११ वजे	<u>[Signature]</u>
४	२०८०-४-२८	धनगढी-२ को पञ्चोदय गा. वि. र धनगढी नगरपालिका मा. वि. मा खेतमा रोजा	१० वजे	<u>[Signature]</u>
५		पञ्चोदय गा. वि. र धनगढी नगरपालिका मा. वि. मा खेतमा रोजा		<u>[Signature]</u>
६	२०८०-४-२९	धनगढी-२ को पञ्चोदय गा. वि. र धनगढी नगरपालिका मा. वि. मा खेतमा रोजा	११ वजे	<u>[Signature]</u>
		मा. वि. मा खेतमा रोजा र Survey form भर्ने लगाए		<u>[Signature]</u>

रजु गर्ने प्रमाणित गर्ने

→ पडाडी

क्र.स.	मिति	के काम	समय	हस्ताक्षर
५	२०८०-४-३०	धनगढी-१३ फिफ्ट चापाको, खेडावावा माध्यमिक विद्यालयमा सम्पन्न गएको र विद्यार्थीहरूलाई एहेमती पत्र form विवरको गरेको	११ वजे	<u>[Signature]</u>
६	२०८०-४-३१	खेडावावा गा. वि. मा Survey form विवरको गरी विद्यार्थीहरूलाई form भर्ने लगाएको र एकाईस स्कूल मा पनि विद्यार्थीहरूलाई Survey form भर्ने लगाएको	१० वजे	<u>[Signature]</u>
८	२०८०-५-३	Farwest Secondary School, कापुडेनी गा. वि. नाली गुलाब खेतमा सम्पन्न गरी विद्यार्थीहरूलाई एहेमती पत्र विवरको गरेको	१० वजे	<u>[Signature]</u>
९	२०८०-५-३	Farwest Secondary School र कापुडेनी गा. वि. मा विद्यार्थीहरूलाई Survey form भर्ने लगाएको	१० वजे	<u>[Signature]</u>

Photograph 11: Attendance of Enumerator of Dhangadhi

हिमवत कन्सल्ट प्रा. लि.
नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन
हाजिरी पुस्तिका

नाम थर निवेश गुड्ड टैगाना सुन्दरबजार ४

क्र.स.	मिति	कै काम	समय	हस्ताक्षर
१.	२०८०।१।३	बालबालिकाको अनलाइन सुरक्षा सम्बन्धी अनुसन्धान फर्म भर्ने र महेन्द्र मन्दिर विसाल	१० वजे देखि ४ वजे सम्म	
२.	२०८०।१।४	बालबालिकाको अनलाइन सुरक्षा सम्बन्धी अनुसन्धान फर्मको प्रश्न उत्तर भर्ने र ज्योति र छान्ने लिट प्युचर स्टार	१० वजे देखि ४ वजे सम्म	
३.	२०८०।१।५	बालबालिकाको अनलाइन सुरक्षा सम्बन्धी अनुसन्धान फर्म भर्ने र ज्योति र छान्ने लिट प्युचर स्टार	१० वजे देखि ४ वजे सम्म	
४.	२०८०।१।६	बालबालिकाको अनलाइन सुरक्षा सम्बन्धी अनुसन्धान फर्म भर्ने र ज्योति र छान्ने लिट प्युचर स्टार	१० वजे देखि ४ वजे सम्म	
		महेन्द्र मन्दिर निजामती भवन		

रजु गर्ने प्रमाणित गर्ने

हिमवत कन्सल्ट प्रा. लि.
नेपालमा हुने बालबालिका सम्बन्धि अनलाइन सुरक्षा - अनुसन्धान अध्ययन
हाजिरी पुस्तिका

नाम थर राम बहादुर गुड्ड टैगाना सुन्दरबजार ५

क्र.स.	मिति	कै काम	समय	हस्ताक्षर
१.	२०८०।१।३	बालबालिकाको अनलाइन सुरक्षा सम्बन्धी अनुसन्धान फर्म भर्ने र महेन्द्र मन्दिर विसाल	१० वजे देखि ४ वजे सम्म	
२.	२०८०।१।४	बालबालिकाको अनलाइन सुरक्षा सम्बन्धी अनुसन्धान फर्मको प्रश्न उत्तर भर्ने र ज्योति र छान्ने लिट प्युचर स्टार	१० वजे देखि ४ वजे सम्म	
३.	२०८०।१।५	बालबालिकाको अनलाइन सुरक्षा सम्बन्धी अनुसन्धान फर्म भर्ने र ज्योति र छान्ने लिट प्युचर स्टार	१० वजे देखि ४ वजे सम्म	
४.	२०८०।१।६	बालबालिकाको अनलाइन सुरक्षा सम्बन्धी अनुसन्धान फर्म भर्ने र ज्योति र छान्ने लिट प्युचर स्टार	१० वजे देखि ४ वजे सम्म	
		महेन्द्र मन्दिर निजामती भवन		

रजु गर्ने प्रमाणित गर्ने

Photograph 12: Attendance of Enumerator of Sundarbazar, Lamjung

Conflict of Interest Declaration Form
Online Abuse among Children in Nepal - A Research Study
Himawat Consult Pvt. Ltd.

Enumerator's Name:

Instructions:

Please read the following statements carefully and provide your response to each item. If you have any conflicts of interest or potential biases that could affect your objectivity, credibility, or the integrity of the research, it is important to disclose them. If you do not have any conflicts of interest, please indicate "N/A" or "None" in the appropriate sections.

I, Bibha, hereby declare the following:

Have you received any financial support, funding, or grants related to the research study from organizations or entities that could potentially influence the outcomes or interpretations of the study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide the details:

Are you employed by or affiliated with any organization, institution, or group that may have a vested interest in the findings or outcomes of the research study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide the details:

Do you have any personal or professional relationships with individuals or organizations that may have a direct or indirect interest in the research study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide the details:

Are you currently involved in any activities or research that may conflict with the objectives or findings of this study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide details:

Have you published or are you planning to publish any articles, books, or reports that may be influenced by the outcomes of this research study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide the details:

Do you have any other potential conflicts of interest, financial or otherwise, that may compromise the integrity or impartiality of the research study?

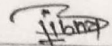
Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide details:

I hereby acknowledge that the information provided above is complete and accurate to the best of my knowledge. I understand that any conflicts of interest disclosed will be reviewed by the research team and appropriate measures will be taken to mitigate any potential biases or influence on the study.

Enumerator's Name: Bibha Kumari Yadav

Position in this study: B.B.S 1st years

Signature: 

Date:

Trijug 8

Conflict of Interest Declaration Form
Online Abuse among Children in Nepal - A Research Study
Himawat Consult Pvt. Ltd.

Enumerator's Name: Lok Bahadur B.A.

Instructions:

Please read the following statements carefully and provide your response to each item. If you have any conflicts of interest or potential biases that could affect your objectivity, credibility, or the integrity of the research, it is important to disclose them. If you do not have any conflicts of interest, please indicate "N/A" or "None" in the appropriate sections.

I,, hereby declare the following:

Have you received any financial support, funding, or grants related to the research study from organizations or entities that could potentially influence the outcomes or interpretations of the study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide the details:

Are you employed by or affiliated with any organization, institution, or group that may have a vested interest in the findings or outcomes of the research study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide the details:

Do you have any personal or professional relationships with individuals or organizations that may have a direct or indirect interest in the research study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide the details:

Are you currently involved in any activities or research that may conflict with the objectives or findings of this study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide details:

Have you published or are you planning to publish any articles, books, or reports that may be influenced by the outcomes of this research study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide the details:

Do you have any other potential conflicts of interest, financial or otherwise, that may compromise the integrity or impartiality of the research study?

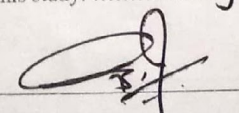
Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide details:

I hereby acknowledge that the information provided above is complete and accurate to the best of my knowledge. I understand that any conflicts of interest disclosed will be reviewed by the research team and appropriate measures will be taken to mitigate any potential biases or influence on the study.

Enumerator's Name: Lok Bahadur B.A.

Position in this study: surveyor

Signature: 

Date:

Conflict of Interest Declaration Form
Online Abuse among Children in Nepal - A Research Study
Himawat Consult Pvt. Ltd.

Enumerator's Name:

Instructions:

Please read the following statements carefully and provide your response to each item. If you have any conflicts of interest or potential biases that could affect your objectivity, credibility, or the integrity of the research, it is important to disclose them. If you do not have any conflicts of interest, please indicate "N/A" or "None" in the appropriate sections.

I,, hereby declare the following:

Have you received any financial support, funding, or grants related to the research study from organizations or entities that could potentially influence the outcomes or interpretations of the study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide the details:

Are you employed by or affiliated with any organization, institution, or group that may have a vested interest in the findings or outcomes of the research study?

Response: ☒ Yes ☒ No ☐ N/A

If Yes, please provide the details:

Do you have any personal or professional relationships with individuals or organizations that may have a direct or indirect interest in the research study?

Response: ☒ Yes ☒ No ☐ N/A

If Yes, please provide the details:

Are you currently involved in any activities or research that may conflict with the objectives or findings of this study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide details:

Have you published or are you planning to publish any articles, books, or reports that may be influenced by the outcomes of this research study?

Response: ☐ Yes ☒ No ☐ N/A

If Yes, please provide the details:

Do you have any other potential conflicts of interest, financial or otherwise, that may compromise the integrity or impartiality of the research study?

Response: ☐ Yes ☐ No ☐ N/A

If Yes, please provide details:

I hereby acknowledge that the information provided above is complete and accurate to the best of my knowledge. I understand that any conflicts of interest disclosed will be reviewed by the research team and appropriate measures will be taken to mitigate any potential biases or influence on the study.

Enumerator's Name: Yam Bahadur Gurung

Position in this study:

Signature: [Signature]

Date:

Photograph 13: CoI for Field Enumerators



भगवतीमाई गाउँपालिका
गाउँ कार्यपालिकाको कार्यालय
पगनाथ, दैलेख



कर्णाली प्रदेश, नेपाल

पत्र संख्या : २०८०/०८९

चलानी नं : १५५



मिति: २०८०/०८/२९

विषय: सहमति प्रदान गरिएको सम्बन्धमा ।

श्री जो जससँग सरोकार गर्दछ ।

उपर्युक्त सम्बन्धमा तहाँ हिमवत कन्सल्ट प्रा.लि. को च.नं. ०७९/०८०/-५६ मिति २०८०/०८/२७ गतेको प्राप्त पत्रानुसार वर्ल्ड भिजन इन्टरनेशनल नेपाल र हिमवत कन्सल्ट प्रा.लि. ले "Online Abuse Among Children in Nepal- A Research study" विषयक Proposal अध्ययन अनुसन्धान गर्न यस गाउँपालिकामा सहमति माग गरिएकोमा यस गाउँपालिका अन्तर्गतका विद्यालयहरू तथा बाल क्लबहरूमा बालबालिका सम्बन्धी अध्ययन अनुसन्धान गर्नको लागि सहमति प्रदान गरिएको व्यहोरा अनुरोध छ । आवश्यक सहयोगको लागि सरोकारवाला सबैलाई अनुरोध छ ।

उल्लिखित विषयको अध्ययन अनुसन्धान सम्बन्धी अवस्थाको प्रतिवेदन यस पालिकामा पेश गर्नुहुन समेत जानकारी गराइन्छ ।

(टोप बहादुर बुढा)

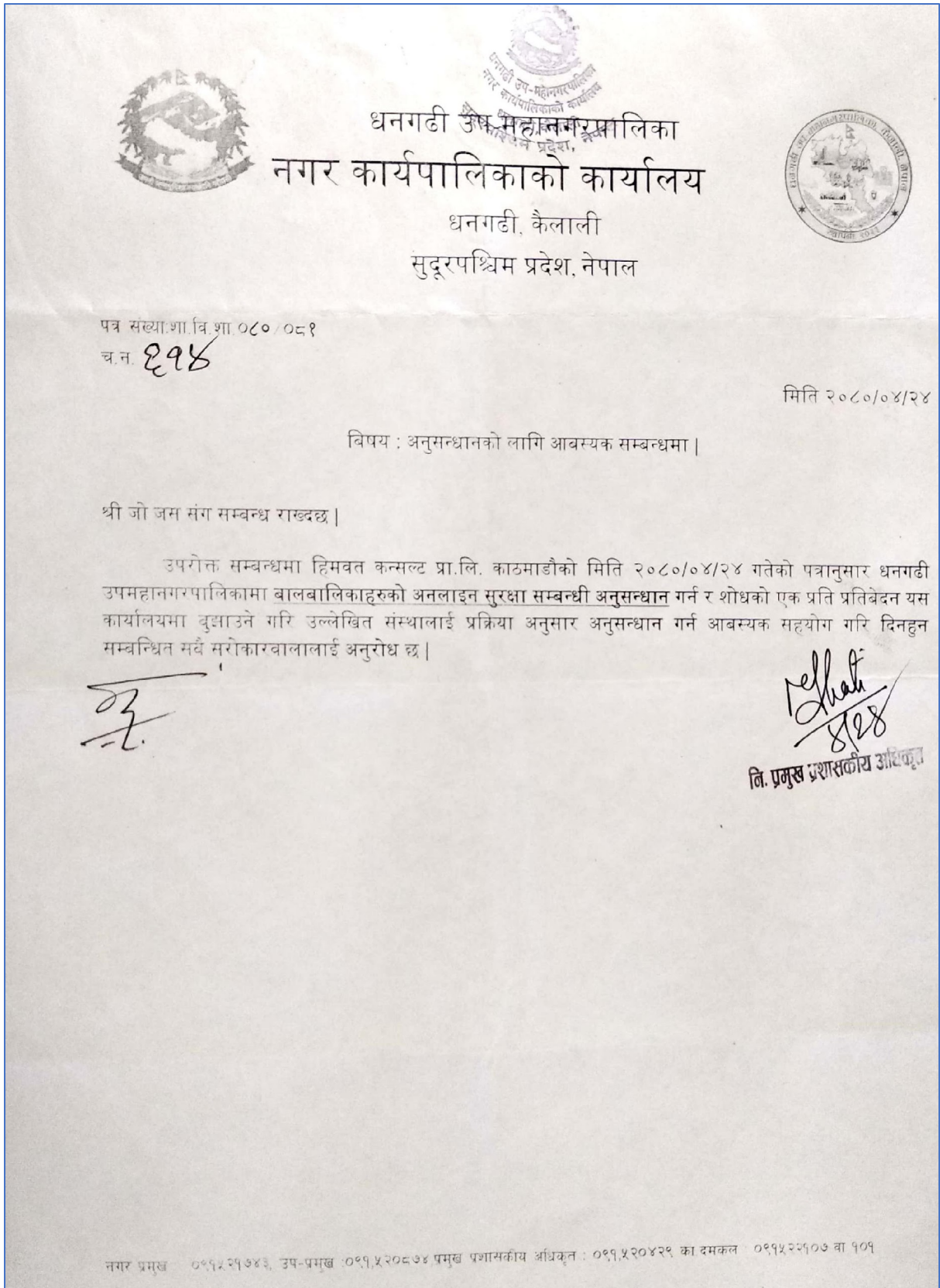
नि.प्रमुख प्रशासकीय अधिकृत

"व्यावसायिक कृषि, पशुपालन र पूर्वाधार, समृद्ध भगवतीमाई गाउँपालिकाको आधार ।" फोन नं. ९८५८०२०७९९/९८५८०२०८९९

Email : rmp.bhagawatimai@gmail.com

Web site : bhagawatimaimun.gov.np

"सक्षम निजामती प्रशासन:समृद्धि र सशासन"



Photograph 14: Some letters from Municipality/Rural Municipality



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email: himawat.consult@gmail.com



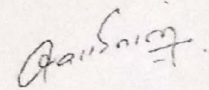
श्री. यम. बहादुर गुड्डा
सुन्दरबजार तम्पा
लभगुड

मिति: २०८०/१२/२८

विषय : मनोनयन गरिएको बारे

उपरोक्त विषयका सम्बन्धमा नेपालमा बालबालिकामा हुने अनलाइन सुरक्षा सम्बन्धि अनुसन्धानका लागि यस .लभगुड.....जिल्लाको सुन्दरबजार.....गाउँपालिका/नगरपालिकाको लागि तपाईं श्री. यम. बहादुर गुड्डा लाई अनुसन्धानको सर्वेक्षकको रूपमा सहयोगका लागि मनोनयन गरिएको कुरा अवगत गराउन चाहन्छौं। नेपाल सरकारको अधिकारिक निकायहरु Nepal Health Research Council र National Child Rights Council बाट अनुमति प्राप्त यस अनुसन्धानमा तपाइको महत्वपूर्ण सहयोगको अपेक्षा गर्दै अनुसन्धान अवधिभर अनुसन्धानका मूल्य मान्यताहरु र यस संस्थाको बाल संरक्षण नीतिलाई पालना गर्दै उच्च मर्यादित, व्यवसायिक र नैतिकवान ढंगले अनुसन्धान कार्यमा सहयोग गर्नुहुनेछ भन्नि विश्वास लिदै तपाइको कार्य सफलताको शुभकामना व्यक्त गर्दछौं।

धन्यवाद



नवराज ठकाल

प्रबन्ध निर्देशक

हिमवत कन्सल्ट प्रा. लि.



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Buddhanagar, Kathmandu, Bagmati Province.

email: himawat.consult@gmail.com



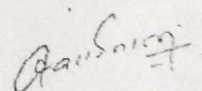
श्री...दिना जोषी...

मिति: २०८०/४/२०

विषय : मनोनयन गरिएको बारे

उपरोक्त विषयका सम्बन्धमा नेपालमा बालबालिकामा हुने अनलाइन सुरक्षा सम्बन्धि अनुसन्धानका लागि यस डोटी जिल्लाको सिङ्गादी गाउँपालिका/नगरपालिकाको लागि तपाईं श्री दिना जोषी लाई अनुसन्धानको सर्वेक्षकको रूपमा सहयोगका लागि मनोनयन गरिएको कुरा अवगत गराउन चाहन्छौं। नेपाल सरकारको अधिकारिक निकायहरु Nepal Health Research Council र National Child Rights Council बाट अनुमति प्राप्त यस अनुसन्धानमा तपाईंको महत्वपूर्ण सहयोगको अपेक्षा गर्दै अनुसन्धान अवधिभर अनुसन्धानका मूल्य मान्यताहरु र यस संस्थाको बाल संरक्षण नीतिलाई पालना गर्दै उच्च मर्यादित, व्यवसायिक र नैतिकवान ढंगले अनुसन्धान कार्यमा सहयोग गर्नुहुनेछ भन्नि विश्वास लिदै तपाईंको कार्य सफलताको शुभकामना व्यक्त गर्दछौं।

धन्यवाद



नवराज ठकाल

प्रबन्ध निर्देशक

हिमवत कन्सल्ट प्रा.लि.



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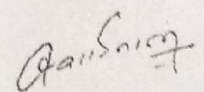
श्री. हनुमान्ज्योति
तिलोत्तमा, रुपन्देही

मिति: २०८०/०४/१५

विषय : मनोनयन गरिएको बारे

उपरोक्त विषयका सम्बन्धमा नेपालमा बालबालिकामा हुने अनलाइन सुरक्षा सम्बन्धि अनुसन्धानका लागि यस रुपन्देही जिल्लाको तिलोत्तमा गाउँपालिका/नगरपालिकाको लागि तपाईं श्री हनुमान्ज्योति लाई अनुसन्धानको सर्वेक्षकको रूपमा सहयोगका लागि मनोनयन गरिएको कुरा अवगत गराउन चाहन्छौं। नेपाल सरकारको अधिकारिक निकायहरु Nepal Health Research Council र National Child Rights Council बाट अनुमति प्राप्त यस अनुसन्धानमा तपाईंको महत्वपूर्ण सहयोगको अपेक्षा गर्दै अनुसन्धान अवधिभर अनुसन्धानका मूल्य मान्यताहरु र यस संस्थाको बाल संरक्षण नीतिलाई पालना गर्दै उच्च मर्यादित, व्यवसायिक र नैतिकवान ढंगले अनुसन्धान कार्यमा सहयोग गर्नुहुनेछ भन्नि विश्वास लिदै तपाईंको कार्य सफलताको शुभकामना व्यक्त गर्दछौं।

धन्यवाद



नवराज ठकाल
प्रबन्ध निर्देशक
हिमवत कन्सल्ट प्रा.लि.



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Photograph 15: Some appointment letters of Enumerator

Appendix IV: Activity Photographs



Photograph 16: FGD with boys of Triyuga Municipality, Udyapur



Photograph 17: FGD with girls of Ekdara, Mahottari



Photograph 18: KII with Co speaker of Koshi province



Photograph 19: Questionnaires at Sundarbazar Municipality, Lamjung



Photograph 20: KII with Police at Sundarbazar Municipality, Lamjung



Photograph 21: KII at Bhagwatimai, Dailekh



Photograph 22: KII at Doti



Photograph 23: Questionnaires at Dailekh



Photograph 24: Questionnaires at Jumla



Photograph 25: FGD with girls' group at Dailekh



Photograph 26: Questionnaires at Doti



Photograph 27: FGD with girl group at Doti



Photograph 28: FGD with girls group at Dailekh



Photograph 29: KII at Dhangadhi



Photograph 30: KII with the school teacher of Dhangadhi



Photograph 31: KII with Minister



Photograph 32: FGD with boys' group of Dhangadhi



Photograph 33: KII with child rights officer of Dhangadhi

Appendix V: Respondent List

1. Saraswoti Adhikari, Insp. District police office, Dhangadhi, Kailali
2. Yashmin Bhattarai, information security section, NCELL
3. Ranjan Gyawali, Information security section, NCELL
4. Shekhar Datta Upadhyaya, headteacher, Rupendehi
5. Narendra Bahadur Khani, Education Head, Dhangadhi
6. Tanka Bahadur Bista, Child welfare officer, Dhangadhi
7. Saraswati Adhikari, Police Instp. Dhangadhi
8. Dr. Khagendra Shahi, Education Department, Bhagawatimai, Dailekh
9. Mina Kumari Khadka, Village Child Rights Committee, Dailekh
10. Prabin Rawat, Teacher, Joomla
11. Manisha Thapa, Teacher, Dailekh
12. Buddi Bhakta Rawat, SMC, chair, Joomla
13. Sanumaya Jimbu Gurung, Doti
14. Nara Bahadur Singh, Joomla
15. Sushil Joshi, NGO Lead Nepal.
16. Roja Kiran, Basukala, NTA,
17. Mahendra Bharati, upasachib, Nepal govt.
18. Indu Ghimire, sahasachib, Nepal govt.
19. Dipesh Joshi, DSP, Cyber Bureau
20. Pragya Shah, Unicef
21. Bina Dahal, upanyayadhibakta
22. Mahendra Prasad Shakhi, upasachib
23. Yesmin Bhattarai, NCELL
24. Bhuwan Adhikari, Teacher, Bhakti Namuna Higher Secondary School, Lamjung
25. Rabi Karki Teacher, Bhakti Namuna Higher Secondary School, Lamjung
26. Rajaram Koirala, Teacher, Lamjung
27. Ram Krishna Bidari, Senior Police Assistant Sub Inspector, Lamjung
28. Bijesh Shrestha, Ward member, Ward no.-6, Sundarbazaar Municipality, Lamjung
29. Dinesh Babu Koirala, Ward-6 President, Sundar Bazaar Municipality, Lamjung
30. Dipak Raj Adhikari, RCDC, Lamjung
31. Pramod Shedain, CSO, Lamjung
32. Bhabani K.C, Deputy Mayor, Sundarbazaar, Municipality, Lamjung
33. Thakur G. Tiwari, Education/Social Dev. Head, Lamjung Municipality, Lamjung
34. Roshna Chudharu, President, Child Network, Sundarbazaar Municipality, Lamjung
35. Nirmala Poudel, Women and Children welfare depart, Sundarbazaar Municipality
36. Harikala Bishwokarma, Parent, Sundarbazaar Municipality Ward No. 6, Lamjung
37. Jageshwar Rasaili, Parent, Sundarbazaar Municipality ward no-6, Lamjung
38. Ratnadevi, Adhikari, Parent, Sundarbazaar Municipality ward no-6, Lamjung
39. Bhim Bahadur, Bishwokarma, Parent, Sundarbazaar Municipality ward no-6, Lamjung
40. Pragya Shah, Child Protection Officer, UNICEF