

# KEEPING CHILDREN SAFE ONLINE:

A Study on Online Safety among Children  
in Nepal



## Research Report | July-September 2023

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## ACKNOWLEDGEMENT

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As World Vision we are committed to addressing all forms of violence against children. We trust that this study will provide essential insights for those working with the government, international organisations, national civil society and the private sector to collectively address the many risks that Nepali children face online. Furthermore, we hope that this study will initiate more research and will provide guidance for targeted interventions to address online violence against children.

On behalf of World Vision International Nepal I would like to thank everyone who has contributed to this research, in particular all those children from various parts of Nepal who entrusted us with their responses to our surveys and questions.

Special thanks to Mr. Bishnu Khatri from Himawat Consult Pvt. Ltd who led this research and who developed this report.

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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 risks. This study aims to bridge the knowledge gap in online safety research, especially concerning pre-teens and teenagers in Nepal. 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 examines various aspects of children's online behavior and experiences, revealing several significant findings. Here are the key highlights of the findings:

### 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 and 46.28% did not prioritize basic security system updates.
- 30.21% of children used the same password across all online accounts, and 17.04% accept social media friend request without safety precautions.

### 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.
- 11.46% of boys reported experiencing abuse, including cases where online interactions resulted in offline harm, compared to 8.26% of girls.
- Among internet users, 21.14% experienced abuse with 51% boys and 44% girls and remaining others.
- Vulnerabilities were observed to be higher in government school students (23%) in comparison with private school students (20%).

### c) Associated Factors in Online Abuse

- Rural municipalities reported the highest average level of abuse at approximately 23.10% while that is 20.85% in municipalities and 18.99% in metropolitan cities.
- 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

- 54.15% of children reporting that they use the internet primarily for friendship. These risks have potential to impact a large number of child users.
- 28% of 'others' children reported instances of abusive behavior during in-person meetings with individuals they had initially met online.
- 32% of children had expressed their tendency to meet their online friends.
- 6% of children reported having plans to meet their online friends who had never met before.
- 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.

The report strongly highlights 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 also sheds light on the offline consequences of online abuse, such as conflict with parents, child marriage, children leaving their homes, experience of bullying, and suicide. Despite existing legal frameworks, there is 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.

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. The allocation of budgets for awareness programs, resource enhancement, teacher training, and content filtering options on social media platforms are vital considerations.

This research has come up with recommendations for all 3 tiers of governments, civil society organizations (CSOs), like-minded agencies, private sectors including internet service providers, community leaders and teachers, and parents:

- I. Strengthening legislative and policy frameworks to ensure the online safety of children.
- II. Enhancing awareness and education programs against cyber crimes and online abuse.
- III. Collaborative efforts and multi-stakeholder engagement on digital literacy and protection of children.
- IV. Capacity building and training for relevant stakeholders to strengthen reporting and referral mechanism.
- V. Support mechanisms and counseling services for affected children like enhancing parents' and teachers' capacity to monitor, mentor and counsel children's behavior in positive ways.
- VI. Further research to:
  - (a) Unfold knowledge and behavior of parents and teachers.
  - (b) Legal gaps and judicial practices on online abuses.

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



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## ACRONYMS AND ABBREVIATIONS

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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 I: INTRODUCTION

## 1.1 Background

Thanks to the technological developments children and young people now have unprecedented access to information, communication, social online networks, and entertainment. With the proliferation of personal electronic devices and ever-increasing internet accessibility in Nepal safeguarding risks increase exposing more and more children and youth to violence and exploitation both online and offline. 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.

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. 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.

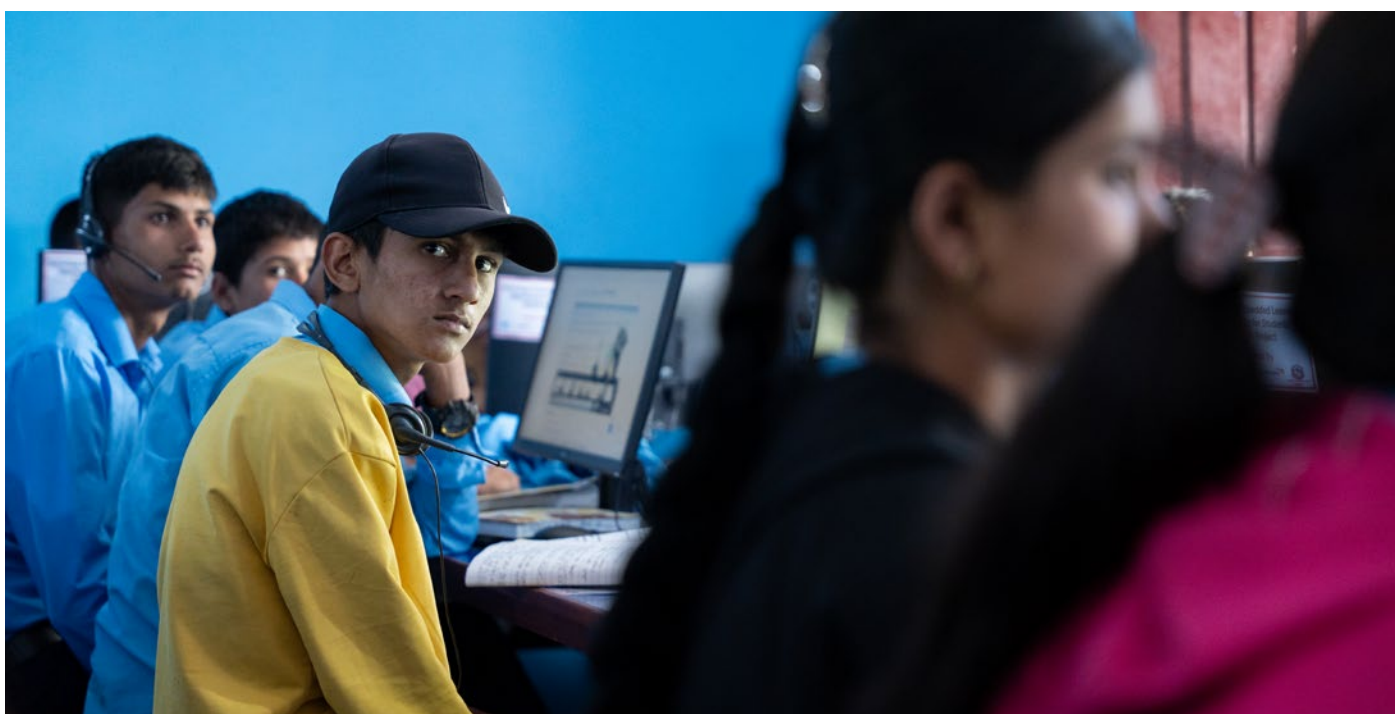


While in the custody of parent(s), legal guardian(s), or any other person who has the care of the child, the child must be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. This protection includes 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 in 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.

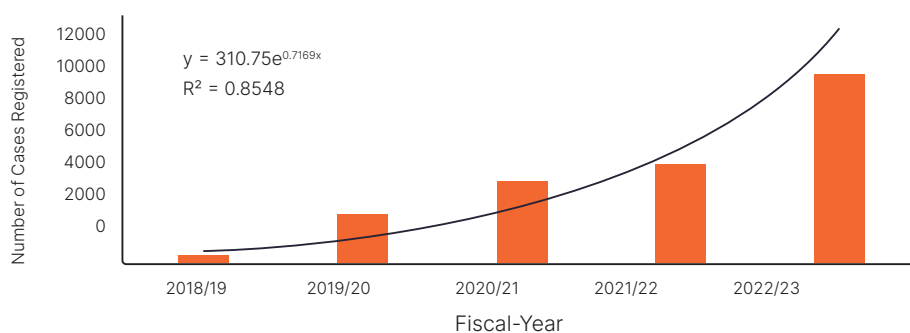


Figure 1: Number of Cases Registered

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 quantitative tools are used in this research. For digging deeper into the consequences, associated circumstances, and accountability concerns qualitative methodological tools were used to explore further.

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. In this method 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 were collected simultaneously and both types of results triangulated to establish valid arguments for the findings. The conceptual framework for this research design follows as below:

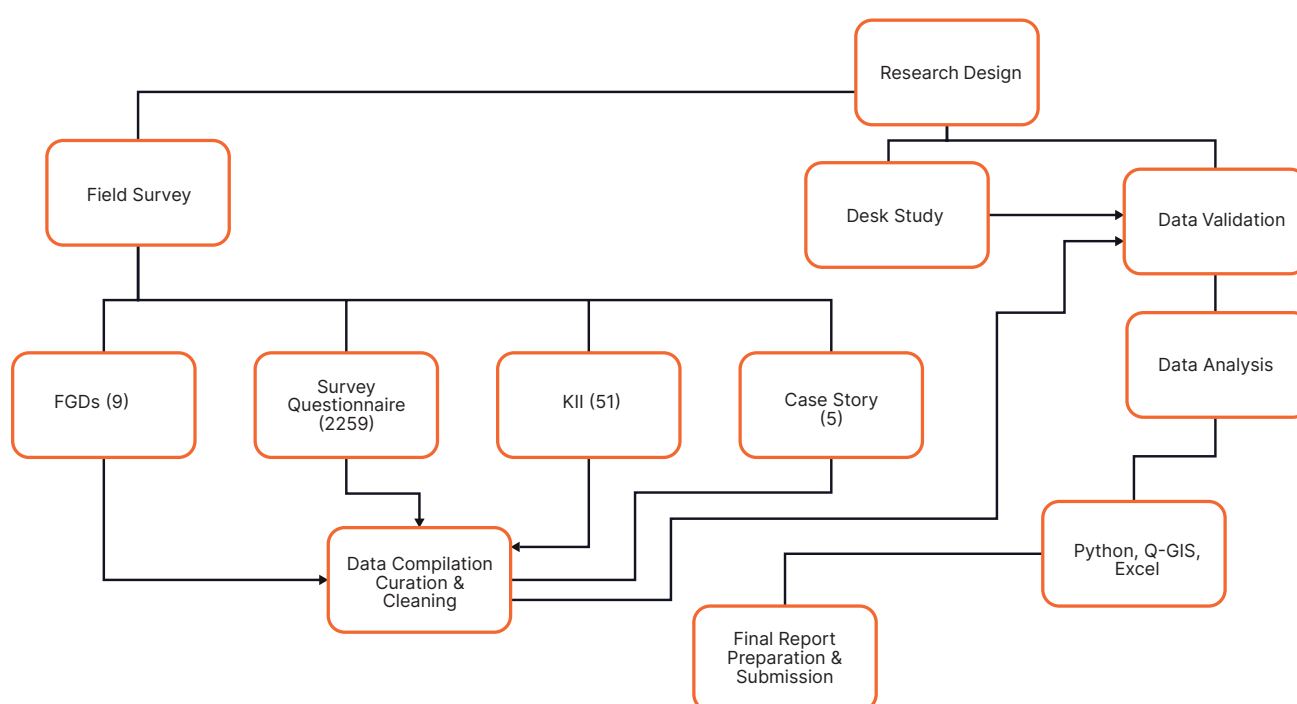


Figure 2: Conceptual Framework of the Study

## 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 inclusion of all three topographically distinct regions (hills, mountains, and low-lands) where World Vision International Nepal (WVIN) partners with local non-government organizations for child rights-related interventions. Furthermore, the study has ensured the representation of the geographical areas of the state. It has covered all seven provinces with one metropolis (Kathmandu), one sub-metropolis (Dhangadhi), four urban municipalities (Triyuga, Tilotama, Sundarbazar, and Dipayal Silgudhi), and three rural municipalities (Ekdara, Bhagwatimai, and Tila rural municipalities).

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 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. 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, 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.

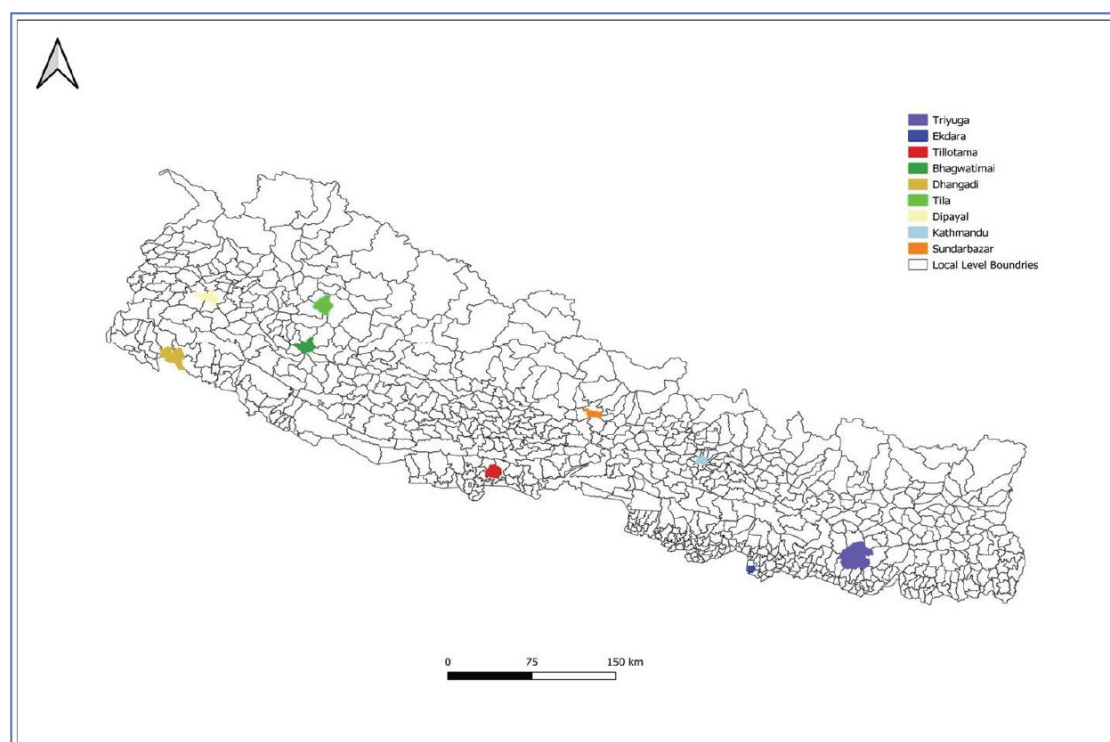


Figure 3: Locations where this Research was Conducted

## 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 were 45 community schools and 22 private schools selected for this research.

During the period of the study a total of 2,259 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 were 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**

S.N.	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
	<b>Total</b>	<b>2259</b>

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 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 were further interviewed to more deeply explore 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
	<b>Total</b>	<b>51</b>	<b>9</b>	<b>2259</b>

### 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.

The study team conducted at least one FGD in each

### 2.3.5 Focus Group Discussion (FGD)

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) had participated for field consultation of this study. 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 related 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 study collected 5 case stories of children who experienced abuse in online and offline media and the consequences they are facing. They were asked to share their extreme experiences online or online interactions, that led to offline abuse and violence they faced during their daily life.

### 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.	

## 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 was 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 were 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 were 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 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 those of low- 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 reported 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

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 the 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 is provisioned for such crimes.

As per the Section 121 of Penal Code 2017 of Nepal, following acts are prohibited:

- i. Producing, printing or publishing or circulating through electronic media any obscene book, pamphlet, drawing, film, picture, record or any other item which is lascivious (increases physical libido) or appeals to the prurient interest or makes characterless,
- ii. Purchasing, selling, distributing or letting to hire or publicly exhibiting such obscene item or holding such item with intent to do so,
- iii. Advertising that such obscene item is available from any person in this way,
- iv. Exporting or importing or holding such obscene item with intent to sell, distribute it.

According to this provision, if a person commits the offence referred to above, shall be liable to a sentence of imprisonment for a term not exceeding one year or a fine not exceeding ten thousand rupees or both sentences.

The Government of Nepal endorsed the policy for cyber security in 2023 which anticipated the awareness programs for 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. 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

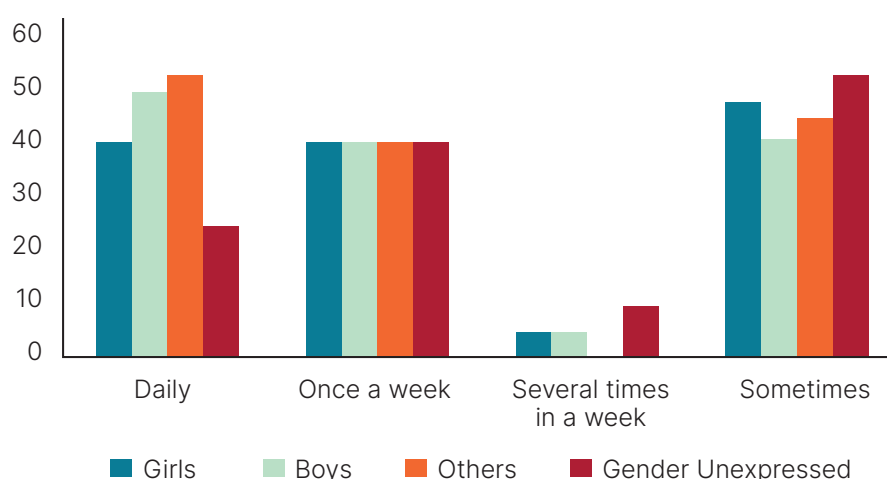


Figure 4: Internet Use Habits of Children

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.

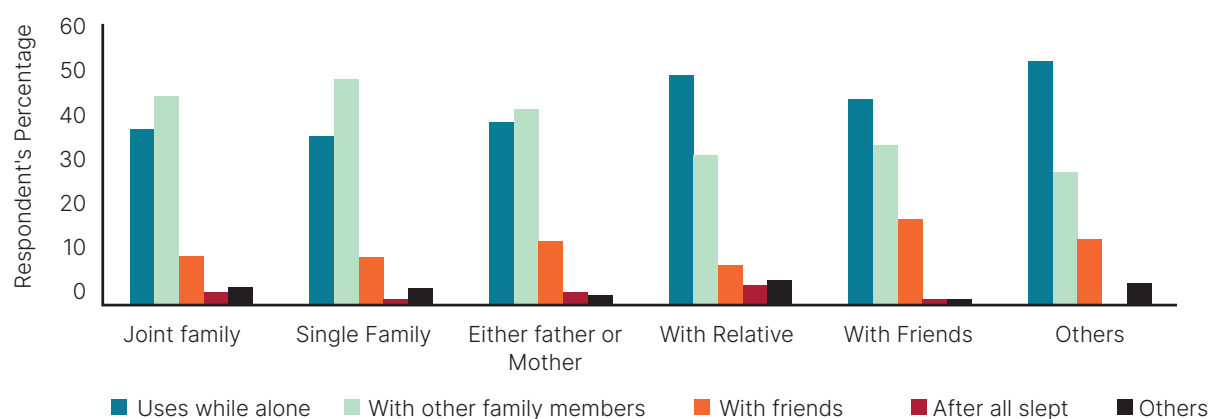


Figure 5: Internet Use Habit Based on Family Type

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"*<sup>1</sup>



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.

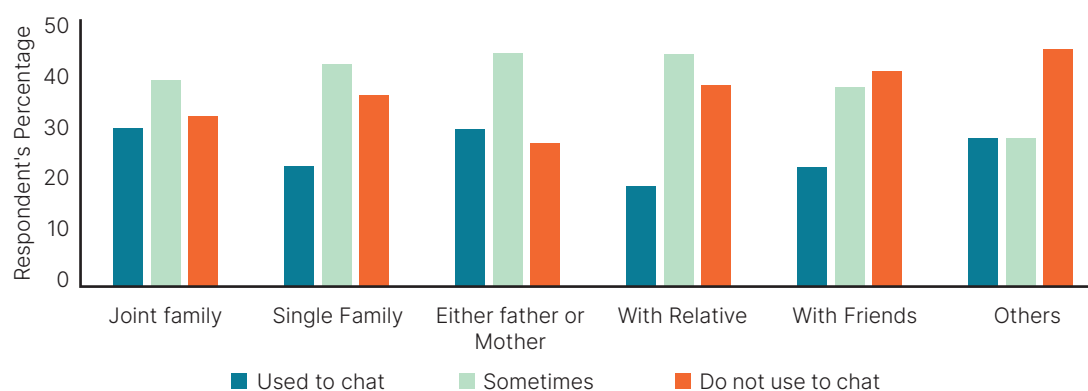


Figure 6: Chatting Habit with Strangers Based on Family Type

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.

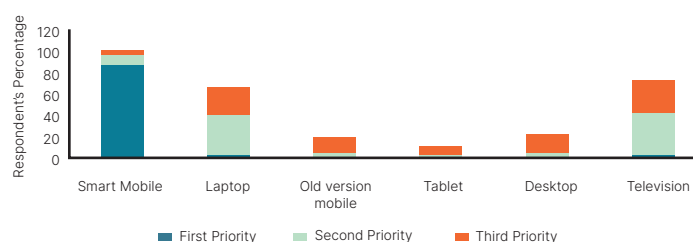


Figure 7: Use of Internet Devices

<sup>1</sup> KII with Parents

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.

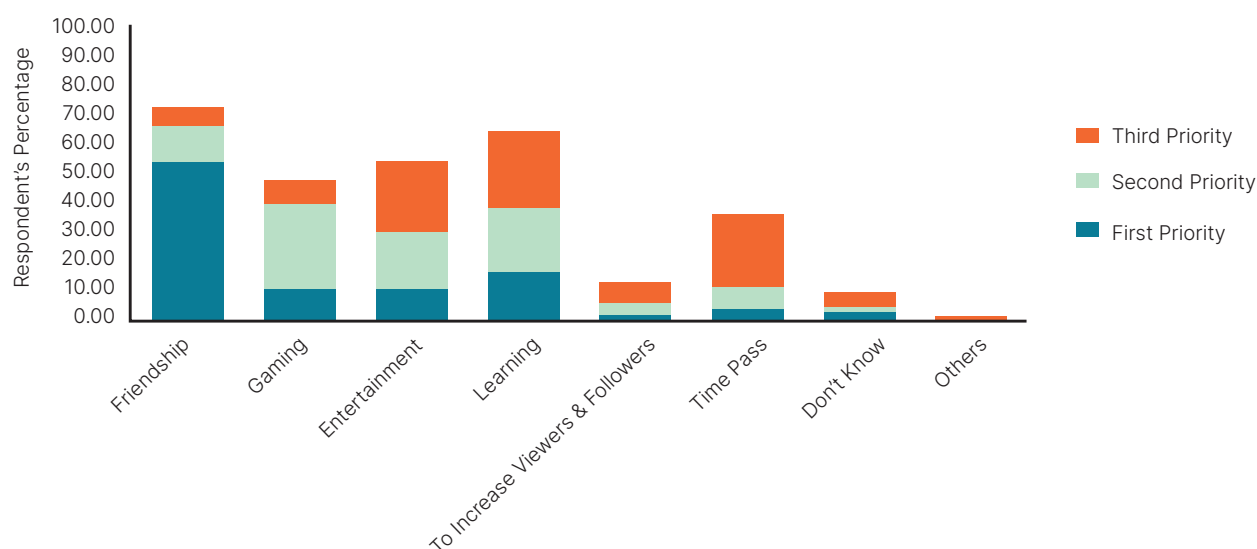


Figure 8: Children's Priorities Among Online Activities

#### 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.

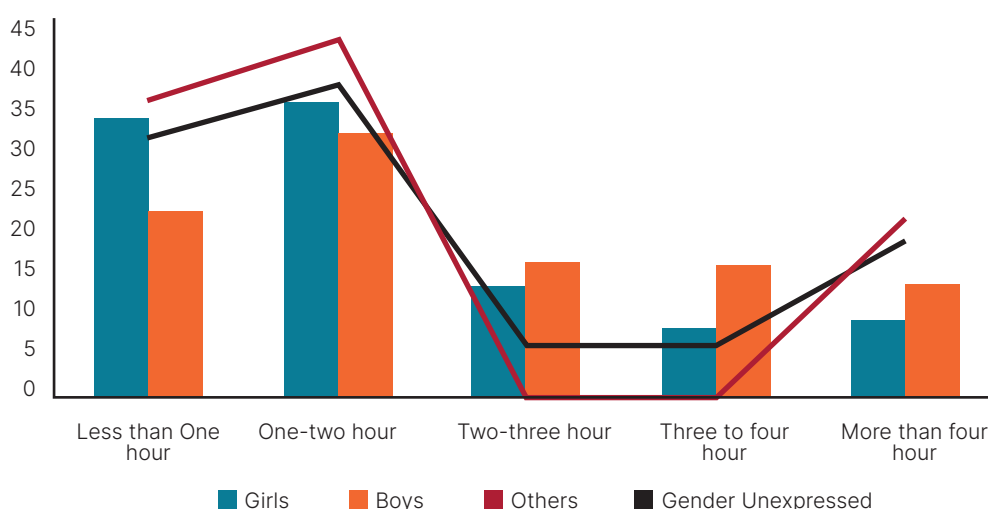


Figure 9: Online Surfing Duration Based on Gender

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) with Sex Disaggregation

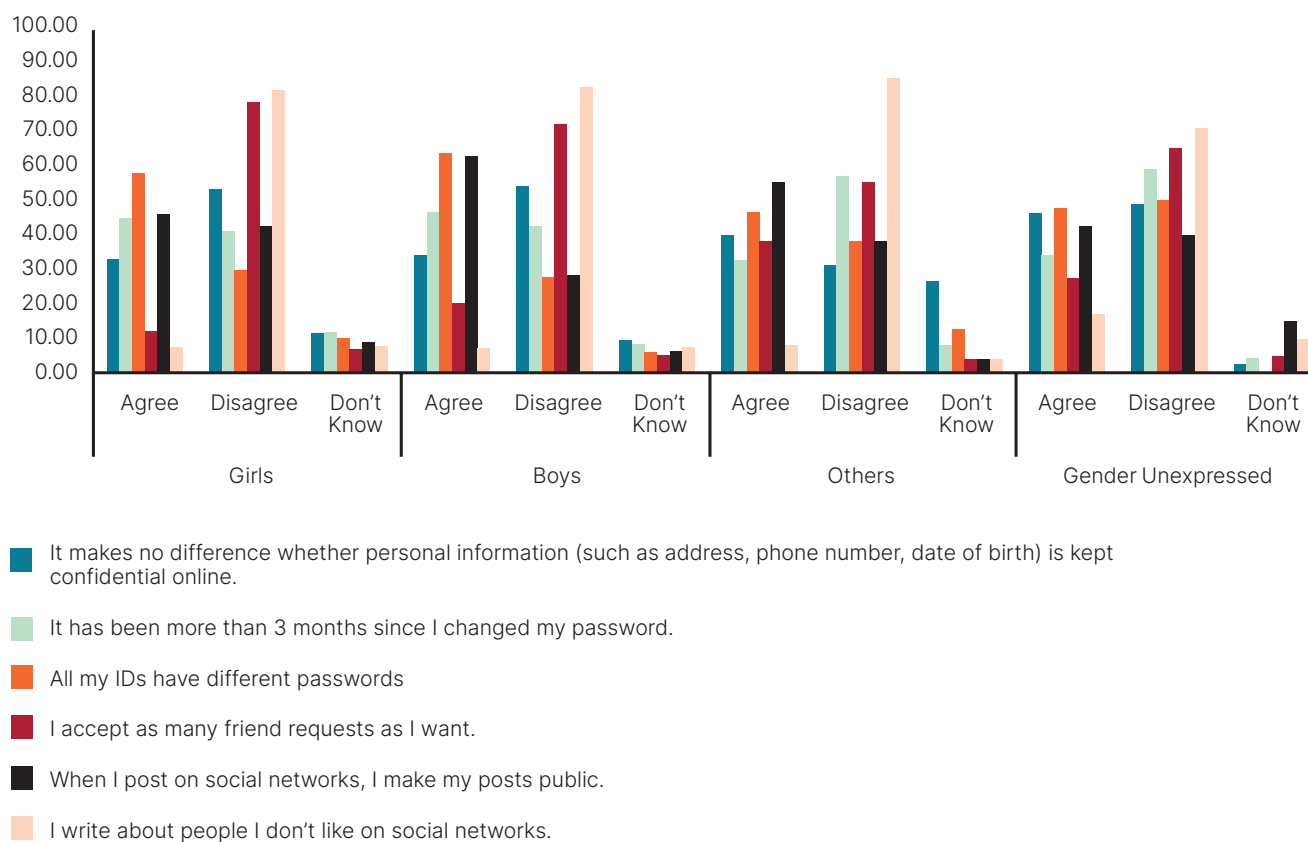


Figure 10: Gender-based Differences in Digital Literacy and Practices

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 Korea<sup>2</sup>. 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 relationships<sup>3</sup>. 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.<sup>4</sup>

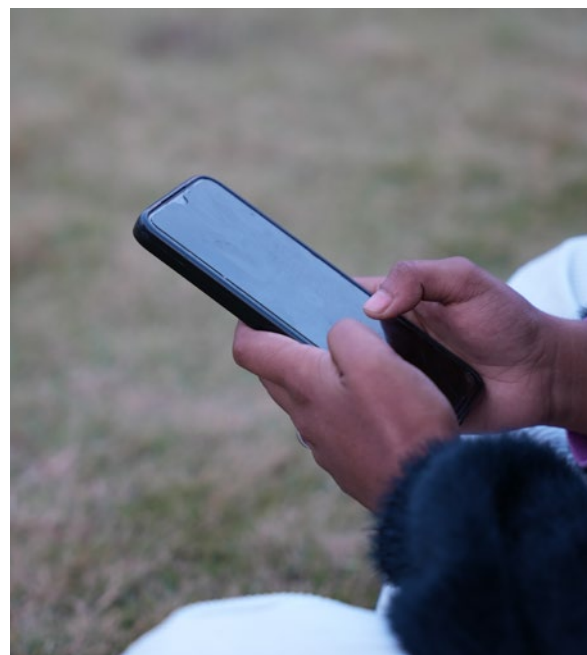
**Diverse Internet Usage:** Beyond socializing, students in Nepal use the internet for diverse purposes. Learning foreign languages, engaging in family group chats, and online gaming are among their activities. However, it's observed that excessive internet use, particularly at night, can lead to issues like disrupted sleep patterns, irregular school attendance, and a lack of focus on education<sup>5</sup>.

**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 safety<sup>6</sup>. 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 youth<sup>7</sup>.

## 4.2 Occurance and Type of Abuse

### 4.2.1 Online Abuse Faced by Children

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.



<sup>2</sup> KII with teachers and parents

<sup>3</sup> FGD with boys participants

<sup>4</sup> KII with teachers and parents

<sup>5</sup> KII with teachers and parents

<sup>6</sup> KII with parents, local police, teachers

<sup>7</sup> KII with CSOs, Teachers



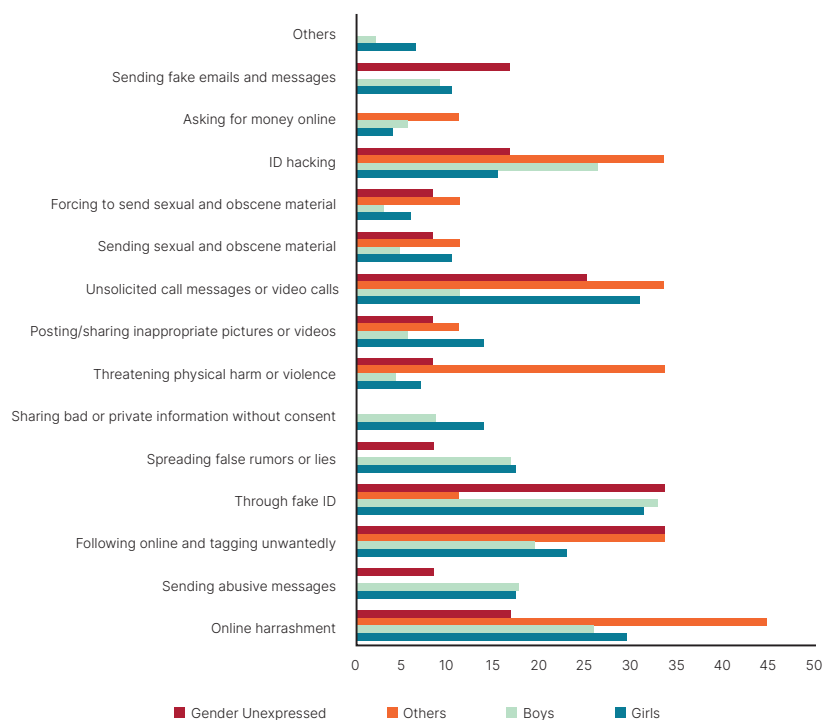


Figure 11: Forms of Online Abuse and Risks Faced by Children

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 abuse. 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%).

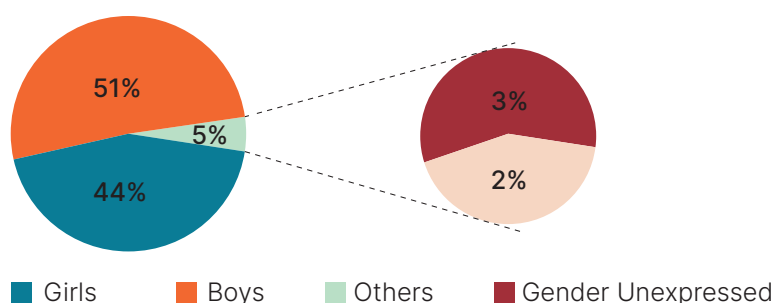


Figure 12: Gender-wise Abuse Faced

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.

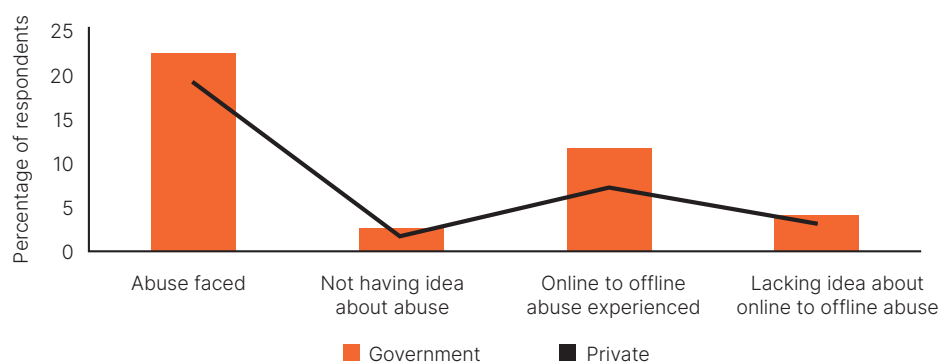


Figure 13: Online Abuse Incidence Among Private and Government/Community-based School

The most vulnerable group of children were those who use school devices (school 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, potentially as 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. They also have more opportunities to be exposed to another peer, and to interact with children who could harm them.<sup>8</sup>



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

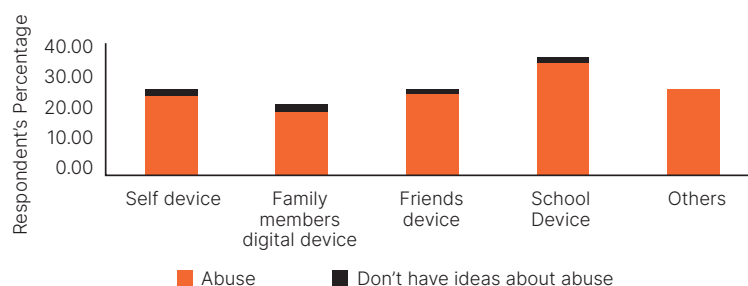


Figure 14: Online Abuse Based on Devices

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 and boys. The data shows that girls have higher tendency to share password (44%) in comparison to the boys (39%).

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

Table 5: Abuse faced based by Children on Password Sharing Habit

Password Sharing Habit	Abuse Faced	Abuse not Faced
Password sharing children	27.78%	72.22%
Password not sharing children	17.26%	82.74%

<sup>8</sup> Kill with teachers

<sup>9</sup> Kill with Teacher

The data reveals interesting insights into the relationship between password sharing and the likelihood of facing abuse. Among the children who shared passwords are more likely to experience abuse (27.78 %) than those who do not share (17.26) (Table 55). Specifically, those who shared their passwords to social media friends are at high risk of being abused (49%). In addition, the children who shared password with relatives (43.33%) and friends of friends (39.76%) faced higher rates of abuse. In contrast, children who shared their passwords with parents (24.26%) and teachers (25.00%) reported lower instances of abuse. (Figure 16) However, this is also concerning data that children are not safe with their parents and teachers while sharing password.

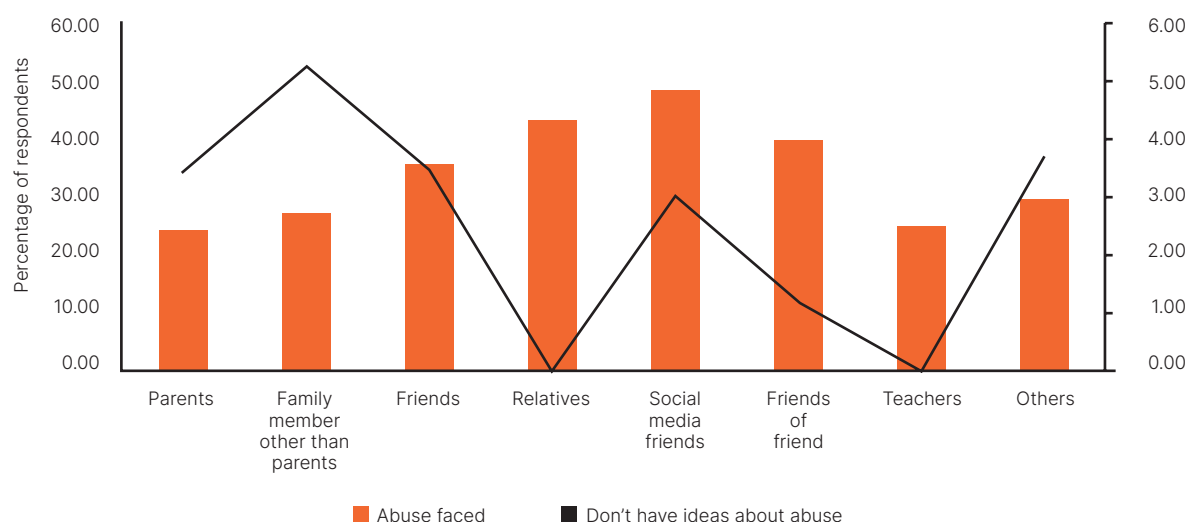


Figure 15: Abuse Based on Whom the Password Shared

Incidents of sexual harassment, the consumption of explicit content, and excessive mobile phone use by children are becoming alarmingly common. During FGDs, a young girl expressed that when she was in the 8<sup>th</sup> grade; she 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. This is further exacerbated by risky behaviours including accepting unknown friend requests and sharing of password information which the above findings indicate a clear correlation to experiences of abuse.

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"<sup>10</sup>.*

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.

<sup>10</sup> 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. Girls are at higher risk of online abuse. However the study revealed that boys appeared to be at a heightened risk of online to offline abuse compared to girls. This vulnerability of girls is 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 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 bullying<sup>11</sup>. 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 material<sup>12</sup>. 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.<sup>13</sup>

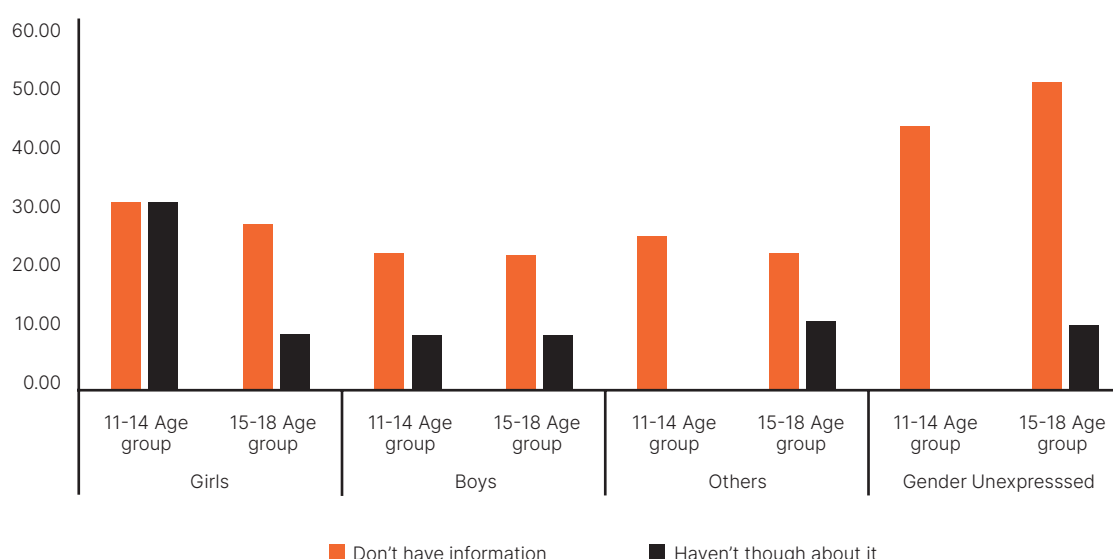


Figure 16: Age-based Comparison of Knowledge About Response and Complain Mechanism

<sup>11</sup> KII with local government

<sup>12</sup> KII with teachers

<sup>13</sup> KII with teachers

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%)

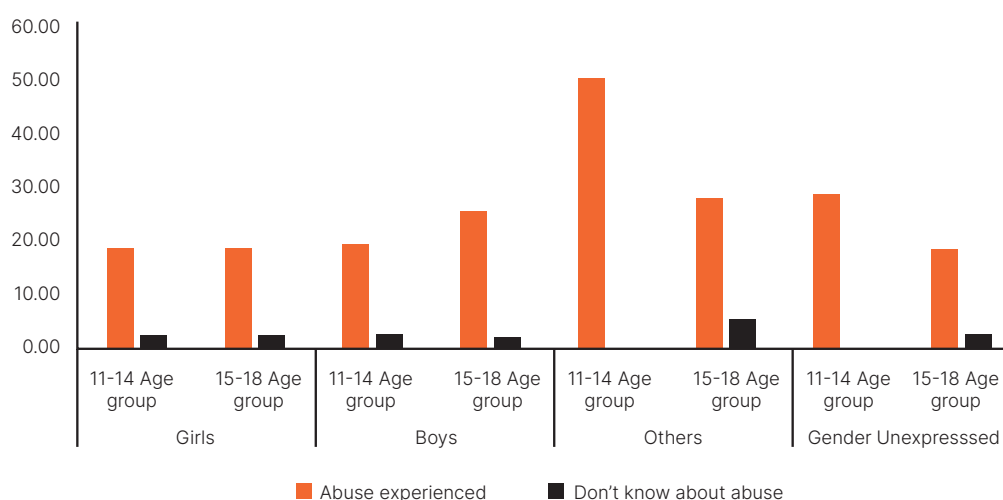


Figure 17: Age-Gender Wise Abuse Faced by Children

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 children spend more time on the internet, their regular schedule got disturbed, and less engaged in social skills and engagement. Sometimes, their dietary issues are also increased due to lack of physical activities"<sup>14</sup>*

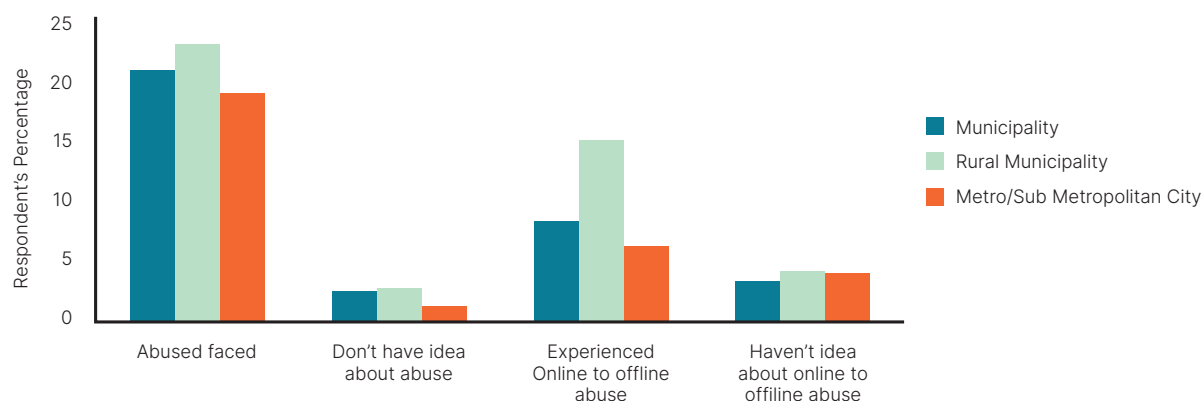


Figure 18: Abuse Faced Based on Regions

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.

<sup>14</sup> KII with development partners

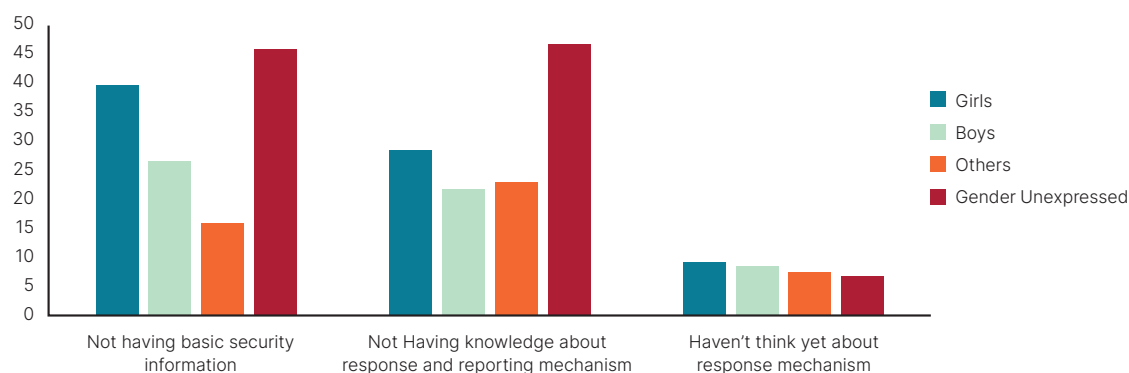


Figure 19: Digital Literacy Gaps Among the Gender

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 20: 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 abuse<sup>15</sup>. 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).

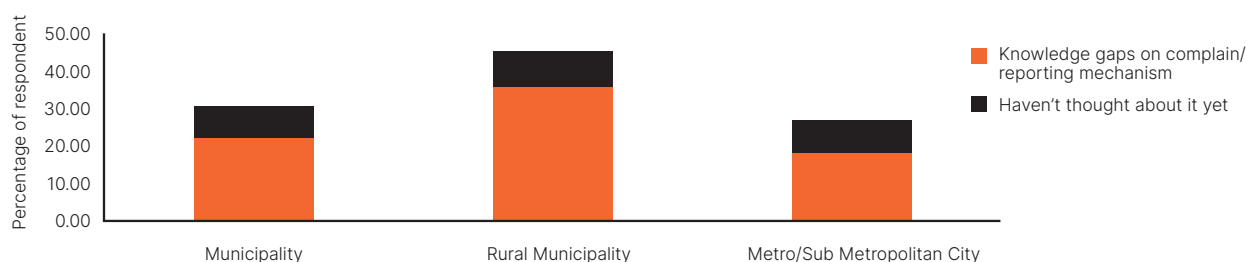


Figure 21: Knowledge Gaps Compared to Regions

<sup>15</sup> KII with teachers

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.<sup>16</sup>

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-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 6: Knowledge About Response and Complain Mechanism**

Police	Ward 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 below table 7 indicates that a significant portion of the children (58.22%) perceived Facebook as the first unsafe online platform, with Online game (13.93%) follow by Messenger (5.97) and TikTok (5.82%) (Table 7).

Table 7: Unsafe Internet Platform Based on Children's Perception

Ranking	Internet Platform
First as first priority	Facebook (58.22%)
Second as first priority	Online Game (13.93%)
Third as first priority	Messenger (5.97%)
Fourth as first priority	Tiktok (5.82%)

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%).

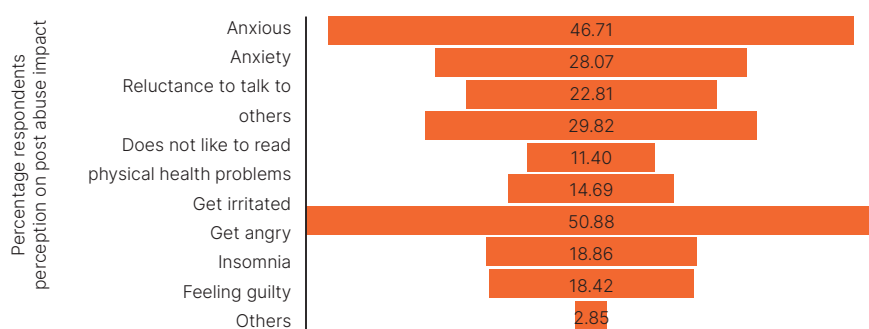


Figure 22: Children's Perceptions of Post Abuse Impact

### 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.

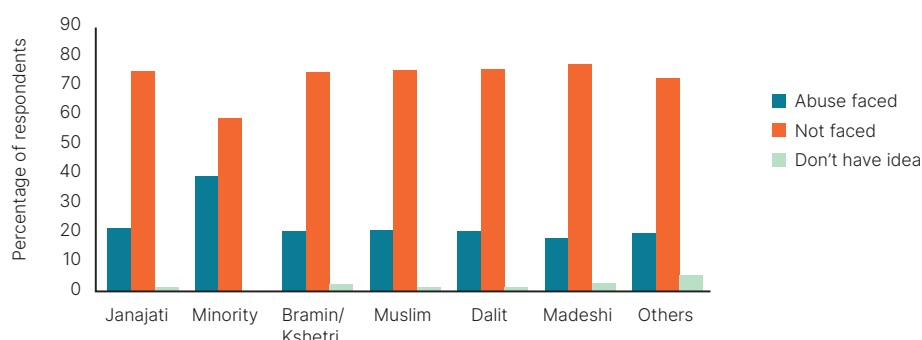


Figure 23: Abused Faced Among the Ethnic Communities

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.

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

“

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

”

“

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 government elected representative

”

#### 4.3.4 Internet Access and Online Abuse

Below figure 26 shows that boys have access to internet by their own mobile (45.77%) in compared to girls (33%). This shows that more boys owned mobile devices to access the internet. While more girls (52%) access the internet by family members' digital devices in comparison to boys (40%). Further, it shows that children use their friends' digital devices as well as school's devices which is comparatively lower in utility.

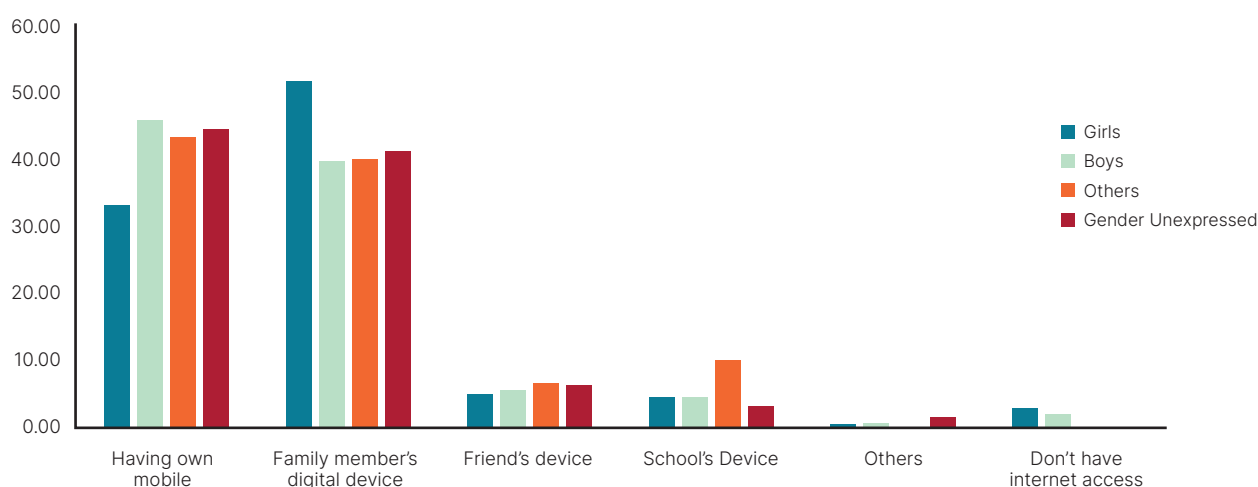


Figure 24: Use of Internet Devices



## 4.4 Relationship Between Online and Offline Abuse

### 4.4.1 Connections Linking 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 the 'others' category children reported instances of abuse or encountered problems on the internet (Fig 28). 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.

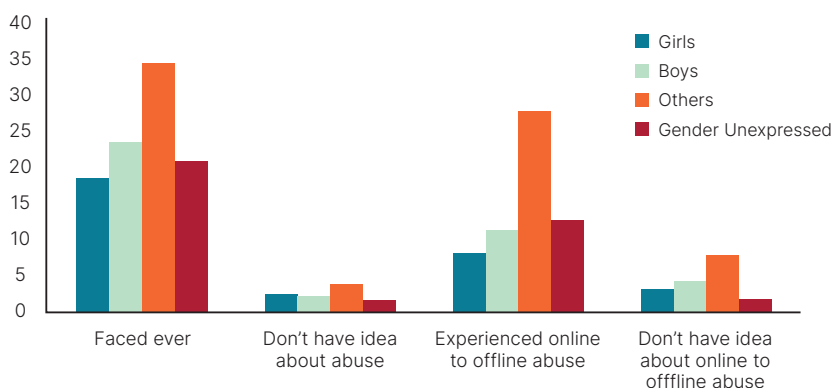


Figure 25: Online and Offline Abuse and Its Nexus

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.

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 the survivors whose trust was broken feel embarrassed and guilty.

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.

*"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

*"Trust-building should not be misused to make others vulnerable. We've seen cases where innocent online connections have led to serious offline problems, and it's crucial to address this."*  
- Child rights advocate

*"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

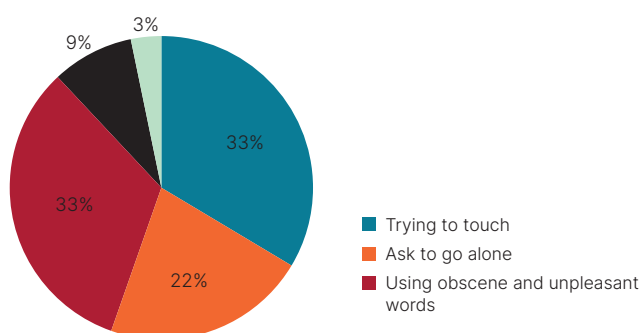


Figure 26: Types of Abusive Behavior Faced by Children While Meeting Offline

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.

#### 4.4.2 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 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.<sup>17</sup> 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.



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

*– KII with teachers and parents*



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.

#### 4.4.3 Children's Tendency to Meet their Online Friends

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. The remaining 55% of children have not met their online friends.

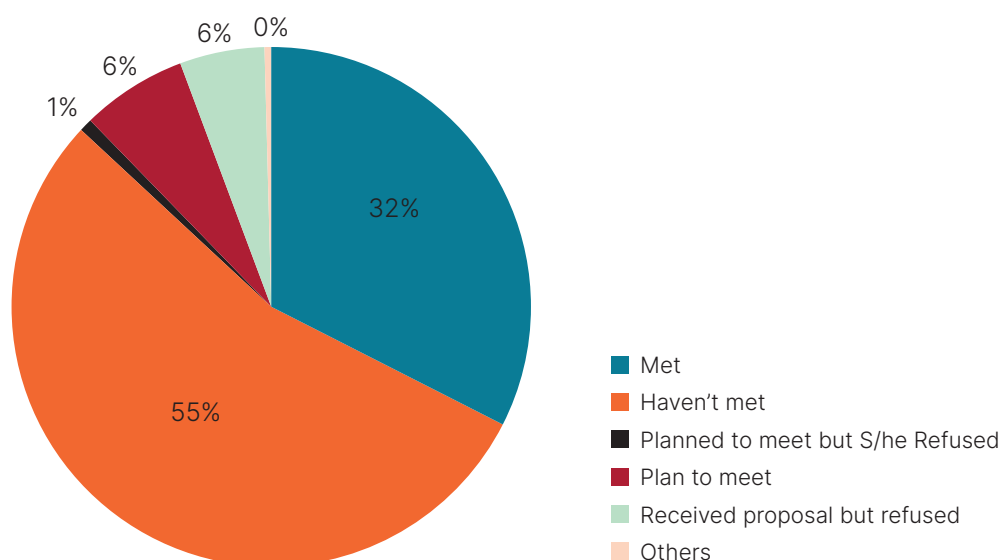


Figure 27: Online Relations to Offline Association Among Children

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

<sup>17</sup> KII with teachers

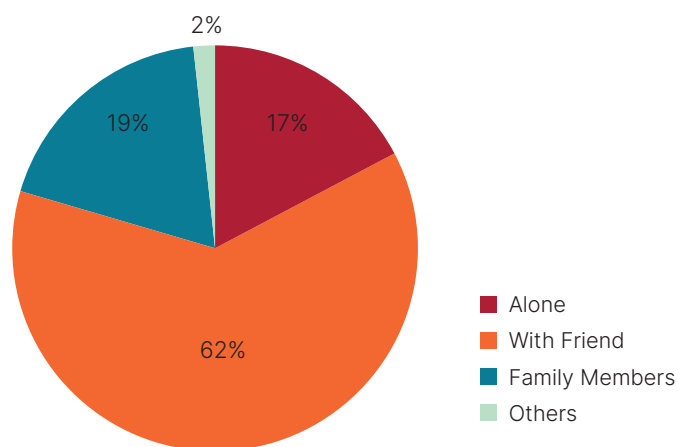


Figure 28: Strategies of Children Who Met/Want to Meet with Strangers

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 parents 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 online platforms and internet usage by children have made additional trigger in child marriages Furthermore, 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.

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 plan and budget in relation to other work like infrastructure.<sup>18</sup> Children are not aware of existing laws.<sup>19</sup> There have been awareness programs about online safety as a cross-cutting issue, but no dedicated initiatives have been started by the government.<sup>20</sup> 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.<sup>21</sup> Internet service providers have data policies. They don't have personal data but they block the vulnerable sites recommended by the government.<sup>22</sup>

Nepal Telecommunication Authority (NTA) has endorsed online child protection guideline 2076, but faced challenges during implementation. Though the roles and responsibilities of the Internet Service Providers Association of Nepal (ISPAN) have been mentioned, along with the Role of stakeholder and private entity. NTA can play a mediatory role to bring all the key stakeholders together and advocate for the Child Online Protection (COP) guideline to be approved by cabinet. In addition, digital literacy-related capacity building activities to be implemented. Concerned

line ministries should formulate and implement policy measures to protect children from online risks.<sup>23</sup>

Article 43 of the Electronic Transaction Act does not have a clear statement about whether sending text from girl to boy or vice versa without consent is considered illegal or not. Furthermore, the time limitation of the case (i.e. 35 days) becomes a huge problem for the investigation and judicial process. Judicial institutions are also less sensitive to cyber-related issues.<sup>24</sup>

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. 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 Information Management System (CPIMS) 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 and case management. Addressing these issues is crucial to establishing a more effective and comprehensive strategy for enhancing online safety for children in Nepal.<sup>25</sup>

<sup>18</sup> KII with Local government representative

<sup>19</sup> FGD with girls in Rupendehi

<sup>20</sup> KII with child Welfare officer

<sup>21</sup> KII with child rights council officer

<sup>22</sup> KII with Internet Service Providers

<sup>23</sup> KII with Law Enforcement and Regulatory Body

<sup>24</sup> KII with legal professionals.

<sup>25</sup> KII with Development Partners



People are not well aware of the complaint mechanism of online abuse.<sup>26</sup> People don't complain because they think online crime can come from Kathmandu only. They think of being disgraced and fear about lack of confidentiality and the case being disclosed.<sup>27</sup> Cases are not disclosed because "they think they can solve the case", or "the accused is their own relative"<sup>28</sup>. They don't complain because they think it requires money, social dignity, and delay in the judicial process. The family is not confident because of a lack of confidence, and people are not clear if this is a crime or not.<sup>29</sup> Children are not aware of the complaint mechanism of online abuse.<sup>30</sup> People do not share or complain about online abuse until there is a big issue<sup>31</sup>.

In some contexts, reporting is not in practice and children are used to talking with independent entities rather than government and law enforcement entities.<sup>32</sup>

The evaluation of current policies and practices regarding online child protection in Nepal reveals significant gaps and challenges. Local government priorities do not place child protection agendas including online abuse and children's safety at the forefront of their budgets and activities, often focusing on infrastructural development instead.

Complaint mechanisms for online abuse are not well-known among the public. There are several barriers to reporting incidents, including fear of case disclosure, financial constraints, concerns about social 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 deserve<sup>33</sup>.

**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 Mutual Legal Assistance Treaty (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.<sup>34</sup>

**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.<sup>35</sup>

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*"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

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*"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

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*"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

”

<sup>26</sup> KII with Local government representative, FGD with boys in Jumla

<sup>27</sup> KII with Local government officials and CSOs

<sup>28</sup> KII with CSOs

<sup>29</sup> KIIs with security personnel and parents

<sup>30</sup> FGD with girls in Rupendehi

<sup>31</sup> KII with local government officials

<sup>32</sup> KII with Law Enforcement and Regulatory Body

<sup>33</sup> KII with cyber bureau

<sup>34</sup> KII with telecom service providers

<sup>35</sup> KII with cyber bureau

**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.<sup>36</sup>

**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 and services 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.

#### 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 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, Science and Technology has taken steps to incorporate online safety topics into the curriculum.

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“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

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“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

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<sup>36</sup> KII with development partners

### 4.5.2 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 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.

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 and provision of quality service delivery 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.

### 4.5.3 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.<sup>37</sup>

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.<sup>38</sup> 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.<sup>39</sup>

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.

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

*- CSO representatives and teacher*

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*"The media does not support the victims."*

*- KII with CSOs*

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

*- KII with police, local government*

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*"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*

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<sup>37</sup> KII with teachers

<sup>38</sup> FGD with children

<sup>39</sup> KII with teachers



## 4.6 Case Stories

### Case #1

There was a love relationship between a girl and a boy studying in class 9 of a school and they had regular conversations in chat. It was reported that the girl had shared her intimate pictures in the chat. Later another friend of that boy, who is currently studying in class 10, found that naked picture and posted it in social media groups. After the picture was posted, it was revealed that the girl discontinued her school and later became addicted to drugs. She was further wronged by the family, friends, and the school. Her character was repeatedly questioned. Nobody searched for the girl or provided any support and care. Despite this, the boy is currently studying in class 10 and no legal actions have been taken against him.

### Case #2

A boy, 16 from Udayapur had his father's smartphone access. He installed a multiplayer online battle game. Later on, he demanded a separate mobile from his father after completing secondary education examination. Finally, he got a smartphone and continued playing the game on his device, regularly 3-4 hours a day as he worked towards reaching higher levels. One day while he was playing this game on the internet, at a critical time in the game an online 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 it escalated into them calling each other for a one-on-one fight.

He didn't know about the age and strength of his opponent, so he decided to take some elder friends along with him. He along with his 3 friends of 17, 18, 21 went to the location where they had agreed 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 had said bad words while playing the online Free Fire game. In the end, one of the elder friends stopped them beating the boy saying that he is too small and that if he died their friend would have to take responsibility. They warned the young boy not to challenge them again physically and online too.

### Case #3

A 17-year-old girl received a message from someone she didn't know. They started talking, and things seemed okay at first. But as they got closer, the person started asking for the girl's intimate pictures. She shared her photos, thinking it was harmless. Then, the 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 details becoming known 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. A lack of initiatives at national level leaves students without adequate support in navigating the complexities of the online world. The allocation of budgets for awareness programs, resource enhancement, teacher training, and content filtering options on social media platforms are considered vital steps. 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.
- 11.46% of boys were more likely to encounter abuse including online to offline abuse compared to girls (8.26%).
- 32% of children had expressed their tendency to meet their online friends.
- 6% of children reported having plans to meet their online friends who had never met before.
- 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

There is a need for various organizations and agencies to 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. An increase in knowledge that online and offline abuse is an offence and reporting mechanisms available to children and parents is required.

There is a unanimous call to integrate cyber safety education into the school curriculum, ensuring that children are equipped with the knowledge to protect themselves online, what constitutes as inappropriate behaviour, and where and how to report when they face abuse. 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, along with the importance of parental supervision and “healthy vs risky” online habits for 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 and effective reporting/support mechanisms for children who face online abuse.
- 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 and prosecution 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, youth groups, 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 & 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 गर्दछौं। 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)चाँहँदैन ☐ (I don't want)

(I participate in this survey)

उत्तरदाताको गाउँपालिका/नगरपालिका Respondent's Municipality / Rural Municipality	गाउँपालिका/नगरपालिका..... (Municipality / Rural Municipality) वडा नम्बर (Ward No) .....
विद्यालयको किसिम Type of school	<input type="radio"/> सामुदायीक (Community) / सरकारी <input type="radio"/> संस्थागत / निजी (Private) / आवासीय (Boarding)

१. उत्तरदाताको जानकारी	
१. उत्तरदाताको लिंग (Gender of Respondent)	<input checked="" type="radio"/> बालिका (Female) <input checked="" type="radio"/> बालक (Male) <input checked="" type="radio"/> 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?)	<input type="radio"/> जनजाति (Janjati) <input type="radio"/> अल्पसंख्यक जातजाति/समुदाय (Minority castes / communities) <input type="radio"/> ब्राम्हण/क्षेत्री (Brahmin/Chhetri) <input type="radio"/> मुस्लिम (Muslim) <input checked="" type="radio"/> दलित (Dalit) <input type="radio"/> मधेसी (Madhesi) <input checked="" type="radio"/> अन्य (Others)
४. तपाईंको कुनै प्रकारको अपाङ्गता छ ? (Do you have any kind of disability?)	<input type="radio"/> छ (Yes) <input checked="" type="radio"/> 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?)	<input type="radio"/> संयुक्त परिवार (हजुरबुवा, हजुरआमा, बुवाआमा सहित) Joint family (including grandparents) <input type="radio"/> एकल परिवार (बुवा आमा सहित) Single family (including father and mother) <input type="radio"/> आमा वा बुवा सँग मात्र (with mother or father only) <input type="radio"/> नातेदार सँग (With Relatives) <input type="radio"/> साथिभाइ सँग (With Friends) <input checked="" type="radio"/> अन्य..... (Others)

८. तपाईं कहाँ बस्नुहुन्छ ? (Where do you live?)	<input type="radio"/> आफ्नै घरमा (In own house)    भाडाको घरमा (in rented house) <input type="radio"/> होस्टलमा (in hostel)    अन्य (Others)..... <input type="radio"/> 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?)	<input type="radio"/> छ (Yes) <input checked="" type="radio"/> छैन (No)

१०. तपाईं सामान्यतया केमा इन्टरनेट चलाउनुहुन्छ ? (What do you usually use the internet for?)	<input type="checkbox"/> मेरो आफ्नै मोबाइल छ (I have my own mobile)  <input type="checkbox"/> विद्यालयको कम्प्युटरमा (School computer)	<input type="checkbox"/> आमाबाबु तथा परिवारका सदस्यको मोबाइल, ल्यापटप वा ट्याब्लेट (Parents and family members have mobiles, laptops or tablets)  <input type="checkbox"/> म इन्टरनेट नै चलाउँदैन → प्रश्न नं २०मा जानुहोस् (I don't use the internet at all) → Go to Question No. 20	<input type="checkbox"/> साथिको मोबाइल, ल्यापटप वा ट्याब्लेट (Friends' mobiles, laptops or tablets)  <input type="checkbox"/> अन्य भए नाम लेख्नुहोस् (If other, write the name) .....
११. तपाईं कति इन्टरनेट चलाउनुहुन्छ ? (How much internet do you use?)	<input type="radio"/> हरेक दिन Everyday  <input type="radio"/> कहिले काही Sometimes	<input type="radio"/> हप्तामा एक पटक (Once a week)  <input type="radio"/> इन्टरनेट प्रयोग गरेको छैन (Internet is not used). → प्रश्न नं २०मा जानुहोस् (Go to question no.20)	<input type="radio"/> हप्तामा धेरै पटक Several times a week
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?)	<input type="radio"/> घण्टा भन्दा कम Less than 1 hour  <input type="radio"/> ३-४ घण्टा 3-4 hours	<input type="radio"/> १-२ घण्टा 1-2 hours  <input type="radio"/> घण्टा भन्दा बढी More than 4 hours	<input type="radio"/> २-३ घण्टा 2-3 hours
१३. तपाईं इन्टरनेट कसरी चलाउनु हुन्छ ? (How do you use the internet?)	<input type="checkbox"/> घरमै वाइफाई छ Wi-Fi at home  <input type="checkbox"/> मोबाइलको डाटा किनेर By buying mobile data	<input type="checkbox"/> साथिको घरमा गएर Going to a friend's house  <input type="checkbox"/> फ्री वाइफाई Free Wi-Fi	<input type="checkbox"/> विद्यालयमा At Schools  <input type="checkbox"/> छिमेकीको वाइफाई Neighbor's Wi-Fi अन्य (Others)
१४. तपाईं कुन बेलामा बढि इन्टरनेट चलाउनुहुन्छ ? (When do you surf the internet the most?)	<input type="radio"/> एक्लै भएको बेलामा When alone  <input type="radio"/> घरमा सबैजना सुतेपछि After everyone in the house is asleep	<input type="radio"/> घरमा सबैजना भएको बेलामा When everyone is at home	<input type="radio"/> साथि संग भएको बेलामा When with friends  <input type="radio"/> 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?		<input type="radio"/> छ (Yes)	<input type="radio"/> छैन (No)	<input type="radio"/> थाहा हुन पनि सक्छ नहुन पनि सक्छ (May or may not know)
Do your parents know that you use the internet?				
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?)		<input type="radio"/> छ Yes	<input type="radio"/> छैन No	<input type="radio"/> थाहा छैन Do not know
१८. यदि तपाईंको पासवर्ड अरुलाई थाहा छ भने कसलाई थाहा छ ? (If others know your password, who knows?)	<input type="checkbox"/> आमाबाबु Parents	<input type="checkbox"/> परिवारका अन्य सदस्य Other family members		<input type="checkbox"/> सँगै पढ्ने खेल्ने साथी friend who studies together
	<input type="checkbox"/> नातेदार relative	<input type="checkbox"/> सामाजिक संजाल बाट चिनेको साथी (Friend from social media)		<input type="checkbox"/> साथीको साथी friend of a friend
	<input type="checkbox"/> शिक्षक Teacher	<input type="checkbox"/> अन्य भए लेख्नुहोस..... If other, write .....		<input type="checkbox"/> 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?)		<input type="radio"/> छ Yes	<input type="radio"/> छैन No	<input type="radio"/> थाहा छैन Don't know
२०. तलका भनाइमा तपाईंको विचार के छ ? What is your opinion on the following statements?		<input type="radio"/> हो Yes	<input type="radio"/> होइन NO	<input type="radio"/> 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 नगरेको 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 आएजतिसबैफ्रेंड 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 नपरेको 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)	<input type="checkbox"/> फेसबुक चलाउछु Use Facebook	<input type="checkbox"/> मेसेन्जरमा च्याट गर्छु Chat on Messenger	<input type="checkbox"/> अनलाइन गेम खेल्छु Play online games	
	<input type="checkbox"/> युट्युबमा भिडियो हेर्छु Watch videos on YouTube	<input type="checkbox"/> टिकटक चलाउछु Play Tik Tok	<input type="checkbox"/> च्याट जिपिटी चलाउछु Use ChatGPT	
	<input type="checkbox"/> टिन्डर चलाउछु Use Tinder	<input type="checkbox"/> लिंकडइन चलाउछु Use LinkedIn	<input type="checkbox"/> रेडिट चलाउछु Use Reddit	
	<input type="checkbox"/> स्न्याप च्याट चलाउछु Use Snapchat	<input type="checkbox"/> वाट्सप चलाउछु Use Whatsapp	<input type="checkbox"/> इमो चलाउछु Use IMO	
	<input type="checkbox"/> भाइबर चलाउछु Use Viber	<input type="checkbox"/> इन्स्टाग्राम चलाउछु Use Instagram	<input type="checkbox"/> टुइटर चलाउछु Use Twitter	
	<input type="checkbox"/> इमेल चलाउछु Use Email	<input type="checkbox"/> गुगल सर्च गर्छु Google search	<input type="checkbox"/> 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, Tik Tok, YouTube, Instagram, LinkedIn, Snapchat, tinder, WhatsApp, Viber, IMO, etc. that you haven't met in person?)		<input type="radio"/> छन् Yes	<input type="radio"/> छैन (No) → छैन भने प्रश्न न २७ मा जानुहोस् (If not, Go to Question no 27)	<input type="radio"/> 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, Tik Tok, YouTube, Instagram, LinkedIn, Snap Chat, Tinder, WhatsApp, Viber, Imo, etc.?)		<input type="radio"/> गर्छु (do)	<input type="radio"/> कहिले काहीँ गर्छु (Sometimes I do)	<input type="radio"/> गर्दिन (I don't) → यदि गर्नु हुन्न भने प्रश्न 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 नम्बर दिनुहोस् (Please give 1 for first reason 2 for second and 3 for the third)	
	<input type="radio"/> नयाँ साथी बनाउन To Make new friends			
	<input type="radio"/> गेम खेलन (play game)			
	<input type="radio"/> रमाइलोको लागि (For fun)			
	<input type="radio"/> नयाँ कुरा जान्ने सिक्ने रहरले (to learn new things)			
	<input type="radio"/> भ्युयर्सलाई र फलोअर्स बढाउन To increase viewers' likes and followers			
	<input type="radio"/> टाइम पास गर्न to pass the time			
	<input type="radio"/> थाहा छैन (don't know)			
<input type="radio"/> अन्य भए लेख्नुहोस्..... If other, please write.....				
२५. के तपाईंले फेसबुक, टिकटक, युट्युब, इन्स्टाग्राम, लिंकडइन, स्न्याप च्याट, टिन्डर, वाट्सप, भाइबर, इमो	<input type="radio"/> भेटेको छ has met	<input type="radio"/> भेटेको छैन did not meet	<input type="radio"/> 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.?)	<input type="radio"/> छैन तर भेट्ने विचारमा छु No, but I am thinking of meeting		<input type="radio"/> भेट्न प्रस्ताव आएको थियो तर मैले भेटिन I was offered to meet but I did not meet	I said see you but my friend didn't agree  <input type="radio"/> अन्य भए लेख्नुहोस..... If other, Please write...																
२६. यदि भेट्नु 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?	<input type="radio"/> एकलै Alone	<input type="radio"/> साथी संग With Friends	<input type="radio"/> 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?	<input type="radio"/> छ Yes	<input type="radio"/> थाहा छैन Don't Know	<input type="radio"/> यस विषयमा सोचेको छैन (Didn't think about it)																	
२८. यदि छ भने कहाँ सहयोग माग्नुहुन्छ ? If so, where do you ask for help?	<table border="1"> <tr> <td><input type="checkbox"/> प्रहरी (Police)</td> <td><input type="checkbox"/> वडा कार्यालय Ward Office</td> <td colspan="2"><input type="checkbox"/> नगरपालिका/ गाउँपालिका (Municipality/Rural Municipality)</td> </tr> <tr> <td><input type="checkbox"/> साइबर ब्यूरो काठमाण्डौ (Cyber Bureau Kathmandu)</td> <td><input type="checkbox"/> अभिभावक Parents</td> <td colspan="2"><input type="checkbox"/> शिक्षक वा विद्यालय कर्मचारी (Teachers or school staff)</td> </tr> <tr> <td><input type="checkbox"/> अनलाइन प्लेटफर्ममा On Online Platform</td> <td><input type="checkbox"/> १०९८ (बाल हेल्पलाइन) 1098 (Child Helpline)</td> <td colspan="2"><input type="checkbox"/> अन्य भए लेख्नुहोस..... Other Write.....</td> </tr> <tr> <td><input type="checkbox"/> १०४ (बालबालिका खोजतलास केन्द्र) 104 (Child Search Center)</td> <td><input type="checkbox"/> १०० (प्रहरी) 100 (Police)</td> <td colspan="2"><input type="checkbox"/> अन्य भए लेख्नुहोस..... If other, write</td> </tr> </table>				<input type="checkbox"/> प्रहरी (Police)	<input type="checkbox"/> वडा कार्यालय Ward Office	<input type="checkbox"/> नगरपालिका/ गाउँपालिका (Municipality/Rural Municipality)		<input type="checkbox"/> साइबर ब्यूरो काठमाण्डौ (Cyber Bureau Kathmandu)	<input type="checkbox"/> अभिभावक Parents	<input type="checkbox"/> शिक्षक वा विद्यालय कर्मचारी (Teachers or school staff)		<input type="checkbox"/> अनलाइन प्लेटफर्ममा On Online Platform	<input type="checkbox"/> १०९८ (बाल हेल्पलाइन) 1098 (Child Helpline)	<input type="checkbox"/> अन्य भए लेख्नुहोस..... Other Write.....		<input type="checkbox"/> १०४ (बालबालिका खोजतलास केन्द्र) 104 (Child Search Center)	<input type="checkbox"/> १०० (प्रहरी) 100 (Police)	<input type="checkbox"/> अन्य भए लेख्नुहोस..... If other, write	
<input type="checkbox"/> प्रहरी (Police)	<input type="checkbox"/> वडा कार्यालय Ward Office	<input type="checkbox"/> नगरपालिका/ गाउँपालिका (Municipality/Rural Municipality)																		
<input type="checkbox"/> साइबर ब्यूरो काठमाण्डौ (Cyber Bureau Kathmandu)	<input type="checkbox"/> अभिभावक Parents	<input type="checkbox"/> शिक्षक वा विद्यालय कर्मचारी (Teachers or school staff)																		
<input type="checkbox"/> अनलाइन प्लेटफर्ममा On Online Platform	<input type="checkbox"/> १०९८ (बाल हेल्पलाइन) 1098 (Child Helpline)	<input type="checkbox"/> अन्य भए लेख्नुहोस..... Other Write.....																		
<input type="checkbox"/> १०४ (बालबालिका खोजतलास केन्द्र) 104 (Child Search Center)	<input type="checkbox"/> १०० (प्रहरी) 100 (Police)	<input type="checkbox"/> अन्य भए लेख्नुहोस..... If other, write																		
२९. के तपाईंले कहिल्यै तपाईंको फेसबुक, टिकटक, युट्युब, इन्स्टाग्राम, लिंकडइन, 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?	<input type="radio"/> छ Yes	<input type="radio"/> छैन (No) → छैन भने प्रश्न न ३४ मा जानुहोस (If not, go to question no 34.)	<input type="radio"/> 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	<table border="1"> <tr> <td><input type="checkbox"/> अनलाइनमा धम्की दिएर Threatening online</td> <td><input type="checkbox"/> अपमानजनक सन्देशहरू पठाएर Sending abusive messages)</td> <td colspan="2"><input type="checkbox"/> अनलाइनमा फलो गरेर अनावश्यक ट्याग गरेर Following online Unwanted tagging</td> </tr> <tr> <td><input type="checkbox"/> नक्कली फेक आइडि बनाएर (By creating a fake ID)</td> <td><input type="checkbox"/> गलत अफवाह वा झूट फैलाएर (By spreading false rumors or lies)</td> <td colspan="2"><input type="checkbox"/> सहमति बिना नराफ्रो वा निजी जानकारी सेयर गरेर By sharing bad or private information without consent</td> </tr> <tr> <td><input type="checkbox"/> शारीरिक हानि वा हिंसाको धम्की दिएर Threatening physical harm or violence</td> <td><input type="checkbox"/> अनुपयुक्त तस्विर वा भिडियोहरू पोस्ट/शेयर गरेर (Posting/sharing inappropriate pictures or videos)</td> <td colspan="2"><input type="checkbox"/> अनावश्यक कल मेसेज वा भिडियो कल गरेर (Unsolicited call messages or video calls)</td> </tr> <tr> <td><input type="checkbox"/> यौनजन्य तथा अस्तील सामग्री पठाएर By sending sexual and obscene material</td> <td><input type="checkbox"/> यौनजन्य तथा अस्तील सामग्री पठाउन लगाएर Forcing you to send sexual and obscene material</td> <td colspan="2"><input type="checkbox"/> तपाईंको आइडि ह्याक गरेर By hacking your ID</td> </tr> </table>				<input type="checkbox"/> अनलाइनमा धम्की दिएर Threatening online	<input type="checkbox"/> अपमानजनक सन्देशहरू पठाएर Sending abusive messages)	<input type="checkbox"/> अनलाइनमा फलो गरेर अनावश्यक ट्याग गरेर Following online Unwanted tagging		<input type="checkbox"/> नक्कली फेक आइडि बनाएर (By creating a fake ID)	<input type="checkbox"/> गलत अफवाह वा झूट फैलाएर (By spreading false rumors or lies)	<input type="checkbox"/> सहमति बिना नराफ्रो वा निजी जानकारी सेयर गरेर By sharing bad or private information without consent		<input type="checkbox"/> शारीरिक हानि वा हिंसाको धम्की दिएर Threatening physical harm or violence	<input type="checkbox"/> अनुपयुक्त तस्विर वा भिडियोहरू पोस्ट/शेयर गरेर (Posting/sharing inappropriate pictures or videos)	<input type="checkbox"/> अनावश्यक कल मेसेज वा भिडियो कल गरेर (Unsolicited call messages or video calls)		<input type="checkbox"/> यौनजन्य तथा अस्तील सामग्री पठाएर By sending sexual and obscene material	<input type="checkbox"/> यौनजन्य तथा अस्तील सामग्री पठाउन लगाएर Forcing you to send sexual and obscene material	<input type="checkbox"/> तपाईंको आइडि ह्याक गरेर By hacking your ID	
<input type="checkbox"/> अनलाइनमा धम्की दिएर Threatening online	<input type="checkbox"/> अपमानजनक सन्देशहरू पठाएर Sending abusive messages)	<input type="checkbox"/> अनलाइनमा फलो गरेर अनावश्यक ट्याग गरेर Following online Unwanted tagging																		
<input type="checkbox"/> नक्कली फेक आइडि बनाएर (By creating a fake ID)	<input type="checkbox"/> गलत अफवाह वा झूट फैलाएर (By spreading false rumors or lies)	<input type="checkbox"/> सहमति बिना नराफ्रो वा निजी जानकारी सेयर गरेर By sharing bad or private information without consent																		
<input type="checkbox"/> शारीरिक हानि वा हिंसाको धम्की दिएर Threatening physical harm or violence	<input type="checkbox"/> अनुपयुक्त तस्विर वा भिडियोहरू पोस्ट/शेयर गरेर (Posting/sharing inappropriate pictures or videos)	<input type="checkbox"/> अनावश्यक कल मेसेज वा भिडियो कल गरेर (Unsolicited call messages or video calls)																		
<input type="checkbox"/> यौनजन्य तथा अस्तील सामग्री पठाएर By sending sexual and obscene material	<input type="checkbox"/> यौनजन्य तथा अस्तील सामग्री पठाउन लगाएर Forcing you to send sexual and obscene material	<input type="checkbox"/> तपाईंको आइडि ह्याक गरेर By hacking your ID																		

have you experienced? (You can choose more than one answer in this)	<input type="checkbox"/> अनलाइन वाट विभिन्न कारण देखाइ पैसा मागेर Asking for money online for various reasons	<input type="checkbox"/> झुठा इमेल तथा सन्देश पठाएर By sending fake emails and messages	<input type="checkbox"/> 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?	<input type="checkbox"/> इमेल Email	<input type="checkbox"/> सामाजिक संजाल Social Network	<input type="checkbox"/> नचिनेको लिंक बाट From unknown link
	<input type="checkbox"/> नचिनेको फोन बाट From unknown phone		<input type="checkbox"/> 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?	<input type="radio"/> लगभग हरेक दिन (almost every day)	<input type="radio"/> हप्तामा धेरै पटक (several times a Week)	<input type="radio"/> हप्तामा एक पटक once a week
	<input type="radio"/> महिनामा एक पटक once a month		<input type="radio"/> बर्षमा १ पटक 1 time a year
३३. तपाईंलाई फेसबुक, टिकटक, युट्युब, इन्स्टाग्राम, लिंकडइन, स्न्याप च्याट, टिन्डर, वाट्सअप, भाइबर, इमो आदि चलाउदा कुनै दु.ख., हैरानि, 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.?	<input type="checkbox"/> आमाबाबु Parents	<input type="checkbox"/> परिवारका अन्य सदस्य Other family members	<input type="checkbox"/> सँगै पढ्ने खेल्ने साथी friend who studies together
	<input type="checkbox"/> नातेदार relative	<input type="checkbox"/> सामाजिक संजाल बाट चिनेको साथी friend from social media	<input type="checkbox"/> साथीको साथी friend of a friend
	<input type="checkbox"/> शिक्षक Teacher	<input type="checkbox"/> 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?)		<input type="radio"/> छ Yes	<input type="radio"/> छैन → छैन भने प्रश्न न ३६ मा जानुहोस No If not, Go to question no 36
३५. छ भने कसरी If so, how?	<input type="checkbox"/> छुन खोज्ने Trying to touch	<input type="checkbox"/> एकान्तमा जान आग्रह गर्ने (Ask to go alone)	<input type="checkbox"/> अस्लील तथा मन नपर्ने शब्द बोल्ने (Using obscene and unpleasant words)
	<input type="checkbox"/> 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?)		<input type="radio"/> छ Yes	<input type="radio"/> छैन No → छैन भने प्रश्न न ३३ मा जानुहोस If Not, Go to question no 3
३७. तपाईंलाई भएको दु.ख., हैरानि, समस्या वा दुर्व्यवहार कसरी सुरुवात भएको थियो ?	<input type="radio"/> पहिला अनलाइन चिनजानबाट सुरु भएर पछि भेट्दामा दुर्व्यवहार भयो First it started online and then there was abuse during physical meet.	<input type="radio"/> पहिला भेटेको वा चिनेको मान्छेबाटबाट सुरु भएर पछि अनलाइनमा पनि दुर्व्यवहार भयो	<input type="radio"/> 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		
<input type="radio"/> अन्य (Other) .....			
३८. तपाईंले फेसबुक, टिकटक, युट्युब, इन्स्टाग्राम, लिंकडइन, स्न्याप च्याट, टिन्डर, वाट्सयप, भाइबर, इमो आदि चलाउदा भएको कुनै दु.ख., 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.?	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
३९. यदि छ भने क- कस लाई भन्नु भएको छ ? 39. If so, who have you told?	<input type="checkbox"/> आमाबाबु Parents	<input type="checkbox"/> परिवारका अन्य सदस्य Other family members	<input type="checkbox"/> सँगै पढ्ने खेल्ने साथी friend who studies together
	<input type="checkbox"/> नातेदार relative	<input type="checkbox"/> सामाजिक संजाल बाट चिनेको साथी friend from social media	<input type="checkbox"/> साथीको साथी friend of a friend
	<input type="checkbox"/> शिक्षक Teacher	<input type="checkbox"/> 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?	<input checked="" type="radio"/> Yes	<input type="radio"/> 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.	<input type="checkbox"/> नजिकको प्रहरी Nearest Police station	<input type="checkbox"/> वडा कार्यालय Ward Office	<input type="checkbox"/> नगरपालिका/गाउँपालिका Municipality/Rural Municipality
	<input type="checkbox"/> साइबर व्युरो काठमाण्डौ Cyber Bureau Kathmandu	<input type="checkbox"/> अभिभावक Parents	<input type="checkbox"/> शिक्षक वा विद्यालय कर्मचारी Teachers or school staff
	<input type="checkbox"/> अनलाइन प्लेटफर्ममा रिपोर्ट गर्ने Report on Online Platform	<input type="checkbox"/> १०९८ (बाल हेलपलाइन) 1098 (Child Helpline)	<input type="checkbox"/> अन्य भए लेख्नुहोस्..... If other, write
	<input type="checkbox"/> १०४ (बालबालिका खोजतलास केन्द्र) 104 (Child Search Center)	<input type="checkbox"/> १०० (प्रहरी) 100 (Police)	
४२. छैन भने किन नगर्नु भएको ? If not, why?	<input type="checkbox"/> डर लागेर Because of Fear	<input type="checkbox"/> कहाँ र कसरी गर्ने थाहा नपाएर Not knowing where and how to do it	<input type="checkbox"/> कुरा बाहिरीने डरले Fearing that things will come out
	<input type="checkbox"/> धम्की दिएको ले Threatened	<input type="checkbox"/> प्रमाण नभएर Lack of evidences	<input type="checkbox"/> अन्य Other...
४३. तपाईंले सबैभन्दा बढि कुन माध्यमहरू बाट दु.ख., 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 पाँचौलाई ५ नम्बर दिनुहोस् ।		
	<input type="radio"/> फेसबुक (Facebook)		
	<input type="radio"/> अनलाइन गेम खेल्न (To play online game)		
	<input type="radio"/> लाइभबिडियो हेर्दा (Watching video while online)		
	<input type="radio"/> टिन्डर (Tinder)		
	<input type="radio"/> स्न्याप च्याट (Snapchat)		
	<input type="radio"/> भाइबर (Viber)		

trouble, embarrassment or abuse? (Choose any 5 options that feel the most risky)	<input type="radio"/> टिकटक (Tiktok)	
	<input type="radio"/> ईमेल (Email)	
	<input type="radio"/> वाट्सप (Whatsapp)	
	<input type="radio"/> इन्स्टाग्राम (Instagram)	
	<input type="radio"/> मेसेन्जर (Messenger)	
	<input type="radio"/> यूट्यूब (Youtube)	
	<input type="radio"/> इमो (IMO)	
	<input type="radio"/> रेडिट (Reddit)	
	<input type="radio"/> ट्विटर (Twitter)	
	<input type="radio"/> लिंकडइन (Linkedin)	
	<input type="radio"/> गूगल (Google)	
	<input type="radio"/> च्याट जिपिटी (ChatGPT)	
	<input type="radio"/> 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)	<input type="checkbox"/> चिन्तालामे Anxious	<input type="checkbox"/> मन आत्तिने Anxiety	<input type="checkbox"/> अरुसँग बोल्न मन नलामे (Reluctance to talk to others)
	<input type="checkbox"/> पढ्न मन नलामे Does not like to read	<input type="checkbox"/> शारीरिक स्वास्थ्य समस्याहरू (physical health problems)	<input type="checkbox"/> झर्को लाग्ने Get irritated
	<input type="checkbox"/> रिस उठ्ने Get angry	<input type="checkbox"/> निद्रा नलामे Insomnia	<input type="checkbox"/> अन्य भए लेख्नुहोस..... If other then write
	<input type="checkbox"/> आफैलाई दोषि महसुस हुने (Feeling guilty)		

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



## 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
	<b>Total</b>	<b>1154</b>	<b>1019</b>	<b>59</b>	<b>27</b>	<b>2259</b>

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
	<b>Total</b>	<b>67.60</b>	<b>32.23</b>	<b>1.44</b>



Government of Nepal  
**Nepal Health Research Council (NHRC)**  
 Estd. 1991

Ref. No.: 18

17 July 2023

**Mr. Bishnu Bahadur Khatri**

Principal Investigator

Himawat Consult Pvt. Ltd

**Ref: Approval of research protocol**

Dear Mr. Khatri,

This is to certify that the following protocol and related documents have been reviewed and granted approval through the expedited review process for its implementation.

Protocol Registration No/ Submitted Date	425/2023 28 June 2023	Sponsor Protocol No	NA
Principal Investigator/s	Mr. Bishnu Bahadur Khatri	Sponsor Institution	World Vision International Nepal
Title	Navigating the Cyber Menace: A Study on Online Safety Among Children in Nepal		
Protocol Version No	NA	Version Date	NA
Other Documents	1. Informed consent form 2. Data collection tools 3. Assent form 4. Sponsor agreement letter 5. Work plan	Risk Category	Minimal risk
Co-Investigator/s	1. Mr. Haribol Acharya 2. Mr. Nawaraj Dhakal 3. Mr. Santosh Bhandari 4. Ms. Shikha Bhattarai		
Study Site	Udaypur, Mahottari, Rupandehi, Kathmandu, Lamjung, Doti, Dailekh, Jumla, and Kailali district of Nepal		
Type of Review	<input checked="" type="checkbox"/> Expedited <input type="checkbox"/> Full Board Review Date: 17 July 2023	Timeline of study July 2023 to September 2023  Duration of Approval 17 July 2023 to July 2024  This approval will be valid for one year	Frequency of continuing review  NA
Total budget of research	NRs 13,19,275.00		

/s/

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Government of Nepal  
**Nepal Health Research Council (NHRC)**  
 Estd. 1991



Ref. No.:

Ethical review processing fee	NRs 39,578.25
<b><u>Investigator Responsibilities</u></b> <ul style="list-style-type: none"> <li>• If you do not start the project within 3 months of this letter, please contact the Ethical Review M &amp; E Section at NHRC</li> <li>• Any amendments shall be approved from the ERB before implementing them</li> <li>• Submit the support letter from the regulatory authorities in Nepal like DDA, FWD, DoHS, before implementing the study</li> <li>• Submit progress report every 6 months</li> <li>• Submit final report after completion of protocol procedures at the study site</li> <li>• Comply with all relevant international and NHRC guidelines</li> <li>• Abide by the principles of Good Clinical Practice and ethical conduct of the research</li> </ul>	

If you have any questions, please contact the Ethical Review M & E Section at NHRC.

Thanking you,

**Dr. Pradip Gyanwali**  
 Member Secretary

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नेपाल सरकार  
महिला, बालबालिका तथा ज्येष्ठ नागरिक मन्त्रालय  
**राष्ट्रिय बाल अधिकार परिषद्**  
National Child Rights Council-NCRC  
श्रीमहल, फर्चोक, ललितपुर



मिति: २०८०/०४/०२

पत्र संख्या : ०८०/०८९

चलानी नं. : २

श्री वर्ल्ड भिजन इन्टरनेशनल नेपाल

कुसुन्ति, ललितपुर ।

श्री हिमवत कन्सल्ट प्रा.लि.

बुद्धनगर, काठमाण्डौ ।

विषय:- सहमति प्रदान गरिएको सम्बन्धमा ।

उपर्युक्त सम्बन्धमा तहाँ वर्ल्ड भिजन इन्टरनेशनल नेपालको Ref.no. 083/80 र हिमवत कन्सल्ट प्रा.लि.को च.नं. ०७९/०८०/-५६ मिति २०८०/०३/२९ गतेको प्राप्त पत्रानुसार “Online Abuse Among Children in Nepal- A Research Study” विषयक Proposal अध्ययन अनुसन्धान गर्न यस परिषद्को सहमति माग गरिएकोमा यस परिषद् अन्तर्गत गठित बालबालिका सम्बन्धी अध्ययन अनुसन्धान उपसमितिको मिति २०८०/०३/२८ गतेको बैठकले बैठकमा छलफल भए बमोजिमका विषयहरू समावेश गर्ने गरी सहमति प्रदान गर्ने निर्णय गरे बमोजिम सो विषय समावेश भै आएको जानकारी प्राप्त भएको हुँदा सोही बमोजिम उल्लिखित विषयको प्रस्तावमा यस परिषद्को सहमति रहेको व्यहोरा निर्णयानुसार अनुरोध छ ।

उल्लिखित विषयको अध्ययन अनुसन्धान सम्बन्धी अवस्थाको आवश्यक नियमित जानकारी सहित अन्तिम प्रतिवेदन पेश गर्नुहुन समेत जानकारी गराइन्छ ।

इन्द्रादेवी ठकाल  
सदस्य-सचिव

“सामान्य अवस्था वा कोभिड महामारी: बाल अधिकारको संरक्षण हामी सबैको जिम्मेवारी”

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