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## **Child Rights Violation in Iweala's *Beasts of No Nation*: A Study of Traumatic Experience of Child Soldier Agu**

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### **Abstract**

This paper examines various aspects of the life of protagonist Agu and other child soldiers evolved in the war in Uzodinma Iweala's novel, *Beasts of No Nation*. The concern of this paper is to explore the after-effects of West African Freedom War on the life of children from the perspective of child soldiers. The effects of trauma on the ruined life of child soldiers in their post war life formulate their social status regarding future generation too. The question of child right during guerilla war in unnamed West African country is the major concern of the novel including other factors those have serious impact upon the lives of the people living in West Africa. The research tool used for research is traumatic effects for the development of psychology in life of people with reference to Cathy Caruth, Van der Kolk and Ruth Leys. The research methodology used for analysis is library research textual analysis. The major finding is that the study of the discourse of traumatic effects of child rights violations that Iweala builds up in *Beasts of No Nation* with the psychological nuances creating mental disorder in the life of child soldiers. It tries to do so through a spotlight on how the novel presents trauma as post-war life experience of children where the traumatic experience distorts life of children.

**Keywords:** Childhood Trauma, memory, psychological Trauma, poverty, war

### **Introduction**

The main concern of trauma is the recurrence of an unexpected event that hinders proper learning or development in those who experience it. Even though the victim does not fully comprehend or experience the event at the time, it continuously



resurfaces in the form of nightmares, recurrent delirium, and fragmented memories. Caruth (1995) finds the trauma as “the individual is possessed by traumatic events and its belated repetitions resist being integrated into their consciousness” (pp. 4-5). This is what the pure human experience can be felt in any stage or time. People not only feel it repetitively, but also have some integrated notions haunting their consciousness *Beasts of No Nation* telling the story of Agu, a young boy from an unnamed country in West Africa, who has been involved forcefully into warfare. As war appears in his village, his mother and sisters are rescued by the United Nation Peace Keepers, leaving him and his father, who are later forced to join in the fight. His father asks him to run away but he is quickly rounded up by other soldiers who make him to join in their rebellion. To be properly initiated into the war, Agu is ordered by the commander to kill an ‘enemy’. In the beginning day of his joining, he feels ashamed of his action but later rationalizes it as something expected of a soldier. He would like to stop the unending chain of killings but he knows that if he stops, he will be killed by the commander. The subject matter of *Beasts of No Nation* (2005) by Iweala is of description of the life of Agu, the protagonist and other child soldiers evolved in the war. The narrative of the novel is an exploration of how guerrilla war violets the right of Agu and other children with traumatic effects in their life. Further, it deals with contrasts that the uses of children as soldier during the war in an unnamed African country show the traumatic effects on the life of people in future. In addition, in the novel *Beasts of No Nation* (2005), the first-person narrator Agu is careful to describe the rituals leading one from youth to manhood. In such ritual celebrations, the characteristics of the warrior identity are celebrated, not only strength and physical prowess, but also protectiveness of the community, generosity in victory, and respect for women and girls but lost of the childhood and manhood due to war intrudes the life of the narrator lifelong. From the beginning of his childhood the narrator Agu faced many challenges regarding war that interfere his life. But after the war ended he suffered from his past experiences of war in traumatic way, however this paper includes issues of human rights along with the child right violation that has links to the psychological implication of trauma on the life.

This is the general assumption that people have bitter experience in their lives but less than war experiences for children that outbreaks the trauma in their lives. This research seeks the discourse of trauma due to child right violations by the rebellious group that Iweala builds up in *Beasts of No Nation*. It tries to do so through a spotlight on how the novel presents trauma as post-life experience of Agu, the main character of novel. The period he was involved in the war was cruel and painful for a children in African territory. Fukunaga (2015) comments that, “The movie, an adaptation of the book *Beasts of No Nation* by Iweala, is a journey of a young boy, Agu, whose ill-fortune made him a child soldier. Agu was once a ‘good boy from a

good family', but war shattered his family and thereby his happiness" (Fukunaga, 2015). Many children during the war think that the war is their responsibility for freedom. But most of the cases are cruel in-terms of social condition because of the loss of life in early stage of their life. Most children have been fighting to save the life of their family members in general. It is worth considering that the child soldier has lost his childhood with bitter experiences of killing people and looting for survival but the most important side of his traumatic experience is his hellish life of having unnatural sexual relations with the troop commandant during war. As Caruth (2018) stated, "Agu's suspended traumatic effects return to him haunting his survival and dragging him to face an existential crisis" (p. 345). The children mobilized in the war are relatively innocent and the hasty crushing of their innocence through forced initiation into the violence traumatizes them. Iweala narrates the trauma by linking it to the discourse of child rights violations closely associate to the inborn rights of human being. Children in the West African countries have been fighters for so called freedom but Iweala shows the major cause of such involvement is hunger. This research paper is based on the library research. The working tool is from critical considerations of child soldiers in articles like Caruth's *Unclaimed Experience* (1996) and critical considerations of child soldier s in articles like Mackey's *Troubling Humanitarian Consumption: Reframing Relationality in African Child Soldier Narrative*, Abani's *Song for Night* (2007) and Kearney's *The Representation of Child Soldiers in Contemporary African Fiction*. Further, my focus is to the African fiction representing the child soldiers, *Beasts of No Nation* (2006) by Iweala, having child soldier narratives enthrone the long traumatic effects for life time.

### Literature Review

The memoir of child soldier Agu, *Beasts of No Nation* by Iweala is a powerful narrative that equates all the Beasts in once place. There has been numerous scholarly works, criticism, movie and analysis on this novel. The review limits exploitation of children for military purpose and the traumatic impact upon the life of such children. Most of the child soldiers are adolescent but many are Ten years old and younger. According to the United Nation (UN) Convention on the Rights of the Child, a child is "every human being below eighteen years" (Article.1). There are many children of under eighteen are involved in the war. Depicting such real condition of children many work of literature have been produced. The novel carries the theme of psychological trauma onto the life of children named Agu and his friends in the novel when they become adult. In this regard Kearney (2010) states that, "opportunity they offer to enter into individual consciousness and to be in touch with a distinct personality" (p. 70). This actual in case of Agu the protagonist to please others in a servile fashion and tried his best to understand what had happened

to him but is unable and finds himself helpless with his hand full of arms to kill others. This type of psychology of children to prepare themselves for war misguides them from the right path in their life. Vickroy (2002) in this context says, “I explore how Iweala’s novel uses the child narrator’s ungrammatical English, mixed-up imagery . . . vulnerability of the child soldier and how child protagonist adopts certain masks to insulate himself from the horrors of Civil War” (p. 23). However, the language matters to deliver the feelings and the narrator of the novel expresses his grief, critics always try to relate this notion to trauma. In this regard, Adesola (2022) claims that:

As against how some critics have interpreted it, I contend that the notion of the child in this novel is one rooted in assumptions about childhood innocence . . . I argue that what is depicted as recovery of innocence amounts mainly to the infantilization of young soldiers, as well as a de-contextualization and de-historization of what has made child soldiering possible. (p. 41)

This is not only the innocence or poverty that children join the army or rebel forces more important reason is to protect their whole family by becoming a soldier. Agu, the narrator of the novel is unwillingly becomes soldier to fight for freedom. He gives up the precious age and learning from family and culture. Moreover he has no any concern about the freedom or other political movement. The fear of loosing family compels him to become soldier as Beah (2007) says about the situation of Agu:

I first stab him in the stomach, then the neck, then his heart, and I will cut it out. show it to him. Then pluck his eyes out. Remember, he probably killed your parents . . . Visualize the enemy, the rebels who killed your family, and those who are responsible for everything that has happened to you. (p. 112)

On the one hand, this seems the fight to protect his parents but most significant fact is that unknowingly a child is captured and forced to become militia waiting for next action of unit-operation. The pleasure of a child soldier shows just the childish manner attempting to know about it. His involvement in army as child soldier for certain period of life time is an opportunity for him to become corrupted. But his fear of participation in battle with excitement makes him violent soldier fighting for nothing. Children as Kearney (2010) claimed are “physically and mentally immature” and think everything like game and they involved themselves more interestingly (p.9). They served in armed conflicts as combatants, spies, messengers, porters, sentries and sexual slaves brutally. Moreover, there is no any evidence of adequate rehabilitation in the case of those child soldiers and only the experience of the child soldiers is presented in the fictions of contemporary period. However,

their experience does not matter to the armed force in great deal it produces a type of feeling to take revenge against domination due to poverty.

The revenge taking is later transformed into the mind of child soldier and brain washed them for freedom. Many children who are enforced into the war do not know their role and they only fight to fulfill their revenge and desires. Critics Caruth (2018) tries her best to make thorough concept over the descriptions of traumatic experience viewing psychoanalytic theory, too. She says “Is trauma the encounter with death or the ongoing experience of having survived it” (p. 7)? She describes encounter with death merely is not a solution of way out from trauma rather the survival becomes difficult. Children think of their revenge against what has happened with them because of their psychological immaturity. Furthermore, some children think that the rebel force may guarantee of regular food and clothing as well as medical needs. As a human being people simply think of their survival and servitudes. Regarding the involvement of children into the arm force, below is the view of Faulkner (2001) that clearly shows consequences:

In areas of the world where famine and extreme deprivation are the norm during the conflict, armed forces can usually provide starving children with the surest method of obtaining food, shelter, and weapons for self protection, which is obviously the easy way to obtain other materials. Some children join so they will be able to send the money they earn support their families. (p.491)

The cause and consequence of conflict as well as being child soldier is the lack of basic needs as Faulkner suggests. To earn some money and to fulfill the basic needs children join the armed force but this unknown step of those children becomes problem later in their life when they become the victims of conflict. Armed militia, police, or army cadres arbitrarily seize young recruits from the streets, schools, and orphanages. Maureen (2011) reflects the trauma and its effect on the life of children, “One of the difficulties that child soldier narratives pose for sentimental social codes . . . Children forcibly recruited cannot exercise a choice or give their consent to serve in armed conflict (p.44). The recruiting children forcibly as soldier are injustice to them. This has been reflected in fictional work regarding lives of people in the community who faced the same problem in their childhood days. In such a ways the destroyed childhood and psychological state of mind of such people become traumatic in the later life.

Actual child soldiers sometimes resist the recruitment but defeated due to poverty, food and the force was used. Honwana (2006) says that, “in practice, the distinction between voluntary and force recruitment is blurred; in some circumstances, it is entirely absent” (p.37). One needs to remember that there is not

only the factor of intimidation involves, but that many of these children were in search of physical and social protection. This is the question of their live and thus becomes the cause of joining armed force. Wessells (2002) portrays poverty in the front as the reason of compulsion of being child soldier:

Exacerbating difficult life conditions, oppression can lead youth into seeing military activities as a path towards social change or as a way to achieve revenge. In West Africa, the oppressive system of apartheid leads to a struggle of liberation where many youth engaged in fighting and militarize activity. (p.237)

Armed conflict and militarization can also normalize violence. For instance, in Angola, many generations have grown up with war as a fixture in their lives, making it difficult to imagine living in any other circumstance. Children in many ways convinced to rise up their hand for war and conflict for that rebel uses hatred of children towards the social scenario in common and taught them what is right and wrong to build up their own anger. The sexual behavior of commandant in a force to Agu, the protagonist represents the animalistic life of children. Critic Nussbaum (1995) is conscious about such sexual exploitation:

The combination of a child-like idiom and register with images of fire and the pictorial representation allow Iweala not only to make his child loud and clear in his reflections on the pain of sexual violation, but also evoke readers' empathy as they perceive the child struggling to invent a vocabulary to depict his experiences of trauma. (p.5)

During the war with militant group children have to face these challenges as underlying factors for their survival. This is unwillingly their duty to satisfy their commandant. Martha (1995) in one hand tries to relate that trauma with the judgment of the readers through the representation and further to create the empathy for the children struggling for their lives and to escape from the trauma of their past lives. Killing is frantic in the troop as their specialty is to kill during that state of mind but later on, they suffer because of their killing. All moments of their misconduct and killing hunt them, it causes trauma on their lives. Agu is the victim of the same traumatic effects, he cannot easily escape from the his past experience, sometimes trauma appears in the form of stream of consciousness, the very moment Agu killed his father and mother for the single piece of bread. Rosen (2005) relates, "transition from the childhood takes place naturally determined, and fixed steps are based on belief that children are basically immature, incompetent and irrational . . . social order dynamically shapes world around them" (p.32). He attempts to show the negative change in the mind of children who are forced to kill other and compelled

to fight in the name of freedom. But in the novel the setting is called an unnamed country of West Africa from where the narrator belongs to. He does not know the geographical situation of the nation nor about the nationality he is fighting for. Schultheis describes narrator of the novel *Beasts of No Nation* Agu like this:

Agu, the narrator, speaks for child soldiers . . . postcolonial theory and human rights discourses in their ability to negotiate contenting claims of the represent ability of and political responsibility for African Child soldiers within a global marketplace. (p.37)

This is what articulation of the child soldier's lives inside the limited boundary of the geographic limit of the unnamed West African Country where they fought for the freedom. The freedom that is not known to them what it is for and against; but they just fought for the piece of the bread.

This question of survival is related to the very portion of the colonialist and human right perspective later on. The concern of the child soldiers during war is realized later on and they try to grasp the change and their feeling is accountable in which one can easily found sorrow and pain and a type of lamentation for their deeds. In the novel *Beasts of No Nation*, while Agu lives his life in a torturous situations; including killing other people even his own father, stealing goods specially food for survive, and being raped; now he becomes traumatic remembering those days of his schools where his father was teaching and he played with his friends in the fields, his sniffing game like dog, etc. His state of mind now has been changed and he found himself not that Agu who might be the noble adult but he has been changed. The change in the mind of Agu, where he lost his childhood, due to war demonstrates the effects of traumatic experience in the life of a person.

### **Methods and Procedures**

This research paper aims to use the primary sources as a subject matter of analysis. In fact the text *Beasts of No Nation*, by American writer Uzodinma Iweala explores the disorders in the life of people in Africa during the war and its impacts on the lives of child soldier. The theoretical tool of this research is human right violation based on the conception of psychoanalysis as the vehicle of transferring the traumatic feeling of people due to war in African continent. Francis Deng, quoted in Rosen (2005) "reports that "traditionally among the Dinka of the Sudan, boys were initiated into adulthood between the ages of sixteen and eighteen, and they immediately received gifts of well-designed spears that symbolised the military function of youth" (p.4). Children who receives the gift thinks themselves as mature in the beginning. They do not know that their life is at risk in coming days.

The issue of trauma seeks on how the life of people has been affected in course of time through out the text. Children involved in the war may feel such traumatic experience in post war period of their life. Coundouriotis (2010) says:

Child soldiers are the victim perpetrators par excellence; although, the eyes of their communities, child soldiers are often not seen as victims at all. In real life, instead of storytelling, we find an insistence on rituals of purification . . . to make the point that narrative such as Iweala presents the whole life of them in a sort of post trauma. (p.193)

The literary text describing the traumatic effects on its character has come to closer to the narratives of child soldier concerning in great deal about child right and human right violation by war bursts in their life. In *Beasts of No Nation* Iweala attempts to show the life of child soldier that is represented by Agu, the main character of the novel. The methodology of this qualitative research is to use the secondary sources to analyze the text, such as use of library, journals, online-journals, etc.to relate the theories and review of literature.

### **Results and Discussion**

The powerful memoir of a child-soldier *Beasts of No Nation*, is an African fiction Nigerian-American writer Uzodinma Iweala has written in 2005. The novel is about the disturbances in the life of people in Africa during war since 1990 and its impact on the lives of children. Iweala forms a protagonist, Agu who narrates almost all events of war and its challenges for the people living in the community. In the novel he used dialect Pidgin English under the influence of African variety to tell events. His experience is quite fearful, it is because Agu has faced several problems to live and he tries to express his ideas of pain to the reader. The narrative is about transfiguration of the life of school children into a war soldier. Thus the story of Agu is painful journey of his life and so is to for readers too because the traumatic experience of a child including the various incidents of child right violation compels readers to feel it. Denov (2010) writes that “...Childhood is indeed a contested concept, a social construction that varies in form and content across cultures and social groups, and is defined by localised understandings and values” (p. 2).

The soldier incorporates difficult trainings, physical strength but the children may not be able to be a soldier in army. They are immature by age. According to Honwana and Boeck (2005) “the term ‘soldier’ tends to conjure up archetypal symbols of uniformed men with extensive military training in combat. This image counters the realities . . . fill the ranks of rebel group in post-colonial wars” (p.3). In the novel, the children are abducted or forced to join the rebel army. However, they are not trained to fight and are only used as entertainment.



In the beginning of the story, the main character of the novel Agu who is wounded and hiding himself into the bushes feeling like itching his body. The rebels instantly captured the village and go into their houses to find people living inside and kill them. He thinks of his mother and sister who are missing since the attack. Rebel army stabbed his father. But Agu guessed that his father is coming with some medicine of itching because he heard some noises of step by step as if someone is walking through. All of sudden he come to know that his world has been permanently ruptured. He trembles in fear as he finds his life in the hand of rebel soldiers. The soldiers decide to recruit him in army and spare his life. He becomes hopeful again. Unexpectedly the commander beats him. This is his first experience of his life as a soldier. He says that “Again and again he is hitting me and each blow from his hand is feeling on my skin like the flat side of machete. I am tasting blood. I am feeling like vomiting” (p.3). A soldier beats him merely to death. This is generally the treatment for new comers in the troop for threatening to obey the order of the commandant. The moment is quite fearful and dangerous for Agu and now then he decides whatever goes further he will not let beat others and obey whatever they will tell him to do. Agu was grade (primary) student in the school when he was abducted from the village. He remembers the study of Bible with his mother in the beginning days. His father was good reader and there are several books with red, green, white, and yellow colors and his mother used to select the book for him. This multi color description of the book is to represent the views of his father. Probably his father was killed because of his rebellious nature. The hard beaten Agu has got recovered from the unconsciousness and looked around him. There was a man with moustache and commanding other. Even he is scolding a person who beat Agu. This is the sympathetic moment for Agu and he feels some relief. He sees other soldiers carrying gun and sword with them walking here and there, putting goods inside the truck. He remembers his song and his childhood game that he used to play with his friend by singing a song. This is his innocent mind thinking about the game but now he is no more children. Now a person who favors him known as commandant is in front of him asking him for water and showing his regard. Commandant has the policy of recruiting the children is first threaten them by using Lieutenant and then he console them, shows his love to children and wash their brain. He asked Agu his name. Fearful Agu forgets his name too, he becomes totally hopeless but when he sees another child soldier Strika there working and he listened some words of Commandant. He was telling his name “my name is Commandant” (p. 9) and asking for his name to call him. His condition of that time is really hopeless “I am whispering Agu, my name is Agu” (p.9) and full of innocence of children. In his broken English Agu tries his best to recall that moment that he first faced with his commandant of the troop. He asked for his name and shows his gun in the belt. Agu

wanted to cry but was unable because he was totally senseless and frightened. He felt to go to toilet but suddenly afraid of death. He whispered his name hardly as Agu and then he thanks to god for saving his life. The lines of Agu are the steps of brain washing of children to prepare them for soldiers during the war.

Once Agu was book lover and he loved to read much. His mother called him professor. His hobby is due to his school teacher, father. His favourite book was Bible with its magnificent stories about Cain and Abel, David and Goliath. This is his prior choice from the beginning. But unfortunately now he has to sustain brutal days and night under the supervision of cruel commandant of his troop. He becomes killer without paying particular attention to his choice because his refusal is the simple way to death. He knew the truth that he has either to kill or die. The first psychology is formed “Bloody fool, he is saying to me. Come here and bring that machete” (p.18) that he is born to kill others and born to follow the order of his commandant. Commandant convinces him to be soldier and to kill others while other soldiers laugh at him and threaten him to kill others. His first experience of killing “I am just fearing. I am not wanting to be killing anybody today. I am not ever wanting to be killing anybody” (p.19) makes him fearful. Agu describes his real plight and his psychology of killing others for the first time. The troop captured the group of enemy army. Among them the leader of enemy army requested commandant not to kill them but commandant ordered him to kill the soldier. Moreover the question of commandant is more important as he is asking him whether he wanted to be soldier or not. Agu was confused to identify the right thing at all. The little support of the commandant for him caused him loyal to him but commandant was playing with his emotion and made him killer. This is his first killing in his life that disturbed him for many days. He remembers his childhood song to sing:

Soldier Soldier, Kill Kill Kill.

That is how you live.

That is how you die. (p.23)

The song is his expression of inner soul that the killing is only the way of his life. The work of soldier is to kill and killing only saves the life. The statement seems paradox but this song in his childhood is for the sake of nation. Children in the school were learning some nationalistic quote but later on when he becomes a soldier the song is for his life.

The child soldiers suffered by hunger for long time and, they try to find their family to feel secure. Hunger is the cause that breaks their domain for life time and they begin to kill others just for food. Dallaire (2011) attempts to draw the picture of children:

They can be psychologically manipulated through a deliberate programme of starvation, thirst, fatigue, voodoo, indoctrinations, beatings, the use of drugs and alcohol and even sexual abuse to render them compliant to the new norms of child soldiering. (p.14)

The novel presents the misfortune of children throughout African war continents. There are many instances of hunger in the novel. The children were kept away from the regular food they need. During one of the operations in the village Agu and Strika both were hungry since many days. They searched for the food in the houses of the village but they find shit and piss everywhere but nothing to eat and lick:

There is a woman and her daughter just hiding. She is smelling like goat and we are wanting to kill her so we are dragging her . . . out, I am knowing because I have been taking them from their mother's belly to be seeing who is girl and who is boy. Are you my mother, I am saying. Are you my sister? I am not Devil. I am not bad boy. I am not bad boy. Devil is not blessing me and I am not going to hell. (p. 48-49)

During the raid Agu didn't find any food to eat and nothing to lick to survive except broken glass and other rustic stuff inside the house. In the main house he found a woman with a girl under bed. He was surprised that the he has seen the woman before and he confirmed that they were his mother and sister but he killed them for a piece of bread. He thought that there is no sin and it is the rule of nature for survival killing is good and no sin. Iwok (2008) argues that "when a child experiences a warm, intimate and continuous relationship with his mother or other care-giver, that child would thrive" (p.48). Agu's heart beating faster with a kind that this is the love of a mother when she prayed to god to forgive his sin and not send him to hell. Still he felt care, love and warmth of his mother. This killing represents the nationalistic movement of the people in West Africa. Nebutanyi (2013) further explains that "The iconography of Strika's euphemistic drawing not only embodies the vulnerable child beneath the aforementioned manic laughter, but also indicts the predatory proclivities of militaristic masculinities" (p. 61). This is what the great horror for child soldiers.

And this motif carries underlying meaning with the title *Beasts of No Nation*, that the story is about the notion that people are helplessly and inexorably shaped by their circumstances. However, the African Civil War is monitored by many media with their access and they sought for the children as war victims but they fail to be evidence for their lives. They only report what happened to the people living there in terms of human rights but they are unable to touch the reality of war victims.

One day when Commandant summoned up Agu at night when he was dreaming of becoming doctor or engineer in his small hut. This call of commandant at night was most dreadful for him. Agu has experienced the anal and oral sexual orientation in the troop and thought that it was his hardship that is going to end soon, each time he suffered he remembered the work of commandant that a head of troop means to have right to touch others with finger for sexual relationship. The unnatural sexual relationship ruptured the psychology of child:

He is telling me, take off your clothe. I do not want to be taking off my clothe . . . He is taking off my clothe for me and then he is sitting down next to me and breathing hard Good soldier is following order anyway and it is order for you to let me touch you like this. I don't want it on my back and even on my leg. (pp.83-84)

The sexual harassment destructs the psychological development of children. He did not like to be such good soldier that commandant told him and more than that he did not like to be a soldier in anyway. He was sad when commandant touched him with this finger molesting his body and sleeping at his back breathing fast. This pain was really enough to break the psychology of a person while Agu was small child and he bore everything as he described that he did not like the smell of the commandant and he liked to vomit that is suddenly after the oral sex. Their lives is in danger and they have lost their self respect at all. Iweala presents his views through novel to the human right activists and the whole world regarding the war and its traumas on the lives of people living there. The issue of war is not as it is seen rather there are several incidents behind curtain affecting the lives of people.

Agu described his painful death and the mental disorder of commandant. Commandant himself shoot driver to death and two other soldier who tried to escape from the fighting during war. Most of the troop soldiers died and it was the reason that the commandant was afraid of and doing whatever he liked. His fearful decision and love to life made them to stay underground bankers.

Now we are just living underground in trench that we are digging in the red mud and just living inside it like one kind of snake or rat. When it is dry, we are happying because there is no water anywhere and we can just be fighting war. When it is raining, ah! It is so terrible. So terrible . . . I am tired and hungry and I am wanting to leave. (p.120)

The most powerful commandant was also compelled and tired to save his life; he felt sorry for Agu whatever he had done with him. But Agu felt nothing against or for him. He was indifferent about everything and wanted to escape from the war. He was hungry for many days and even he did not drink water since last day,

everywhere there was bombarding and noise of killing and screaming. He was really tired of the war and fighting with no meaning for the lives of people as claimed by the commandant. In this point commandant himself was frustrated with the war. The whole troop was under the supervision of government army and United Nations is expected to reach soon there.

### **Conclusion**

The present research study arrives at the following conclusion which is drawn on the spot light of critical analysis of preceding chapters. The life of children in West African communities is ruined due to war. They have lost their childhood in the war and finally become traumatized. Their post war life becomes problematic. Iweala in his novel, *Beasts of No Nation* (2005) depicts various aspects of the lives of child soldiers evolved in the war. He explores the ravages of war on children from the perspective of child soldiers. The child soldiers as the citizen of the country have nothing in their post war life. The dream of freedom in their mind and the most of their productivity become worthless at last. In a way they are privileged from the main stream society and further the violation of their child right and destruction of childhood leads them to trauma in their life. In a nutshell, Iweala presents his characters being suffered by the sense of loosing childhood and important productive time of their life.

The time when the advocacy for the child right is in its apt form the children in the West African countries have been engaged in the war consequences the violation of child right. This violation due to war destroyed many lives for no reason at all. The critics argued that the destruction of the childhood due to war left the trauma in the remained lives of the people.

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