

VIOLENCE

against **GIRLS**

**IN EDUCATIONAL
INSTITUTIONS**



act:onaid

VIOLENCE



against GIRLS

**IN EDUCATIONAL
INSTITUTIONS**

© 2008, ActionAid Nepal

*For Further information on the study,
please contact:*

GPO Box 6257, Apsara Marga, Lazimpat
Kathmandu, Nepal

Tel: 977-01-4436477, 4419115

Fax: 977-01-4419718

E-mail: nepal@actionaid.org

www.actionaid.org/nepal

Design and Layout: Digiscan Pre-Press Pvt. Ltd.

Printed by: Format Printing Press

Foreword

The UN Convention on the Rights of the Child states that every child has the right to education. However, rights of the girl child are curtailed by violence, which either prevents them from accessing education entirely or puts a forced and premature end to their participation in formal education. Yet, most governments and donors have not paid adequate attention to issues of violence against girls even while developing strategies such as the Country Plans to meet the Millennium Development Goals.

While the number of female teachers tripled between 1990 and 2005, which is an appreciable trend, there is still inadequate attention to specific policies to address retention of female teachers and girl child in schools. Such policies include promoting a gender enabling environment and specific school/institutional policies to promote gender equality and address violence against girls in and around educational institutions.

ActionAid has been actively working for the past few years to advocate for policies that ensure the right to education for all children, including poor and marginalized girls, boys and women. In this regard we initiated a research conducted Didi Bahini in late 2005 to assess the extent of violence against girls in educational institutions in five districts of Nepal.

This research is part of a broader research carried out by ActionAid country programs to develop a central focus on girl child and her educational environment. Though this is an indicative study and is not a national level research, the overall findings are alarming. I hope all concerned stakeholders will take time to study the report and its recommendations to develop sensitivity around this issue and to implement programs to address the same.

It is imperative that the Ministry of Education appreciates that the issue of violence against girls lies in the broader context of discrimination against women and gender-based violence; and also develop and provide policy guidelines to each government and private school/educational institution. Similarly, Teachers' Union and Teachers' Association should initiate training sessions for their members to create sensitivity to the issue of violence against girls in and around schools.

I would like to acknowledge our partner, Didi Bahini especially Dr. Yagya Bahadur Karki and Ms. Saloni Singh for completing this study. I would also like to thank Mona Shrestha Adhikari for initiating and guiding the study during her work at AAN as Senior Theme Leader.

Dr. Shibesh Chandra Regmi
Country Director
ActionAid Nepal

ACKNOWLEDGEMENTS

On behalf of DidiBahini we would like to take this opportunity to appreciate and acknowledge ActionAid Nepal, for supporting this study. We would like to express our indebtedness to Dalit Samaj Sewa Sangh of Siraha, Dibya Yuva Club and Arunodaya Yuva Club of Parsa, Radha Krishna Tharu Jansewa Kendra of Bardiya, Nepal Agro-forestry Foundation of Rasuwa and DidiBahini Youth Forums of Kathmandu, Bhaktapur and Lalitpur districts for their active support during the field work. The study would not have been successful without the active participation of the girl students, teachers and parents of all the participating secondary schools from all the districts under this study.

The District Education Officers, Women Development Officers, School Management Committees , NGO staff and local leaders of the five districts deserve thanks for their time, opinions and suggestions given in course of study.

We would specially like to thank Dr. Shibesh Chandra Regmi, Country Director and Mona Adhikari, Senior Theme Leader of ActionAid Nepal. Thanks are equally due to Anil Pant, Pankaja Bhattarai, Ram Sharan Sedhai, Mohna Ansari, Mona Sherpa and all the members of ActionAid, who have continuously supported the research team throughout the process. Lastly, we would like to thank all those who helped in this study directly and indirectly.

Dr. Yagya B. Karki

Ms. Saloni Singh

DidiBahini

Anamnagar

Kathmandu

Nepal

Table of Content

Foreword

iii

Chapter 1

1.0	Background	1
1.1	Gender and literacy	2
1.2	Gender and education	3
1.3	Gender and school enrolment	4
1.4	Reasons for fewer girls going to school	6
1.5	Objectives	7
1.6	Methodology	8
1.7	Sample size	10
1.8	Selection of schools	10
1.9	Study instruments (SI)	10
1.10	Training and pre-testing	11
1.11	Fieldwork	13
1.12	Data processing	13
1.13	Limitations of the study	15

Chapter 2

2.1	Demographic and socio-economic characteristics of respondents	17
2.2	Marital status	22
2.3	Background information of informants participating in qualitative study	22

Chapter 3

3.1	Attitude to marriage	27
3.2	Gender discrimination	30

Chapter 4

4.1	Violence: Introduction	37
4.2	Emotional violence	38
4.3	Physical violence	42
4.4	Sexual violence	45

Chapter 5

5.1	Current violence	53
5.2	Current emotional violence	53
5.3	Current physical violence	55
5.4	Current sexual violence	57

Chapter 6

6.1	Friendship and circle of friends	59
6.2	Leisure time activities	59
6.3	Things that girls enjoy doing	60

Chapter 7

7.1	Suggestions to address violence against girls in education	63
-----	--	----

Chapter 8

8.1	Summary and conclusions	67
-----	-------------------------	----

Chapter 9

9.1	Key Recommendations	73
-----	---------------------	----

References

75

Chapter 1

1.0 Background

One of the UN Millennium Development Goals adopted by the Heads of State and Government at the Millennium Summit is to ensure that children everywhere, boys and girls alike, should be able to complete a full course of primary schooling by 2015. In order to achieve this goal, there is a need for a 100% net enrolment and completion rates for school age children. In order to achieve this goal, there is a need for a 100% net enrolment and completion rates for school age children and also the donor countries would need to provide \$5.6 billion a year - which is just over two days' worth of global military spending.

There can be no doubt that, worldwide, there have been many improvements in education over the last ten years. Total enrolment in primary schools rose from 596 million in 1990 to 648 million in 2000, an increase of 8.7 per cent. Girls' and women's education has also seen some encouraging changes:

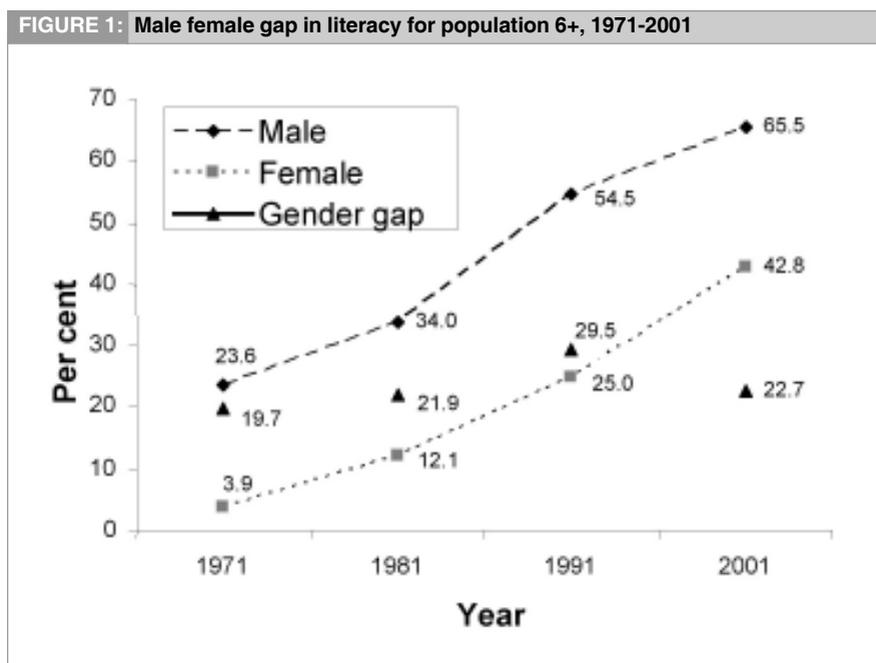
- ▶ The Gender Parity Index (GPI) rose from 0.89 to 0.93 between 1990 and 2000 and in East Asia and the Pacific the gap closed completely.
- ▶ Girls' enrolments increased faster than boys'.
- ▶ The number of female teachers increased in almost all countries for which data is available.
- ▶ In developing countries, the female adult literacy rate increased from 57.9 to 66.1 per cent.

The UN Secretary-General's first progress report on the MDGs in 2002 noted that: *'Almost all regions have made progress in achieving universal primary education but the rates are much too slow in many parts of the developing world to achieve the goal of education for all by 2015. Moreover, gender inequalities at all levels of education continue to hinder economic development and social equity.'*

For many countries, particularly in South Asia, there is still a long way to go. To be consistent with the UN millennium goal as well as being one of the signatories of Education for All (EFA) Dakar declaration, HMG of Nepal has put this agenda as high as to meet the gender equality by 2005 and to achieve 100% primary education by the year 2015.

1.1 Gender and literacy

In Nepal among populations 6 years of age and over, the literacy rate increased progressively from 13.9% in 1971, to 23.3% in 1981 and to 39.6% in 1991. By 2001 the literacy rate was 54.1%¹. By gender the females are behind males and only recently in 2001 the gap was narrowed as compared to 1991. Still the recent gap is higher than the gaps in the earlier censuses of 1971 and 1981 (Figure 1).



Source: CBS, 1975, 1984, 1993 and CBS and UNFPA, June 2002.

¹ CBS, 1975, 1984, and 1993, and CBS and UNFPA, June 2002.

1.2 Gender and education

Over the years education at level of the Nepalese has increased by nearly four folds from 1971 to 2001². In 1971 the educational level of persons of 6 years of age and over was 13.9 per cent and by 2001 it reached 53.7 per cent³. The proportions of population of 6 years of age show females behind males in every decade at all education level (Table 1).

EDUCATION LEVEL	MALE				FEMALE			
	1971	1981	1991	2001	1971	1981	1991	2001
Primary (1 - 5)	2.7	15.7	21.2	25.6	0.3	6.8	11.2	19.5
Secondary (6 - 10)	2.2	7.6	12.8	20.0	0.3	1.9	5.0	12.9
SLC and above	0.5	2.0	5.5	13.4	0.1	1.3	1.5	5.7

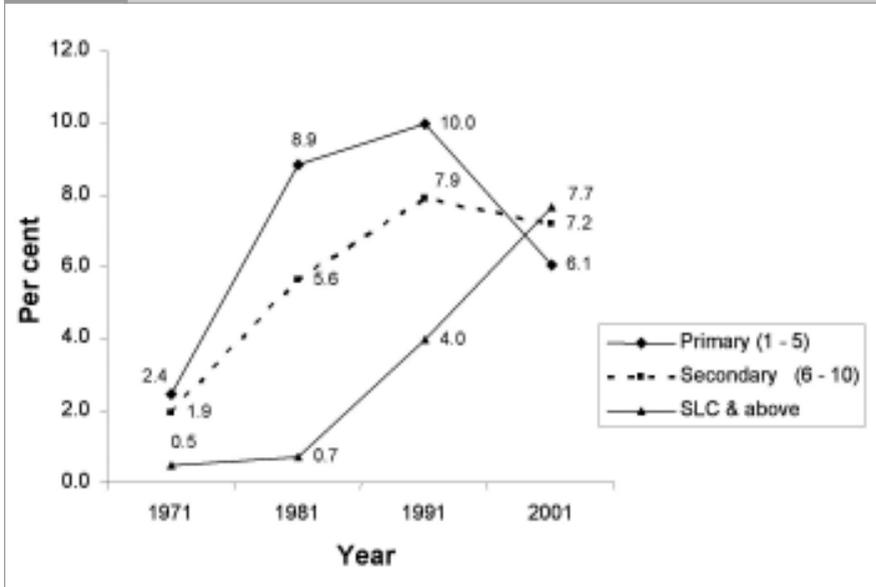
Source: CBS, 1975, 1984, 1993 and CBS and UNFPA, June 2002.

Until 1981 the gap between male and female at all educational levels was increasing. For instance, in 1971, in primary education level, the gap between male and female was 2.4 per cent (i.e. 2.4% more males completed primary education compared to their female counterparts) which increased to 8.9 per cent in 1981 and further to 10.0 per cent in 1991. The corresponding gaps between the sexes in secondary schooling were 1.9 per cent, 5.6 per cent, and 7.9 per cent and in School Leaving Certificate (SLC) and above category, they were 0.5 per cent, 0.7 per cent and 4.0 percent (Figure 2).

² CBS, 1975.

³ CBS and UNFPA, June 2002.

FIGURE 2: Gender gap in education, Nepal, 1971-2001



Source: CBS, 1975, 1984, 1993 and CBS and UNFPA, June 2002.

By 2001 the gender gap between male and female declined compared to 1991 in primary and secondary education levels. However, the corresponding gap with respect to higher education widened by 2001 (Figure 2); it was 4 percentage points in 1991 and by 2001 it nearly doubled to 7.7 per cent. Apparently, girls stand very little chance of acquiring higher education once they get through secondary school.

1.3 Gender and school enrolment

The overall net primary school enrolment rate⁴ has increased significantly from 57 per cent in 1995/96 to 72 per cent in 2003/04. Similarly the net enrolment rates in lower secondary and secondary levels have also increased during the same period (Table 2).

⁴ Net enrolment rate (NER) is defined as the ratio of the total number of students in the correct-age group and enrolled in school at a given level of education to the total number of children in the age group specified for that level of education. The specified age group for primary level is 6-10 years, while it is 11-13 years for lower secondary and 14-15 years for the secondary (CBS, Nepal Living Standard Survey 2003/04, Statistical Report Vol. 1, p. 63).

Gender disparity in education is, however, seen at all levels. Nevertheless, it is heartening to know that the gender gap is found gradually decreasing; at primary school level the gender gap was 21 per cent in 1995/96 which declined to 11 per cent by 2003/04 and the corresponding figures at lower secondary level are 9 per cent and 5 per cent and at secondary level 7 per cent and 4 per cent.

Gender gaps in school enrolment are bigger in rural areas than the national level gaps while in urban areas they are much lower. At primary school level in urban areas the gender gap is reversed. It could be because young males from poor rural families have migrated to urban areas for work and they do not join school. At lower secondary school level there is no gender gap in enrolment while at secondary school level the gender gap has increased from 7 per cent in 1995/96 to 9 per cent in 2003/04. This is an unfortunate situation which reflects a preference to male child education to girl child education.

TABLE 2: Net enrolment rates by level of schooling and gender, Nepal, 1995/96 and 2003/04						
NEPAL	PRIMARY SCHOOL		LOWER SECONDARY		SECONDARY	
	1995/96	2003/04	1995/96	2003/04	1995/96	2003/04
Both Sexes	57	72	19	29	9	15
Male	67	78	23	31	13	17
Female	46	67	14	26	6	13
Gender gap	21	11	9	5	7	4
RURAL						
Both Sexes	56	71	18	26	8	12
Male	66	77	22	29	12	13
Female	45	65	13	23	5	12
Gender gap	21	12	9	6	7	1
URBAN						
Both Sexes	71	83	37	47	23	34
Male	69	84	37	47	26	38
Female	74	82	36	47	19	29
Gender gap	-5	2	1	0	7	9

Source: CBS, 1975, 1984, 1993 and CBS and UNFPA, June 2002.

1.4 Reasons for fewer girls going to school

Overall, 21.2 per cent of potential students aged 6 to 24 years never attend school in Nepal and there is a big gap between males and females. Of those potential students who never attend school males constitute 11.9 per cent while the corresponding figure for females is two and a half times more, i.e. 30.1 per cent (Table 3).

The reasons for fewer girls going to school in Nepal are both economic and non-economic. For rural and poor families the economic reasons - girls are needed to help at home (22.2 per cent) seem to be strong but stronger than that seems to be parents' unwillingness to send girls to school - 38.4 per cent girls did not attend school for this reason.

TABLE 3: Reasons for not attending school for all population 6-24 years that have never attended school, Nepal, 2003/04									
BOTH SEXES	NEVER ATTENDED SCHOOL	REASONS FOR NOT ATTENDING SCHOOL							TOTAL
		No school in the locality	Too dear	Too far	Help at home	Parents did not want	Not willing to attend	Other reasons	
Nepal	21.2	1.4	19.3	2.7	20.3	32.8	12.9	10.7	100.1
Rural	23.5	1.5	18.8	2.9	20.5	32.8	13.1	10.6	100.2
Urban	8.2	0.0	27.6	0.0	15.8	33.8	10.0	12.7	99.9
MALE									
Nepal	11.9	1.8	26.6	3.5	15.1	17.8	19.4	15.9	100.1
Rural	13.2	1.9	25.5	3.7	15.2	18.5	19.5	15.7	100.0
Urban	4.3	0.0	45.4	0.0	11.7	6.3	17.4	19.2	100.0
FEMALE									
Nepal	30.1	1.2	16.5	2.4	22.2	38.4	10.5	8.7	99.9
Rural	32.9	1.3	16.3	2.6	22.5	38.1	10.7	8.6	100.1
Urban	12.4	0.0	21.2	0.0	17.3	43.8	7.3	10.4	100.0

Source: CBS, 1975, 1984, 1993 and CBS and UNFPA, June 2002.

A recent review⁵ lists the following reasons for fewer girls going to school in developing countries including Nepal.

- ▶ Son preference
- ▶ Early marriage
- ▶ School being too expensive
- ▶ Girls having to do too much work at home
- ▶ Too few government schools
- ▶ Schools not motivating and encouraging girls and
- ▶ School failing to protect the basic rights and dignity of girls

The reasons for non-enrolment of girls are complex. Demand from the community and from women and girls themselves for education is one aspect. The nature of the supply of education, for example the school environment, the lack of female teachers, stereotypical textbooks and the cost of attending school is another. In addition, an intricate mixture of socio-economic, cultural and caste issues affect the ability and desire of women and girls to participate in education activities. A better understanding of decisive factors in determining school enrolment and retention of girls at the local level needs to be attained. In recent years a trend to enrol boys in private boarding schools (perceived by parents as providing better quality education than public schools), and girls in public schools has developed. This adds new dimensions to the complexity of the gender issue in education. Furthermore, the huge diversification in Nepal calls for a high degree of local solutions to local problems.

1.5 Objectives

The main objective of this study is to collect information that will help partners to understand the nature and extent of violence against girls in education. It is also anticipated that the findings generated from this study will assist in addressing the problem of violence against girls and education under the following specific objectives and thereby address the gender gaps in education.

- a. To determine the prevalence of the problem of violence against girls in educational institutions and who are affected (by ages, class, geographic location, identity etc.)
- b. To understand the forms that this violence takes: physical, psychological, sexual, etc as well as the perpetrators of such violence.

⁵ Global Campaign for Education. Sept. 2005.

- c. To identify the spaces where the violence takes place: within the schools, or on the way to and/or from schools and where the victims report such violence including the action taken against perpetrators,
- d. To analyze and understand the contextual factors underlying the violence; social, cultural, religion, conflict, etc.
- e. To map out strategies being undertaken by various institutions to address the problem, their strengths and weaknesses and make recommendations on how best to address violence against girls in the education sector.

1.6 Methodology

The overall methodology involved both qualitative and quantitative approaches. The primary data collection included administration of questionnaire with girls in school (who were currently at school). In addition to a quantitative survey, qualitative information were collected by interviewing key informants such as school teachers (males and females), local elites, headmasters, parents, NGOs working in the study areas, District authorities such as District Education Officer and Women Development Office. Qualitative approaches of data collection included focus group discussions and in-depth interviews with girls in school, and key informant interviews.

Desk review was carried out on existing literature on girl's violence in the education sector that included previous reports/research studies on violence against girls and education. The study design is summarised in Table 4 as follows:

TABLE 4: The study design

ISSUES TO EXPLORE	SOURCES	METHODOLOGY / STUDY POPULATIONS	# OF CASES/ GROUPS TO STUDY
Status of violence against girls as reported in various studies Sexual harassment and abuse Bullying, intimidation and threats Verbal abuse, taunts and insults Physical violence and assaults, including corporal punishment and other physical punishments Emotional abuse Psychological abuse Same issues	Research/Study reports completed by various organisations in Nepal School girls in lower secondary and secondary schools	Reviews of studies on violence against girls Quantitative interviews with girl students	number of reports will be known at the end of review Rural sample -240 girls from 4 districts - 8 schools Urban sample - 60 girl students from 2 schools
Same issues	Kamaiya/Tharu school girls	FGDs In-depth interviews	2 5
Same issues	Janjati school girls	FGDs In-depth interviews	2 5
Same issues	Dalit school girls	FGDs In-depth interviews	2 5
Issues on girl violence	High castes school girls	FGDs In-depth interviews	2 5
	Key informants	Interviews: > Male school teachers > Female school teachers > Local elites - males > Local elites - females > Male parents > Female parents > NGO workers > DEO > WDO	2 2 2 2 2 2 4 (2 of each sex) 1 1

1.7 Sample size

Five districts - Kathmandu, Siraha, Parsa, Bardiya and Rasuwa were selected for the purpose of this study. From each district ten schools were covered during the course of this study. Sixty girls between the ages of 11 - 19 years⁶ were interviewed from each district. Two schools from Lalitpur district formed the urban sample while the rest of the four districts formed rural sample. School records were used as the sample frame to select girls for interviews. Lower secondary and secondary schools were the focus of this study to understand the dynamics of violence of girls in schools.

1.8 Selection of schools

The number of lower secondary and secondary schools in the rural areas formed the sampling frame in the four districts from where rural sample was drawn. For urban sample two schools from Lalitpur sub-metropolitan area formed the sample frame.

For rural districts complete lists of enrolled girl students of lower secondary and secondary schools were prepared for selected schools. They were given serial numbers. With the intention of interviewing 30 girl students from each school a sampling interval was calculated on the basis of probability proportional to girl student population size. Using the first random number and appropriate sampling interval, 30 girl students from each school were selected for interview. Similarly two schools from among the schools in urban district were selected.

1.9 Study instruments (SI)

For quantitative and qualitative studies appropriate study instruments (SI) were developed after reviewing the project documents and other relevant studies conducted elsewhere. For school going girls a quantitative questionnaire was developed which sought to elicit information with respect to violence against them. For key informants who can influence the gender violence situation, a special module was developed which addressed their own attitudes to violence against girls and perception of the current situation, their assessment of current policies/

⁶ According to the MOE and sports children aged 11-13 are supposed to study in lower secondary school and children aged 14-15 in secondary schools (MOES, 2000. Because in reality not all school children belong to these age brackets - only about half (54.3%) belong to these age brackets (ibid, Table 46, p. 226), the upper age limit is set at 19.

protocols, their perceptions of quality of girl child upbringing and how the existing schooling system and environment could be improved to reduce violence against girls.

In short, study instruments that were developed were:

1. Quantitative questionnaire
2. FGD guides
3. In-depth interview guides
4. Key informant checklists
5. School observation checklists

The questionnaire is based on a similar study conducted earlier in an African country⁷ but greatly modified to suit the current context of the areas under study. The questionnaire consists of five sections and the items in the questionnaires are summarised in Table 5.

S.NO.	SECTION	QUESTIONNAIRE FOR GIRLS IN SCHOOL NUMBER OF ITEMS
1	Introduction	12
2	Background	33
3	Perceptions on violence against girls	23
4	Violence against girls	63
5	Closing questions	3
	Total	134

1.10 Training and pre-testing

In all, 27 interviewers including four males were given intensive training by the Team Leader -Dr. Yagya B. Karki, Co-Team leader - Ms. Saloni Singh and Field Manager - Mr. Khadga B. Karki, on different aspects of the survey. The training was conducted in three batches at different times in different places as shown in Table 6.

⁷ Thomas, et al. 2005.

TABLE 6: Details of training				
TRAINING BATCH	PLACE OF TRAINING	TRAINEES FROM	SEX OF TRAINEES	NO. OF TRAINEES
One	Birgunj	Siraha	Females	4
			Males	1
			Total	5
		Parsa	Females	4
			Males	1
			Total	5
Two	Kathmandu	Kathmandu	Females	3
			Males	0
			Total	3
		Rasuwa	Females	3
			Males	1
			Total	4
		Bardiya	Females	3
			Males	1
			Total	4
Three	Kathmandu	Kathmandu	Females	6
			Males	0
			Total	6
		Grand total		27

The training topics included the followings:

Brief description on Didibahini activities including research on "**Violence against girls in education**" by Ms. Saloni Singh, Executive Director of Didibahini and Co-Team Leader of the research, followed by an overview of research on "**Violence against girls in education**" by Dr. Yagya B. Karki, research Team Leader. The other areas focused on specific research topics are as follows:

- Introduction to quantitative questionnaire and detailed explanation of question items
- School selection
- Listing of girl students from Grades VI to Grade X
- Sample size in each district
- Respondent selection

With respect to qualitative instruments the following topics were discussed:

- Introduction to Focus Group Discussion, props of FGD
- Detailed discussion on FGD guidelines
- Number of FGDs to conduct by district and type of participants
- Introduction to in-depth interview, props of IDI

- Detailed discussion on in-depth interview guidelines
- Number of in-depth interviews to conduct by district and type of participants
- Introduction to key informant checklist, props of key informant interview
- Detailed discussion on key informant interview checklist
- Number of key informant interviews to conduct by district and type of participants
- Mock interviews - quantitative questionnaire
- Mock in-depth interviews
- Mock key informant interviews

This was followed by reviews of mock practices, clarification of issues that were confusing to trainees and some corrections in the questionnaire and check lists. The trainees were also informed about the importance of transcription of tape recorded interviews.

During the training the interviewers were made aware of their respective job responsibilities in the field. They were also asked to plan fieldwork activities for each area they were responsible. In the end, only 20 females and 4 males were selected for data collection activities.

1.11 Fieldwork

The fieldwork was not, for various reasons, completed as planned. As per the ACTION AID/Nepal and Didibahini agreement the research team was responsible for developing study instruments and providing training to field workers. The field workers were employees of ACTION/AID/Nepal partner NGOs in respective districts. Despite concerted efforts made by the research team the final completed questionnaires and qualitative information arrived in Kathmandu only by the end of December 2005.

1.12 Data processing

1.12.1 Quantitative survey

The completed questionnaires returned from the field were again thoroughly checked for a second time. Coding was done in two phases. The first was concerned with structured items, while the second covered the open-ended questions. For this the contents of the open-ended questions were first sampled to develop coding frames. Subsequently a codebook was developed for the whole questionnaire.

Coders were given training for a day. Two coders coded the questionnaires. They were supervised and checked by the team leader. The coded questionnaires were computer entered in FoxPro. The FoxPro data were imported to SPSS 10.0 Windows system file. The variables in the system file were given variable names and value labels.

Although there were 134 items in the questionnaire as shown in Table 5 above, these were not all asked of each respondent. The questionnaire was administered on an average of 37.7 minutes per form. Among the five districts the length of interview was the longest in Siraha (mean duration of 43.8 minutes) and shortest in Rasuwa (mean duration of 34.7 minutes) (Table 7).

INTERVIEW LENGTH IN MINUTES	ALL DISTRICTS	SIRAHA	PARSA	LALITPUR	BARDIYA	RASUWA
20-39	55.7	33.3	61.7	70.0	48.3	65.0
40-59	39.7	55.0	31.7	28.3	48.3	35.0
60-79	3.7	8.3	6.7	0.0	3.3	0.0
80+	1.0	3.3	0.0	1.7	0.0	0.0
	Mean=37.7	Mean=43.8	Mean=37.0	Mean=35.3	Mean=37.8	Mean=34.7
Total percent	100.0	100.0	100.0	100.0	100.0	100.0
Total N	300	60	60	60	60	60

1.12.2 Qualitative information

Except two cases all planned qualitative data were collected (Table 8). An entirely different process was adopted to process the qualitative data. First of all, the FGDs and in-depth interviews that were transcribed from cassette tapes to hand written notes in Nepali in the field were checked for the second round. They were then processed to do content analyses.

TABLE 8: Status of qualitative data collected								
DISTRICT	GIRL STUDENTS				KEY INFORMANT INTERVIEWS			
	FGDS		IN-DEPTH INTERVIEWS		MALES		FEMALES	
	Planned	Achieved	Planned	Achieved	Planned	Achieved	Planned	Achieved
Parsa ⁸	2	2	0	0	2	1	2	3
Siraha	0	0	10	10	4	4	1	1
Lalitpur	2	2	5	5	3	3	3	3
Rasuwa ⁹	2	2	0	0	3	3	2	1
Bardiya	2	2	5	5	1	1	5	4
Total	8	8	20	20	13	12	13	12

1.13 Limitations of the study

This study is basically an exploratory one. Although attempt has been made to represent respondents from three ecological regions - High Mountain, mid hill and the Terai, they were purposively selected for the study. Similarly, school girls from different caste/ethnic groups have been purposively selected to represent various caste/ ethnic groups. For key informant interviews, attempt has been made to select policy makers and programme implementers from the education sector, women development sector, NGOs and parents/guardians of girl students. The perceptions and experiences shared by respondents in the study can be used as the bench mark information to design a bigger and nationally representative large study in the future. The findings of the study should be interpreted cautiously.

⁸ Instead of interviewing NGO male, female was interviewed

⁹ NGO female not interviewed

Chapter 2

2.1 Demographic and socio-economic characteristics of respondents

Some basic demographic and socio-economic characteristics of girl students interviewed are presented and discussed in this chapter. As planned 60 girl students from every district were interviewed. Around 20% students from each class, except from class ten, were interviewed (Table 2.1). Nearly 20% girl students were urban and about 21% were migrants. The age of girls ranged from 10 to 22 and their mean age was 13.9 years. About 91% girls had their father living and the fathers' age ranged from 30 to 79 with the average age of 44.1 years.

The caste/ethnic distribution of girl respondents shows that 20 percent are Tharu/Chaudhary, the second largest group is hill Brahmin (14 percent), Tamang/Lama (11.7 percent), Newar (8.7 percent), and so on (Table 2.1). Overall, the Terai caste/ethnic groups are in large numbers because 4 out of 5 districts are from the Terai(plain) region.

DISTRICT	NUMBER	PERCENT
Siraha	60	20.0
Parsa	60	20.0
Lalitpur	60	20.0
Bardiya	60	20.0
Rasuwa	60	20.0
Total	300	100.0
GRADE		
Six	69	23.0
Seven	56	18.7
Eight	75	25.0
Nine	54	18.0
Ten	46	15.3
Total	300	100.0

TABLE 2.1: Demographic characteristics of girl students continued.....		
AGE OF RESPONDENT	NUMBER	PERCENT
10	10	3.3
11	19	6.3
12	41	13.7
13	60	20.0
14	63	21.0
15	45	15.0
16	40	13.3
17	14	4.7
18	7	2.3
22	1	0.3
Mean = 13.9		
Total	300	100.0
RESIDENCE		
Urban	59	19.7
Rural	241	80.3
Total	300	100.0
WHETHER MIGRANT OR NON-MIGRANT		
Migrants	62	20.7
Non-migrants	238	79.3
Total	300	100.0
FATHER LIVING		
Yes	273	91.0
No	27	9.0
Total	300	100.0
FATHERS' AGE GROUP		
30-34	19	7.0
35-39	51	18.7
40-44	67	24.5
45-49	66	24.2
50-54	41	15.0
55-59	11	4.0
60-64	12	4.4
65-69	3	1.1
70+	3	1.1
Mean = 44.1		
Total	273	100.0

The girls interviewed generally belong to a large family as the average family size was estimated at 7.9 members per family (Table 2.1). The girl student's mean family size is much larger than the national family size of 5.44 and it is true for all districts¹⁰. Surprisingly the sex ratios of families of the districts studied are much lower (77 males per 100 females) than the national sex ratio of 100 males per 100 females.

Almost 80% fathers of students interviewed were literate; their average years of schooling completed was nearly 7 years and only about half of their fathers do farming for their living. About one in five fathers holds job.

A little over half of all girl students who have lost their fathers have brothers as their guardians and some 10% of them have no male guardian at all. The male guardians are, on average, 29 years old, most are literate (87.5%) and have, on average, completed 8 years of schooling (Table 2.1). Unlike fathers, most male guardians have non-farm occupation.

Fewer girl students (3.7%) have lost their mothers than fathers (9.0%). The average age of living mothers was estimated at 38.6

¹⁰ CBS and UNFPA. June 2002.

TABLE 2.1: Demographic characteristics of girl students continued.....					
CASTE/ETHNICITY	NUMBER	PERCENT	FAMILY SIZE	NUMBER	PERCENT
Chaudhary/Tharu	60	20.0	3	7	2.3
Tatma	3	1.0	4	32	10.7
Dushad	2	0.7	5	48	16.0
Koili/Mahato/Goriya/ Gupta/Kalwar	23	7.7	6	62	20.7
Guwar	3	1.0	7	38	12.7
Yadav/Aahir	16	5.3	8	18	6.0
Baniya	9	3.0	9	22	7.3
Giri/Sanyashi	1	0.3	10	26	8.7
Danuwar	3	1.0	11	5	1.7
Shaha/Teli/Kanu	13	4.3	12	5	1.7
Damai/Pariyar/Kami/Sunuwar	8	2.7	13	4	1.3
Dhobi	7	2.3	14	7	2.3
Kurmi/Kumhar/Kewat	9	3.0	15	6	2.0
Kohar/Kahar	1	0.3	16	5	1.7
Mishra (Terai Brahmin, Sahani)	4	1.3	17	3	1.0
Malaha (fisherman)	1	0.3	18	1	0.3
Rajput/Chaurashiya/Rauniyar	4	1.3	19	3	1.0
Hill Brahmin	42	14.0	20	3	1.0
Kushbaha	1	0.3	21	1	0.3
Thakur Hajam	2	0.7	22	2	0.7
Bhujal	1	0.3	28	1	0.3
Chhetri/Thakuri	13	4.3	30	1	0.3
Newar	26	8.7	Total	300	100.0
Rai	3	1.0			
Magar	4	1.3	DISTRICT	MEAN FAMILY SIZE	SEX RATIO
Marwari	1	0.3	Siraha	8.7	90
Tamang/Lama	35	11.7	Parsa	9.6	86
Sherpa	5	1.7	Lalitpur	5.8	58
Total	300	100.0	Bardiya	9.0	73
			Rasuwa	6.4	73
			All 5 districts	7.9	77

years but unlike fathers the mothers are mostly engaged in agricultural farming (59%) and a fair percentage of them (18.3%) are also engaged in cottage industries.

Most mothers are illiterate and among those who are literate, the average years of schooling completed were estimated at 6.1 years. Nearly half (45.5%) of the girls who have no mother are taken care of by their older sisters and a little over one in five (27.3%) are living with their step mothers. The average age of female guardians is nearly 40 years. Over one in five female guardians have no job and about one third female guardians are engaged in commerce/business for their living.

TABLE 2.1: Demographic characteristics of girl students continued.....					
FATHER LITERATE			FATHER'S MAIN OCCUPATION		
Yes	216	79.1	Agriculture	132	48.4
No	57	20.9	Cottage industry	7	2.6
Total	273	100.0	Modern industry	5	1.8
YEARS OF SCHOOLING: FATHER			Service	59	21.6
Literate but no schooling	30	13.9	Business/commerce	46	16.8
One	2	0.9	Unemployed	5	1.8
Two	10	4.6	Daily wage earner	8	2.9
Three	10	4.6	Cannot work (health)	6	2.2
Four	7	3.2	Other	5	1.8
Five	16	7.4	Total	273	100.0
Six	10	4.6	FIVE-YEAR AGE GROUP: MALE GUARDIANS		
Seven	13	6.0	10-14	2	8.3
Eight	22	10.2	15-19	2	8.3
Nine	17	7.9	20-24	6	25
SLC	46	21.3	25-29	6	25
Intermediate level	11	5.1	30-34	2	8.3
Bachelor level	11	5.1	35-39	2	8.3
Master level +	11	5.1	40-44	1	4.2
Mean = 6.9			50-54	1	4.2
Total	216	100.0	60-64	1	4.2
MALE GUARDIAN			70+	1	4.2
Big/small brother	14	51.9	Mean = 29.3		
Brother-in-law	3	11.1	Total	24	100
Maternal uncle	2	7.4	LITERACY OF MALE GUARDIAN		
Uncle	3	11.1	Yes	21	87.5
Grand father	2	7.4	No	3	12.5
No male guardian	3	11.1	Total	24	100.0
Total	27	100.0	MALE GUARDIAN'S MAIN OCCUPATION		
YEARS OF SCHOOLING COMPLETED: MALE GUARDIANS			Agriculture	6	25.0
Literate but no schooling	1	4.8	Cottage industry	1	4.2
Three	1	4.8	Service	6	25.0
Four	1	4.8	Business/commerce	3	12.5
Five	2	9.5	Unemployed	2	8.3
Six	1	4.8	Daily wage earner	2	8.3
Seven	2	9.5	Other	4	16.7
Eight	2	9.5	Total	24	100.0
Nine	2	9.5	MOTHER LIVING		
SLC	6	28.6	Yes	289	96.3
Bachelor level	3	14.3	No	11	3.7
Mean = 8.0			Total	300	100.0
Total	21	100.0			

TABLE 2.1: Demographic characteristics of girl students continued.....

FIVE-YEAR AGE GROUP: MOTHERS	NUMBER	PERCENT	MOTHER'S OCCUPATION	NUMBER	PERCENT
25-29	13	4.5	Agriculture	169	58.5
30-34	57	19.7	Cottage industry	53	18.3
35-39	90	31.1	Service	9	3.1
40-44	58	20.1	Business/commerce	21	7.3
45-49	47	16.3	Unemployed	3	1.0
50-54	16	5.5	Daily wage earner	3	1.0
55-59	5	1.7	Cannot work (health)	2	0.7
60-64	2	0.7	Other	29	10.0
65-69	1	0.3	Total	289	100.0
Mean = 38.6					
Total	289	100.0			
YEARS OF SCHOOLING COMPLETED: MOTHERS			LITERACY OF MOTHERS		
Literate but no schooling	35	31.5	Yes	111	38.4
One	1	0.9	No	178	61.6
Two	1	0.9	Total	289	100.0
Three	9	8.1			
Four	4	3.6	FEMALE GUARDIAN		
Five	20	18.0	Grand mother	2	18.2
Six	3	2.7	Older sister	5	45.5
Seven	4	3.6	Step mother	3	27.3
Eight	9	8.1	Aunt	1	9.1
Nine	12	10.8	Total	11	100.0
SLC	10	9.0			
Intermediate level	2	1.8	AGE OF FEMALE GUARDIAN		
Bachelor level	1	0.9	19	1	9.1
Mean=4.6			23	1	9.1
Total	111	100.0	24	1	9.1
			26	1	9.1
LITERACY: FEMALE GUARDIAN			35	3	27.3
Yes	8	72.7	43	1	9.1
No	3	27.3	57	1	9.1
Total	11	100.0	59	1	9.1
			70	1	9.1
YEARS OF SCHOOLING COMPLETED: FEMALE GUARDIAN			Mean = 38.7		
Literate but no schooling	2	25.0	Total	11	100.0
Five	2	25.0			
Eight	1	12.5	MAIN OCCUPATION OF FEMALE GUARDIAN		
Nine	1	12.5	Agriculture	1	9.1
S.L.C	1	12.5	Service	1	9.1
Bachelor level	1	12.5	Business/commerce	4	36.4
Mean = 6.1			Unemployed	3	27.3
Total	8	100.0	Cannot work (health)	1	9.1
			Other	1	9.1
			Total	11	100.0

2.2 Marital status

Among the girl students interviewed from classes 6 to 10, very few (3%) were found married (Table 2.2). Their mean age at marriage was 13.6 years and not even half of them were living with their husbands. No married girl had co-wife.

TABLE 2.2: Characteristics of girl students related to marriage

MARITAL STATUS: STUDENTS	NUMBER	PERCENT	AGE AT FIRST MARRIAGE	NUMBER	PERCENT
Never Married	291	97.0	11	2	22.2
Married	9	3.0	12	2	22.2
Total	300	100.0	14	2	22.2
			16	3	33.3
			Mean = 13.6		
CURRENTLY LIVING WITH HUSBAND			Total	9	100.0
Yes	2	22.2			
No	7	77.8			
Total	9	100.0			

2.3 Background information of informants participating in qualitative study

Qualitative study was conducted using three types of qualitative techniques, viz., in-depth interview, FGD and key informant interview. The distribution of participants by type and background is given in Table 2.3.1.

The ages of the 20 school girls who participated in in-depth interviews ranged from 12 to 16 with an average of 14.4 years.

As shown in Table 2.3.1 above, eight (two in each district) FGDs were conducted with school girls in Parsa, Bardiya, Lalitpur and Rasuwa. The number of individual girl students participating in these 8 FGDs was 75. The distribution of these girls by age is shown in Table 2.3.2; the mean age was estimated at 14.45 years.

TABLE 2.3.1: Distribution of participants by type of study and some background information					
DISTRICT	TYPE OF STUDY			KEY INFORMANT Number of participants	TOTAL PARTICIPANTS: ALL TYPES
	IN-DEPTH INTERVIEW	FGD			
	Number/type of participants	Number of FGDs	Number/type of participants in each FGD		
Siraha	10/ Janjati and Dalit school girls			5	15
Parsa		1	10/ Dalit school girls	4	22
		1	8/ Dalit school girls		
Lalitpur	5/ High castes, Bahun and Chhetri school girls	1 1	10/ High castes, Bahun and Chhetri school girls 9/ High castes, Bahun and Chhetri school girls	6	30
Bardiya	5/ Kamainya Tharu school girls	1 1	11/ Kamainya Tharu school girls 9/ Kamainya Tharu school girls	5	30
Rasuwa		1 1	11/ Janjati school girls 7/ Janjati school girls	4	22
Total	20	8	75	24	119

TABLE 2.3.2: Distribution of girl students participating in 8 FGDs according to their age			
AGE	NUMBER		PERCENT
10	2		2.7
11	3		4.0
12	9		12.0
13	9		12.0
14	12		16.0
15	16		21.3
16	13		17.3
17	9		12.0
18	1		1.3
19	1		1.3
Total	75		100.0

Mean age=14.45 years

In all, as shown in Table 2.3.1 above, 24 key informants were interviewed. The distribution of key informants by sex and age are given in Table 2.3.3.

TABLE 2.3.3: Distribution of key informants by sex according to age

AGE	BOTH SEXES		MALES		FEMALES	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
23	1	4.2	0	0.0	1	8.3
33	1	4.2	1	8.3	0	0.0
35	2	8.3	0	0.0	2	16.7
36	6	25	2	16.7	4	33.3
38	2	8.3	1	8.3	1	8.3
40	1	4.2	1	8.3	0	0.0
43	1	4.2	1	8.3	0	0.0
45	3	12.5	2	16.7	1	8.3
48	1	4.2	1	8.3	0	0.0
49	1	4.2	0	0.0	1	8.3
51	1	4.2	1	8.3	0	0.0
52	1	4.2	0	0.0	1	8.3
56	1	4.2	0	0.0	1	8.3
57	1	4.2	1	8.3	0	0.0
59	1	4.2	1	8.3	0	0.0
Total	24	100	12	100.0	12	100.0

Mean age=42.00

Mean age=44.25

Mean age=39.75

The mean age of key informants was estimated at 42.00 years and by gender males were, on average, about 5 years older (44.25 years) than their female counterparts (39.75 years). As mentioned earlier, Women Development Officers(WDO) from Siraha, Parsa, Lalitpur and Rasuwa were interviewed but WDO Bardiya was unavailable at the time of the study.

The distribution of key informants by district, caste ethnicity and gender are shown in Table 2.3.4 below.

TABLE 2.3.4: Distribution of key informants (number) by district and caste/ethnicity, according to gender				
DISTRICT	CASTE/ETHNICITY	SEX OF PARTICIPANT		TOTAL
		MALE	FEMALE	
Siraha	Shah (Terai)	1		1
	Yadav	1		1
	Hill Bahun	1	1	2
	Singh (Terai)	1		1
	Total	4	1	5
Parsa	Tharu	1		1
	Hill Bahun		1	1
	Giri		1	1
	Sahani (Dalit)	1		1
	Total	2	2	4
Lalitpur	Hill Bahun	1		1
	Magar		1	1
	Newar		3	3
	Kapori	1		1
	Total	2	4	6
Bardiya	Tharu		1	1
	Hill Bahun	1	1	2
	Nepali (Dalit)		1	1
	Bika (Dalit)		1	1
	Total	1	4	5
Rasuwa	Hill Bahun	1	1	2
	Chhetri	1		1
	Unknown	1		1
	Total	3	1	4
	Grand Total	12	12	24

Chapter 3

3.1 Attitude to marriage

In order to obtain the views of school girls on marriage the school girls participating in the quantitative survey were asked "Would you obey your parents in deciding whom to marry?" and most of them (83.7 percent) said that they would make their own choice about whom to marry (Table 3.1.1). Given that the girls are already in school it is perhaps not so surprising to note that most of them would make their own choice whom to marry.

The girls were also asked about the prevailing age at which their fellow girls usually get married in their communities. The mean prevailing marriage age in their community was 16.8 years. When asked why girls are married by that age, the respondents gave several reasons for that. About 31

percent girl students mentioned that after about 18 years of age parents think older daughters are burden to them, about one in 6 think that poor and illiterate girls marry very young or they cost less in dowry, 8 percent think that their society believes that a daughter is made for another family, about 5 percent parents fear that they lose status if girls are not married by the age which is accepted by the society, about one in 25 think that it is their custom to marry young and earn merit in heaven and so on (Table 3.1.2). About 6 percent girls did not give any reason why girls marry at about age 17 or so in their communities.

TABLE 3.1.1: Girls' attitude to marriage

WOULD YOU OBEY YOUR PARENTS IN DECIDING WHOM TO MARRY?	NUMBER	PERCENT
Yes, I have to obey them	37	12.3
No, I can make my own choice	251	83.7
I am already married	7	2.3
Don't know	5	1.7
Total	300	100.0

TABLE 3.1.2: Reasons for getting married at the age that community usually follows, multiple responses		
REASON FOR GETTING MARRIED AT THE AGE MENTIONED (MULTIPLE RESPONSES)	NUMBER	PERCENT
Parents think older daughters are burden	89	30.9
Poor and illiterate marry very young	49	17.0
Dowry is less when married young	46	16.0
Our society thinks that daughter is for another family	23	8.0
Old enough to marry	21	7.3
Reproductive organs are fully grown	20	6.9
Parents fear that they lose status if girls are not married	13	4.5
It is our customs to marry young & earn merit	12	4.2
By then education can be completed	10	3.5
By then good decision can be made	10	3.5
In our community a girl is old after 20	8	2.8
20 is a good age for marriage	7	2.4
In our community it is common to marry by 18	6	2.1
Because I am not good in studies	5	1.7
By that age girl can get a good husband	4	1.4
By that age they can rear children well	4	1.4
Both mother and child will be healthy	4	1.4
Do not know	16	5.6
Total	288	100.0

In order to explore different forms of violence taking place at home, and in school, girls from lower secondary and secondary schools from Siraha, Lalitpur and Bardiya were included for in-depth interviews (Table 2.3.1). For this 5 girls each from Janajiti and Dalit communities in Siraha, 5 high caste girls from Lalitpur municipality and 5 Kamaiya (Tharu) girls from Bardiya were administered in-depth interviews.

Half of the 20 girl students taking part in in-depth interviews from different caste/ethnic groups indicate that they are married off at an early age; they cannot marry boys of their choice. Girls participating in FGDs mentioned that in order to reduce the cost of girl's marriage expenses and pay little amount of dowry parents arrange for early marriage for girls particularly in the Terai region.

"I was forced to marry when I was only 12 years old. My parents told me that dowry is cheap if I got married very young."

FGD participant Terai district

According to key informants girls are put under pressure to marry early; girls are married off at an early age. They say the persistence of early marriage contributes to violence which is closely related to the dowry system. It is also said that because parents have to give dowry in marriage for girls they are discriminated; parents tend to save for dowry instead of sending girls to school.

Attempt was also made to find out about the ideal age for marriage for girls. The school girls think that the ideal age for a girl to marry would be 21.5 years. The difference between ideal age of marriage and that of actual age of marriage is about 5 years.

The majority (58 percent) of girl students said that girls should marry at about 21 or 22 because by that age they can give birth to a child without any difficulty (Table 3.1.3); marrying too young can be risky health wise. A little over half of all girls also mentioned that at that ideal age family can be managed well. About one in 4 girls mentioned that at that ideal age girls will have completed enough education. The other reasons mentioned were, at age 20 or after, there would be no risk of mental and physical harms, job would be available, and there would be happiness in the family if married at an ideal age.

TABLE 3.1.3: Reasons for getting married at the ideal age mentioned, multiple responses

REASONS FOR GETTING MARRIED AT AN IDEAL AGE	NUMBER	PERCENT
Difficult to give birth when married too young	171	58.0
Difficult to run the family/Good to marry at that age	163	55.3
By 20 girl gets enough education/Good to get married	69	23.4
Early marriage can harm mentally and physically	8	2.7
Both mother and child will be healthy	8	2.7
By then one can do a job	7	2.4
To have few children and stay happy	3	1.0
That is the age for getting married	3	1.0
By that age girl can get a good boy	2	0.7
Can take care of children	2	0.7
Total	295	100

3.2 Gender discrimination

Most school girls (92.3 percent) participating in the quantitative survey reported that they are discriminated against and of them about half (50.5 percent) have experienced such discrimination at home, 30.3 percent in school, 27.8 percent on the way to or coming back from school and about one in 20 at a religious ceremony (Table 3.2.1).

PLACE OF DISCRIMINATION	NUMBER	PERCENT
At home	140	50.5
At school	84	30.3
On the way to or from school	77	27.8
At a religious function	14	5.1
Total	277	100.0

Half of all girls (50.5 percent) who said they were discriminated say that girls should not be discriminated because both boys and girls are equal, another big proportion of girls (29.2 percent) felt angry yet helpless; and similarly about one in four think that they feel bad about themselves but they cannot do anything about it (Table 3.2.2). A few girls (6.1 percent) take it as granted because of being girls. These views indicate that more than half of the girls feel that gender discrimination is their fate and suffer it because of lack of choice or support.

GIRLS VIEWS ON DISCRIMINATION	NUMBER	PERCENT
It is not good to discriminate, boys & girls are equal	140	50.5
I feel angry but I can do nothing about it	81	29.2
I feel bad about myself, but I can do nothing about it	65	23.5
Girls are discriminated anyway	17	6.1
Other reasons	4	1.4
Total	277	100.0

Girls are not only discriminated but they are also feeling insecure; nearly everyone (98.2 percent) has experienced emotions/ actions indicative of fear of violence. Such fears they have experienced, on average, during the last 18 months. About 36 percent girls have experienced such a fear at home and another 31 percent did so at school. Some 18 percent girls have experienced such a fear on the way to school or on their return home (Table 3.2.3). Religious gatherings and travel to market places, friends' place, etc are also risky for girls.

TABLE 3.2.3: Place where girls experienced emotions/actions indicative of fear of violence		
PLACE OF FEAR OF VIOLENCE	NUMBER	PERCENT
At home	99	36.4
At school	85	31.3
On the way to or from school	49	18.0
At a religious function	21	7.7
To/from places (market, friends, river, rice mill, etc)	18	6.6
Total	272	100.0

Most girls (79 percent) who have experienced emotions/actions indicative of fear of violence hold the notion that many people talk negative things about them and even higher percentage (88.2 percent) of them say they have been discriminated (Table 3.2.4).

TABLE 3.2.4: Percentage of girls experiencing emotions/actions indicative of fear of violence reporting negative matters they have heard talked about them and felt discriminated against		
SITUATION	NUMBER	PERCENT
Have heard other people talking negative things about them	215	79.0
Have felt discriminated against many things in life	240	88.2
Total respondents (Number)	272	

Surprisingly girls participating in the quantitative survey who are already in school still say they are discriminated against in education (Table 3.2.5). Perhaps they are not happy about the schooling arrangement by parents/guardians. About one in three girls say that they are not allowed to go out of the home. Nearly one in five girls reported that they have to work harder than their male counterparts. Girls are also prevented from voicing their concerns; 13.3 percent girls mentioned this. Similar percentage (12.9 percent) of girls also mentioned being discriminated against food and clothing. One in ten girls reported that she is not given opportunities in various programmes of the society. One in 25 girls said that she is pushed by boys or boys use bad words against them.

TABLE 3.2.5: Girls are discriminated against many things		
THINGS AGAINST WHICH GIRLS ARE DISCRIMINATED (MULTIPLE RESPONSES)	NUMBER	PERCENT
Education/schooling	133	55.4
Girls are not allowed to go out of the home	79	32.9
Girls have to work hard	41	17.1
No right to voice concerns	32	13.3
Food/clothes	31	12.9
No opportunities in various programmes	24	10.0
Boys push girls, use bad words	9	3.8
The community members talk bad about girls; they discriminate	4	1.7
Total	240	100.0

According to 20 school girls participating in in-depth interviews, most forms of violence at home are discriminatory in nature. Compared to boys, girls are treated more like housemaids. They have to work hard, are given less and inferior education and a few opportunities to develop their skills. In the four districts studied 18 out of 20 girls mentioned that they have heavy work load which includes herding of cattle, cutting grass for cattle, etc. They report that they are given less care compared to boys. Eight out of 20 girls said that they are not loved as much as boys; girls are hated. Fifteen out of 20 girls said that girls are not given education as much as boys; many girls are not sent to school at all. Girls are given up to SLC education only while boys are given higher education too.

Girls participating in focus group discussions (FGDs) identified a number of forms of violence against girls taking place at home. In all 8 FGDs in which a total of 75 girls participated (the number of girls participating in one FGD ranged from 7 members to 11 members), nearly 90 percent girls mentioned that they are asked to do more work than boys at home. The types of work consisted of farm work, grass cutting, goat herding, etc.

The community holds negative view to schooling of girls. Girls (nearly 90 percent) participating in FGDs said that people in the community think that there is no benefit from sending girls to school.

People in the village say that there is no benefit of giving education to girls. When married they go to their husbands' home therefore there is no need to educate girls. Instead boys should be educated and money should be spent on them.

FGD participants Parsa district

Girls have to spend a very restricted life. They are not allowed to go out freely/ not allowed to go on trips. Family members do not like girls talking to boys. Girls are asked to do domestic chores and are discriminated against food and clothes.

About two third girls participating in FGDs mentioned that girls are beaten/ scolded at home. When girls come home late from school, they are shouted at and badly rebuked. In addition, girls are not allowed to join festivals/fanfares and they have no authority/ rights in the family.

Family members discriminate girls in many ways. Only boys are given private tuition; not girls. Girls are not loved; they are hated. Big celebration welcomes the birth of a boy while when a girl is born nothing is done. Family does not allow girls to wear newly designed clothes.

Although girls are married at an early age and if the husband dies she cannot marry again. People do not like to see the face of a widowed girl; she is treated as a symbol of bad luck/ omen.

According to girls participating in FGDs, it is common among teachers to discriminate between boys and girls in school. Teachers do not pay attention to girls while teaching; they ask girls to clean the classroom not the boys. If girls are late to school, teachers keep them outside the class for sometime. Girls are not given equal opportunities in sports with boys in school. When girls go to class wearing fashionable clothes teachers throw them out of class. Girls are not encouraged to participate in quiz contest; teachers encourage boys most of the times.

Girls from poor families are at higher risk of violence in school. Many poor families do not even send girls to school; they cannot afford it or alternately cannot spare them from work.

*Poor freed Kamaiya girls do not go to school; they cannot afford it.
FGD girl participants from Bardiya*

Social customs and tradition die hard. Although caste system was abolished as early as 1963¹¹, caste groups observe caste stratification even today. The Dalit girls participating in FGD in Siraha said that they are not allowed to enter temples. They are not allowed to come close to water container; let alone touch it.

¹¹ Ministry of Law and Justice. 1977. Mulki ain - Law of the Land. HMG/Nepal. Kathmandu.

Key informants such as District Education Officer, District Women Development Officer, parents/guardians of school children, teachers, local elites and NGO staff were asked to give their opinions on violence against girls going to school. These respondents were chosen from the five study districts.

According to the well educated adult key informants discrimination of girls compared to boys is rampant in the Nepalese society. They say boys are given good food and clothing while girls are not. Girls are not brought up well. At home girls are asked to cook, make tea, wash clothes, etc. Girls have no freedom. Girls are not given as much education as boys. Girls are sent to public schools while boys are sent to private boarding schools. Girls are not trusted. Families and society accuse girls more than boys of bad behaviour. Girls are not sent to school; those who go to school are discouraged. Girls are shouted at by using bad words. Sons are given higher education in the hope that they will look after parents while daughters are given only a few years of education. Girls are not given opportunities to speak freely. Girls are not allowed to go out freely; even if they go they have to come back on time. Girls are always put under control; people believe that if they are left free they would not listen to anyone.

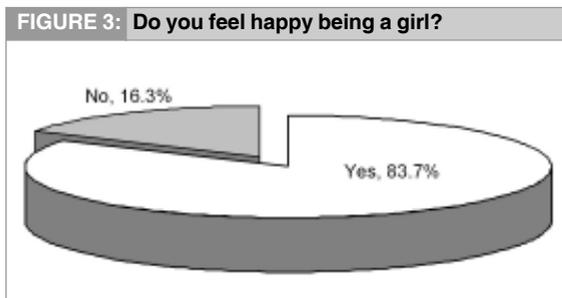
Slightly over one third girls (7 girls out of 20 participating in in-depth interviews) mentioned that teachers do not pay attention to girls' studies; they pay attention to boys only. Similarly, slightly less than one third girls (6 out of 20) said that teachers ask girls to carry water containers/they ask girl students to clean/wash.

The key informants also said that in schools, girls are asked to clean the classroom and toilet. Girls are not fully allowed to participate in sports and education trips; they are discriminated. Girls do not get scholarship; or any economic support or assistance.

The school girls participating in quantitative survey said that they have been through several situations when they were forced to do things they did not like; the percentage of girls mentioning this situation was high (84.2 percent, Table 3.2.6). Even higher percentage (86 percent) of girls experienced unfair treatment compared to boys and about three in four girls were forced to reveal private information.

TABLE 3.2.6: Percentage of girls mentioning situations when they were forced to do various things (multiple responses)	
SITUATION	PERCENT
Forced to do things that girls didn't like	84.2
Experienced unfair treatment compared to boys	86.0
Forced to reveal private information	76.1
Total respondents (Number)	272

Despite being discriminated, most girls (83.7 percent) feel that they are happy being girls. About 16 percent girls did not feel happy being born as girls (Figure 3).



Among those who felt unhappy being a girl, about 29 percent say that girls are not sent to good private schools whereas many boys are given that opportunity. Little over one in four girls said that they did not want to be a girl because parents/teachers hate a girl; sons are thought to earn for the family while not girls. Little over one in five girls have the feelings that the society hates them. About one in five girls said that she is confined to home and a similar proportion said that girls have to work hard at home/no authority is given. Little over one in ten girls said that they have to get married early in life and go to another family and about one in 25 girls said that nobody trusts girls (Table 3.2.7).

TABLE 3.2.7: Reasons given by girls for being unhappy as a girl		
REASONS FOR BEING UNHAPPY AS A GIRL (MULTIPLE RESPONSES)	NUMBER	PERCENT
Parents send sons to good schools but not girls	14	28.6
Parents/teacher hate a daughter/son earns but girl doesn't	13	26.5
Society hates a girl/community members hate girl	11	22.4
Parents do not allow girls to go out of the home	9	18.4
Daughters have to work hard at home/no authority is given	9	18.4
Girls have to get married early & go to another family	6	12.2
Nobody trusts girl/girl has no authority	2	4.1
Total	49	100.0

Chapter 4

4.1 Violence: Introduction

In this study violence is split into two categories. Any type of violence - emotional, physical or sexual that took place any time in the past in the life time of the respondent prior to the interview is called lifetime violence while any violence that took place within 12 months prior to the interview is treated as current violence. Estimates were calculated for lifetime prevalence and for current violence and these are in line with other studies¹². Figure 4 shows lifetime prevalence of any violence (emotional, physical and sexual), for girls in school estimated at 91 percent.

This rate was calculated using the responses of girls to the question, *"Have you ever in your life experienced blows, humiliations, threats, fear or sexual abuse from your parents, partner, boyfriend, or any other person?"*



Although, on average, girls were 12.4 years old when they first experienced violence, slightly over one in ten girls experienced violence at an age of ten or before and by the time they had completed 14 years of age, 85 percent had already experienced violence in their life (Table 4.1).

¹² Ellsberg, M., et al 2001.

Of the three types of violence, emotional violence was mentioned by about 47 percent of girls, 46 percent mentioned physical violence and 8 percent experienced sexual violence (Table 4.2).

TABLE 4.1: Distribution of girls experiencing violence by age group

AGE GROUP	NUMBER	PERCENT
5-9	30	11.0
10-14	202	74.0
15-19	41	15.0
Mean age=12.4		
Total	273	100.0

4.2 Emotional violence

Most common form of emotional violence was reported to be "yelling". Some three in four girls were "yelled at" either at home or school or on the way to and from school or in religious market places. Other forms of emotional violence were swearing, insulting, humiliating, threatening and irritation (Table 4.3).

TABLE 4.2: Types of violence experienced by girl students

TYPE OF VIOLENCE	NUMBER	PERCENT
Emotional	127	46.5
Physical	124	45.4
Sexual	22	8.1
Total	273	100.0

TABLE 4.3: Distribution of respondents by type of emotional violence according to place where it took place

TYPE OF EMOTIONAL VIOLENCE	PLACE WHERE FIRST EMOTIONAL VIOLENCE TOOK PLACE					TOTAL	
	At home	At school	On the way to or from school	At a religious function	To/from places (market, friends, etc.)	Number	%
Yelled at	62	20	8	4		94	74.0
Insulted	1	4	2	1	2	10	7.9
Humiliated	3	3		1	2	9	7.1
Irritated		3	4		1	8	6.3
Swore at	1		1	1		3	2.4
Threatened to hit/hurt		3				3	2.4
Total Number	67	33	15	7	5	127	100.0
Total Percent	52.8	26.0	11.8	5.5	3.9		100.0

Although, people, in general love home but for girls it does not appear so. Slightly over half (52.8 percent) of all girls had their bad experience of emotional violence at home.

About one in four girls reported school being the place where they had experienced their emotional violence. Going to school and coming back from there is also risky for about 12 percent school girls (Table 4.3).

According to 20 school girls participating in in-depth interviews, violence against girls in school ranges from verbal teasing to physical punishment to sexual violence. Of the 20 girls participating in in-depth interviews 19 girls said that boys tease girls in school/ they say bad things/they say "I love you".

Both classmate boys and male teachers badly behave with girl students in school. Every FGD participant in all four districts said that boys tease/ they say "I love you"/they use bad words/rebuke girls. Some boys tell lies and trouble them while some boys pour water on girls and trouble them.

When girls cannot study well teachers scold; they tease girls. Friends also tease girls and as a result girls stop going to school. When girls ask friends about the things they do not know they tease them.

FGD girl participants from Rasuwa

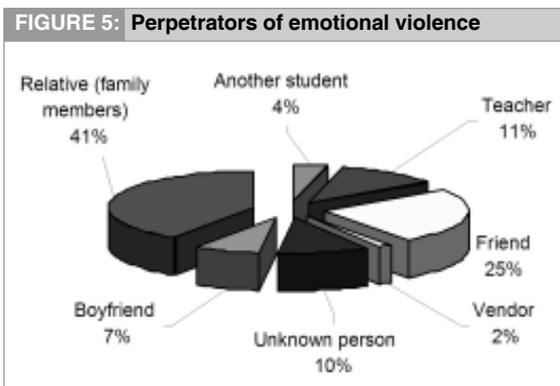
According to 24 key informants, in school, violence against girls takes place in different forms. They say bad words such as sexy (*chwank*), lovely, big buttock, etc are used to address girls; boys tease girls, they try to touch the body and private parts. Twenty-one out of 24 key informants made these remarks.

The key informants also said that teachers tease girls; behave badly with them. They also said that girls experience violence from boys of their own class. When girls go to toilet boys shut the door from outside. Schools do not have appropriate facilities for girls. Bad things are written on walls about girls and they are embarrassed. By giving examples of well known men only girls are discouraged from study. Boys look at girls with violent/dreadful intention.

When girls do not complete homework, according to key informants, teachers ask girls to undress and embarrass them. When girls cannot produce the things teachers ask for they are scolded and hated.

In general Nepalese people are committed to religion and perhaps women are more so than men. Girls usually follow their seniors of the family to go to religious occasions but there too, it appears, girls are at risk of emotional abuse. Some 6 percent girls report that they are abused in religious functions (Table 4.3).

Girls own relatives (older sister/mother/young brother/grand mother/father) are reported to be the perpetrators of emotional violence. Other major perpetrators of emotional violence are friends, teachers and unknown persons, in that order (Figure 5).



Only about half of all girls who experienced emotional violence reported about it to other people and most (57 percent) of them reported to their friends, followed by parents (29 percent) and teachers/headmasters about 11 percent and relatives (Table 4.4).

Only 40 percent of the girls complaining about emotional violence said that some action was taken against the perpetrators but most (88 percent) of them were happy about the action taken.

TABLE 4.4: Persons reported to about emotional violence by girls

PERSON REPORTED TO	NUMBER	PERCENT
Friend	36	57.1
Parents	18	28.6
Teacher	5	7.9
Relatives	2	3.2
Headmaster	2	3.2
Total	63	100.0

Slightly less than half of all girls said that they were not affected by the emotional violence they had experienced in life. Over half of them were affected by the violence in different ways. About one in five girls mentioned that it is difficult for them to concentrate in the class because the perpetrators are their classmates (Table 4.5).

TABLE 4.5: Effects of emotional violence experienced by girls in education

EFFECTS OF EMOTIONAL VIOLENCE IN EDUCATION	NUMBER	PERCENT
Not affected in any way	58	45.7
The perpetrators being classmates it is difficult to concentrate in class	25	19.7
Feel bored	22	17.3
I feel like stopping going to school	14	11.0
Psychologically affected	8	6.3
Total	127	100.0

As girls are subject to different forms of violence in school as well as at home their school education is affected. Of the 20 girls participating in in-depth interviews, as many as 18 girls said that they feel like stop going to school/drop out of school because of different forms of violence. They find it difficult to concentrate in class. Also because teachers scold and beat girls in school they drop out of school. Girls are also victims of preferential treatment by teachers in that teachers do not treat girls as equal as boys. This makes them feel like dropping studying in school. Their school attendance is affected.

In the class girls cannot pay attention to class teaching because boys tease girls. In addition, because of poverty girls are unable to buy notebooks, pens, and pay fees. Many girls do not have the opportunity to join school just because they are poor.

Age old social and cultural belief of the community that girls are made for other families discourages them to join school and learn reading and writing. They are forced to marry at an early age and consequently they drop out of school. Even before marriage they are subject to heavy workload at home which makes them difficult to continue in school.

According to school girls participating in FGDs, because girls are subject to activities related to or causing violence, their daily life is affected in many ways. Because of heavy workload at home, girls cannot concentrate in class when in school; they become tired and dose in class. Sons are sent to school and they do not work at home they are regular in class while girls are asked to work at home in addition to going to school, they find it difficult to continue in school and eventually they drop out of school. Girls in hostels are badly treated; they lose interest in studies. Because teachers tease girl students they do not like to go to school. Girls lose interest in studies because of discrimination.

4.3 Physical violence

As mentioned earlier, of all girls experiencing violence in life about 45 percent reported experiencing physical violence. These girls experienced 10 different types of physical violence. Beating was taking place most frequently, followed by pushing, slapping on the face, grabbing, throwing something at, hitting with fist and slamming against a wall. A few girls also experienced weapon wounds such as a khukuri or knife or gun (Table 4.6).

TABLE 4.6: Types of physical violence experienced by girls

TYPES OF PHYSICAL VIOLENCE	NUMBER	PERCENT
Beating	46	37.1
Pushed or shoved	28	22.6
Slapped	20	16.1
Threw something at	8	6.5
Grabbed	8	6.5
Bit or hit with fist	4	3.2
Slammed against a wall	4	3.2
Twisted arms	3	2.4
Punched or hit with something that could hurt	2	1.6
Used a khukuri, knife or gun	1	0.8
Total	124	100.0

Among the school girls participating in quantitative survey, over 40 percent said that physical violence takes place at school (Figure 6). According to 20 school girls participating in in-depth interviews, one in four girls (5 out of 20) said that if girls are late to school teachers punish them/torture them.

Very high proportion of girls participating in in-depth interviews (75 percent) mentioned that they are beaten/ punished in school by their teachers. In addition, boys who are girls' classmates too give physical punishments to girls; about one in five girls mentioned so. They said boys hit girls with paper and pierce with pens.

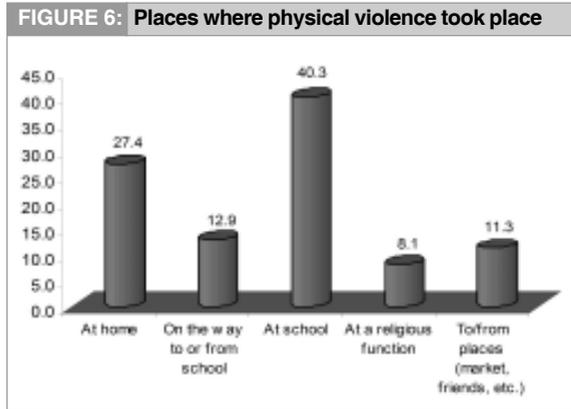
According to girl students participating in FGDs, corporal punishment on girls is rampant in schools. In every district all FGD participants mentioned that if girls are late to school teachers beat them, scold them, and hit them with stick. On top of that boys too hit girls with stones and wood; they trouble them.

Even if one student makes a mistake the male teacher punishes everybody; he beats them.

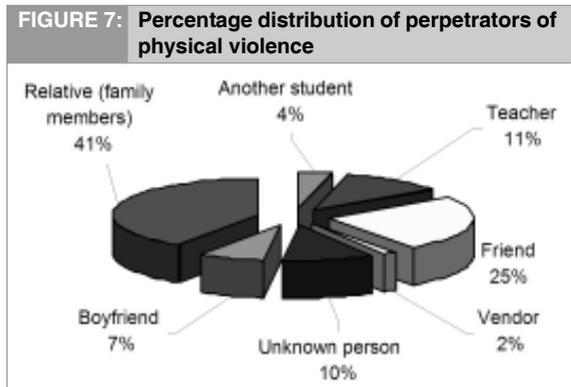
FGD girl participants from Lalitpur urban area

According to key informants corporal punishment for girls is common in schools. Teachers beat girls; give physical punishment; twitch cheeks. Boys hit, make cartoons of girls, scold and hate them. In school boys hit girls with different things such as paper, ball, etc. and trouble them. Teachers do not teach girls well either.

Little over one in four girls also said that physical violence took place at home. About 13 percent girls were physically abused on the way to or coming back from school (Figure 6). About 11 percent girls were also abused when visiting market or friends' places, or other places. Even at religious functions school girls had experienced physical abuses.



About one in four girls was physically abused by school teachers and about one in five girls was abused by their relatives including parents (Figure 7). Also nearly one in five was physically abused by some unknown persons. Girls do not appear to be safe in the hands of their boyfriends either as some 17 percent girls were physically abused by their boyfriends. Some 15 percent girls reported being abused by their friends. About 2 percent girls each were physically abused by another student and other persons.

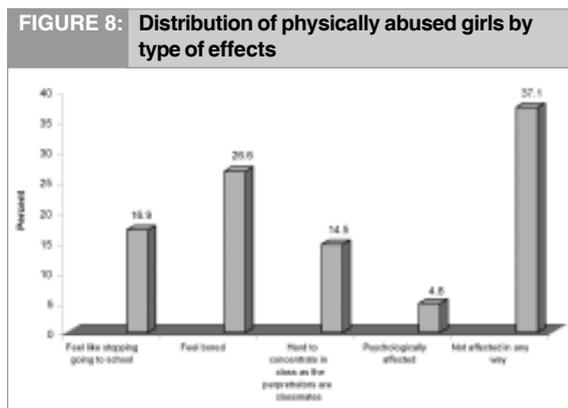


Only 40 percent girls who were physically abused reported about the incident to others. Most (36.7%) girls reported to their parents about their experience of physical violence (Table 4.7). About one in four girls reported about their physical abuse to their teachers. Slightly lower proportions of girls - 16.3 percent each reported to their friends and relatives. Some girls also reported about the incidence to the headmasters of the school.

PERSON REPORTED TO ABOUT PHYSICAL VIOLENCE	NUMBER	PERCENT
Parent	18	36.7
Teacher	12	24.5
Friend	8	16.3
Relative	8	16.3
Headmaster	2	4.1
Other	1	2.0
Total	49	100.0

Not even half (34.7 percent) of the girls who reported about their physical violence said that any action was taken against their report. However, most (82.4 percent) of the girls whose reports were attended to were happy with whatever action was taken against the perpetrators.

All 124 girls who were victims of physical violence in life were reporting that they were affected by those incidents in several ways. Some 37 percent of those girls, however, said that they were not affected by those incidents in anyway. Slightly over one in four girls were telling that they feel bored in life as a result of physical violence they



experienced. Nearly one in five feels to the extent of dropping out of school because of physical abuses. Some girls say that because the perpetrators of physical violence are their own classmates they find it difficult to concentrate in class (Figure 8). About one in twenty girls are psychologically affected.

Girls participating in FGDs said that some girls drop out of school because they are beaten by school teachers. As girls have to manage work at home as well as do school home work they cannot cope and become weak in studies; they fail exams. Because boys tease girls, have heavy workload at home, girls cannot complete their homework and teachers scold them, which makes them lose their self confidence.

According to key informants violence against girls in school affects their life. They say because of violence girls have mental tensions and cannot concentrate in class. Girls lag behind in school; they cannot develop their intelligence well.

Various forms of violence taking place at home too affects the life of girls in school. As parents do not buy enough stationery to girls, or pay fees, girls are discouraged from study. Also because of heavy workload at home girls cannot concentrate on study. Because girls are badly treated in the society and school they drop out of school. Violence makes girls less knowledgeable and cannot do what they like in life. Because of poverty girls cannot study in school regularly. When girls cannot concentrate in class they often fail in exams. The key informants say that girls are discouraged from study because the society thinks that girls are inherently weak in studies.

It is said that drop out rate of girls from school is high because of various forms of violence they face in school and at home. Once girls become victims of violence in school and report it the family simply stops sending them to school and they drop out. Even if girls are sent to school they are not regular in class and therefore lose interest in education. Overall scenario indicates that, girls education is not a high priority for families. Therefore they generally do not try to investigate incidents of violence to stop them; but instead remove their girl child from school. This may also encourage girls who really want to pursue education not to report the incidents. At the same time violence will continue to be a deterrent to their studies.

4.4 Sexual violence

Nepalese society is largely an orthodox Hindu society; where **sexual mores are high, i.e., extramarital and premarital sex is scorned by the society.**

Nevertheless, this study indicates the prevalence of sexual assault of serious nature on many young girls. In principle, school girls should be safer than girls who are not in school but the study contradicts the assumption. This survey picked up some cases of sexual abuses among girls in school, who were on

average, 11.9 years. Some of them were sexually assaulted at as early as 6 years of age (Table 4.8).

TABLE 4.8: Distribution of girls according to age at which they first experienced sexual abuse

AGE AT WHICH GIRLS FIRST EXPERIENCED SEXUAL ABUSE	NUMBER	PERCENT
6	1	4.5
7	1	4.5
9	2	9.1
10	2	9.1
11	2	9.1
12	3	13.6
13	6	27.3
14	3	13.6
15	1	4.5
17	1	4.5
Mean age = 11.9 years		
Total	22	100.0

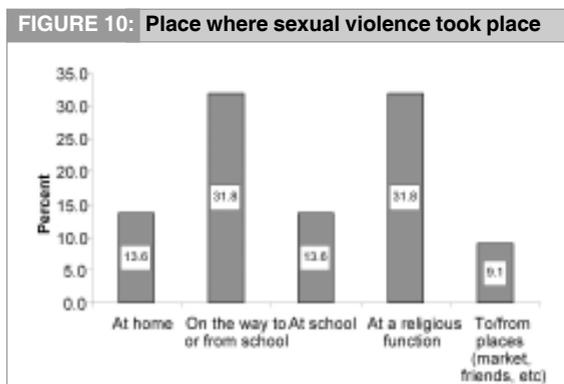
Family support and protection is crucial to bring up children well and for this, it is generally believed that if both parents are living it would be even better for children to grow up healthy physically and psychologically. With a view to find out about girls in school further, their family well being questions were asked for example whether their parents were living or not. It is seen from Table 4.9 that proportionately more (18.2 percent) of sexually abused girls had unfortunately lost their fathers compared to other girls among whom only 8.3 percent lost their fathers although none of the sexually abused girls had lost their mothers. There could be several speculations about this. One speculation could be that when fathers are living girl's probability of risk of sexual violence is low compared to the situation when father is not living. This may indicate patriarchal norms where male presence itself is a protection mechanism. More research needs to be conducted in this respect but the sample size of girls should be much larger than 300.

TABLE 4.9: Percentage distribution of sexually abused and not abused girls according to whether their parents are living or not				
SEXUALLY ABUSED GIRLS	YES	NO	TOTAL %	TOTAL NUMBER
Father living	81.8	18.2	100.0	22
Mother living	100.0	0.0	100.0	22
ALL OTHER GIRLS EXCLUDING SEXUALLY ABUSED				
Father living	91.7	8.3	100.0	278
Mother living	96.0	4.0	100.0	278

According to girls, they were sexually abused in three ways. The majority (68 percent) of them were forced to have sex, nearly one in five (18 percent) were threatened and then they had to yield to have sex and 14 percent of them had yielded to have sex because the perpetrators insisted on them (Figure 9).



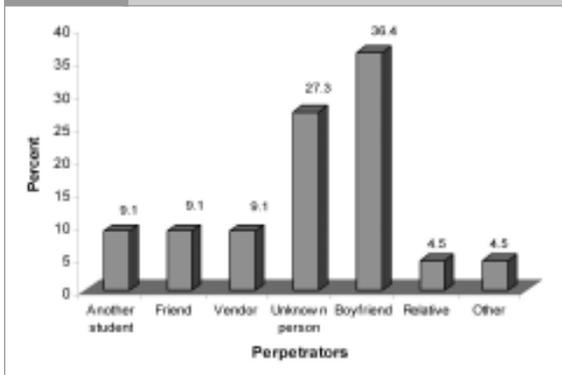
Nearly 32 percent of girls each were sexually assaulted on the way to/ from school and at a religious function. Similarly 13.6 percent girls each were sexually abused at home and at school (Figure 10).



Another 9.1 percent girls were sexually abused when they were out to their friends' place, market place or coming back from there.

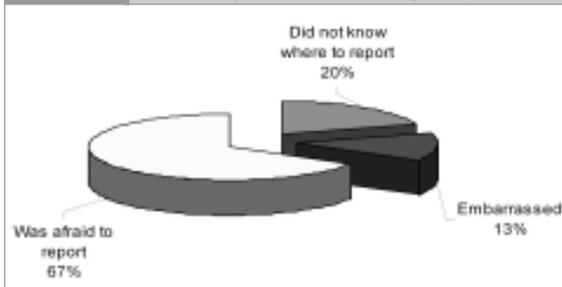
The girls participating in the study reported that their own boyfriends were the main perpetrators of sexual violence. The second biggest category of perpetrators of sexual violence was unknown persons (27.3 percent). About 9 percent each were students, friends and vendors (Figure 11). Relatives and others comprised of 4.5 percent each.

FIGURE 11: Percentage distribution of perpetrators of sexual violence



Not even half (only 7 out of 22 girls) of the sexually abused girls reported about the incidents to their seniors and friends for some actions against them. Three out of seven girls reported about their incidents to their teachers, two to friends and one each to relative and parent (Table not shown).

FIGURE 12: Percentage distribution of sexually abused girls who did not report about their incidents by reasons for not reporting



Of the remaining 15 girls who did not report all about sexual incidents, two-thirds of them were afraid to report it, one in five did not know who to report and the other girls were embarrassed to report about what they had experienced (Figure 12).

Only four out of seven girls said that some

actions were taken against the perpetrators after they reported about the incidents and only half of them were satisfied with the actions taken.

Only three out of 22 girls who were sexually abused said that their health was affected by the sexual abuse. They said that they were at higher risk of contacting HIV/AIDS.

Eight out of 22 girls who were sexually abused said that their schooling was affected by the incidents and of them only 50 per cent (4 out of 8 girls) reported having their school performance going down since the incident. Two girls each felt to the extent of dropping out of school and were psychologically affected.

Sexual exploitation of girls is apparently quite common according to interviewees. According to school girls participating in in-depth interviews, one in five girls

interviewed mentioned that girls are subjected to incestuous relationship. In big families, the family members such as brothers and other relatives are reported to be raping girls.

Some girls are compelled to leave school because they are forced to have sex with boys and teachers and get pregnant; resulting in failures.

According to school girls participating in FGDs, sexual exploitation of girls is common. Girls are raped by family members/ they are forced to have sex. Many girls reported that girls working as domestic maids are raped by landlords.

The key informants hold the view that girls are badly sexually exploited. Some girls are raped by their own family members; some fathers rape their own daughters. The elites of the society with the help of family members exploit girls sexually. Working girls are treated like sex workers. Some girls are raped in jungles; some are compelled to give birth to illegitimate child. Step mothers hate girls; they compel girls to engage in sexual activities. Some girls are sold by their family members and close relatives. In Badi community family members use girls as sex workers and make money.

In school, girls are also subject to sexual violence both from boys as well as male teachers. Nearly half of girls (45 percent) said that boys push girls/ try to touch private parts/ touch breasts/come close. Teachers too try to touch private parts. Some 35 percent of girls participating in in-depth interviews mentioned this.

It is not only touching the body but girls are forced to have sex; six out of 20 girls mentioned this in in-depth interviews. Everywhere girls mentioned situations of sexual abuse and even forced relations or rape in school premises by male students and male teachers. The latter allegedly took physical advantage (like kissing) during special tuition classes for girls.

Unfortunately, girls appeared to have been used as sex objects by male school teachers. More than half of all girls participating in FGDs in four districts said that girls are raped by teachers/ while giving private lessons teachers try to come close and touch the body. Some teachers, on the excuse of showing affection, touch hands, hair and body/have sex with girls. In girl hostels, teachers are reported to be sexually exploiting girls.

*In our community teachers rape girls. Girls are teased and raped.
FGD participants Parsa district*

I have heard boys raping girls on the street. In a family working boy has raped landlords daughter.

FGD participants Lalitpur district

Boys too sexually exploit girls. Boys push girls; try to touch the private parts. Boys touch girls' bodies; they grab them.

FGD participants Lalitpur district

In computer class, the teacher touched my sister's body but my sister shouted at him.

FGD participants Lalitpur district

In village, girls are raped while out in forests collecting wood.

FGD participants Rasuwa district

Sexual exploitation of girls in school by teachers also causes for the girls to drop out of school. Two groups of FGD participants said that when girls are raped by teachers in school they drop out of school because of embarrassment.

In several schools in this district girls drop out of school because they are not treated well by the teachers. Girls drop because they are scolded by teachers and teased by boys.

FGD participants Rasuwa district

Apparently, according to key informants, school girls are badly sexually exploited by male teachers and classmates. Teachers sexually exploit girls; they are compelled to have sex. Teachers touch girls and try to touch private parts. Unknown persons tease girls on the way to school; girls drop out and engage in sex. Some teachers pull girls' hair, slap on the body, play with cheeks, and touch the body. On the excuse of giving private tuition class or showing love teachers sexually exploit girls. Girls are made pregnant by teachers and are consequently compelled to drop out of school

Many adolescent girls are raped by family members. Neighbours and relatives sexually exploit young girls.

A key informant (District Education Authority)

In schools too adolescent girls are raped by school teachers. On the excuse of loving young girls the teachers touch the private parts of girls and get sexual satisfaction silently. In schools in Boarding schools in particular some teachers compel girls to have sex with them and such incidents take place in hostels.

A key informant from district one

Because boys and male teachers give mental and bodily tensions and sexually abuse girls, they drop out of school.

A key informant from district two

Girls are sexually exploited in refugee camps, when they are in forest collecting wood, in places where there is military camp.

A key informant from district three

Extreme form of violence such as rape, pregnancy, sexual abuse (like forcing to take off clothes by teacher as a form of punishment) causes many girls to drop out of school.

Girls are used as sex objects. In some areas, girls are asked to work as bar attendant where they not only work as attendants but also sell sex for money.

Selling of alcohol has contributed to increasing sexual exploitation. In villages girls from poor families work as bar attendants where they sell alcohol as well as get exploited as sex workers.

A key informant from district five

In Badi community commercial sex is a tradition but key informants think that because of poverty this tradition is continuing.

Badi community members take commercial sex as their traditional profession.

A Health Provider Key Informant

Chapter 5

5.1 Current violence

The current violence defined as an incidence that took place in the last 12 months preceding the survey was experienced by 24 percent of girl students participating in the quantitative survey in the study areas (Figure 13).

They had this experience, on average, 4.25 months ago. Among these girls most (55.6 percent) experienced emotional violence, followed by physical violence (37.5 percent) and sexual violence (6.9 percent) in that order (Figure 14).

5.2 Current emotional violence

Among the types of emotional violence most (60 percent) girls were yelled at, some were irritated (22.5 percent), 2.5 percent each were subjected to swearing, insults, humiliations and threatening and 7.5 percent were chased by boys/

FIGURE 13: Percentage distribution of girls experiencing current violence

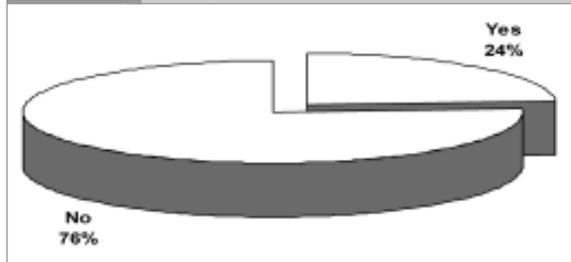
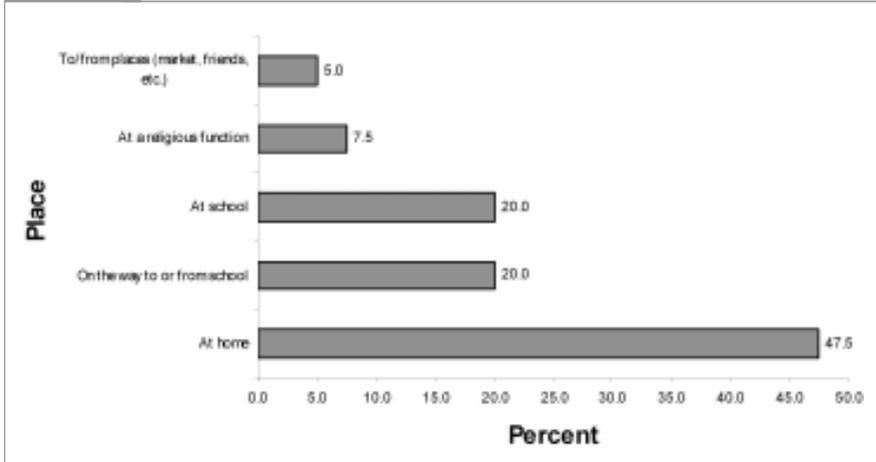


FIGURE 14: Types of violence experienced by girl students in last 12 months



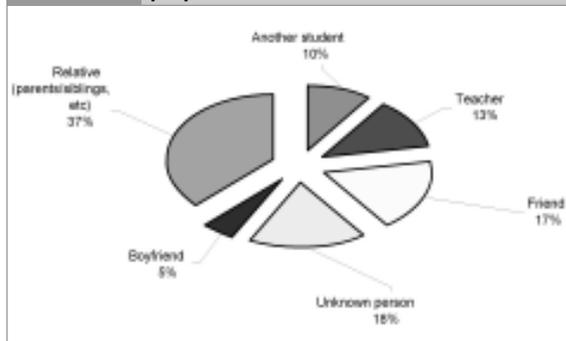
drunkards/ landlords in power relationship (Table not shown here). Nearly half (47.5 percent) of all girls informed that they experienced emotional violence at home; one in five each mentioned it taking place at school and on the way to or from school, about one in 12 at a religious function and one in five said it took place when they went to/came back from various places (market, friends' place, etc. - Figure 15)

FIGURE 15: Place where girls experienced emotional violence



Of all girls experiencing emotional violence 37 percent mentioned their own relatives including parents were the perpetrators of emotional violence (Figure 16). The second largest proportion comprised of unknown persons (18 percent), friends 17 percent, teachers 13 percent, another student 10 percent and boyfriends 5 percent.

FIGURE 16: Percentage distribution of perpetrators of emotional violence



Only 40 percent of girls experiencing emotional violence reported about their experience to others and of them 37.5 percent reported about it to friends and parents. Other persons they reported were teachers (12.5 percent), and 6.3 percent each reported to relatives and other persons (Table not shown). About half of those girls who reported about their experience and two-thirds of them were happy with the actions taken.

Of all girls who had experienced emotional violence in the last 12 months, 30 percent of them felt bored in school, nearly one in five felt like stopping going to school and about one in 12 were psychologically affected (Table 5.1).

TABLE 5.1: Effects of recent emotional violence experienced by girls in education

EFFECTS OF RECENT EMOTIONAL VIOLENCE IN EDUCATION	NUMBER	PERCENT
Feel bored	12	30.0
Not affected in any way	12	30.0
Feel like stopping going to school	7	17.5
The perpetrators being classmates it is difficult to concentrate on class	6	15.0
Psychologically affected	3	7.5
T o t a l	4 0	1 0 0 . 0

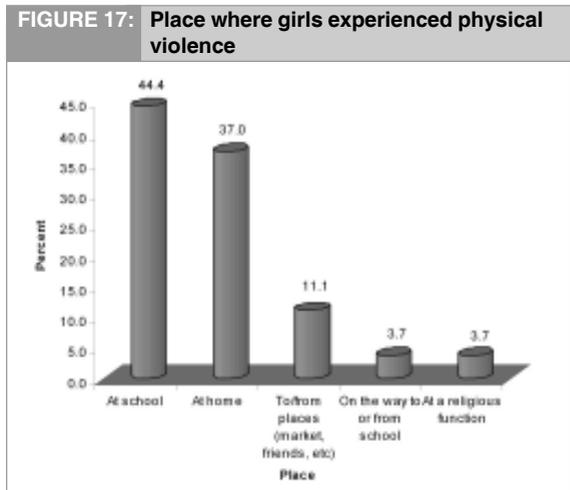
5.3 Current physical violence

Of those girls who experienced physical violence during the last 12 months preceding the survey, one in three were beaten, about one in five was slapped on the cheeks, something was thrown at to about one in eight girls, about one in ten was either grabbed or pushed and one in 25 each was hit with fist or slammed against a wall (Table 5.2).

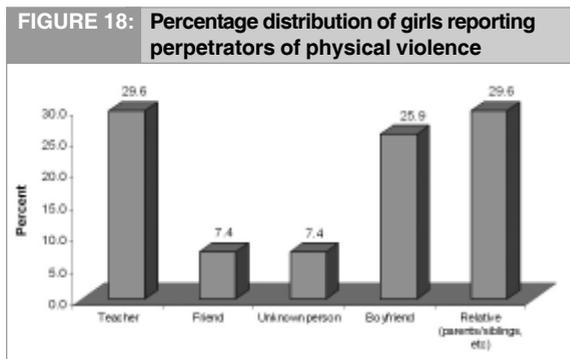
TABLE 5.2: Types of physical violence experienced by girls in last 12 months

TYPES OF PHYSICAL VIOLENCE CURRENTLY EXPERIENCED	NUMBER	PERCENT
Beating	9	33.3
Slapping	6	22.2
Threw something at	4	14.8
Grabbed	3	11.1
Pushed or shoved	3	11.1
Hit with fist	1	3.7
Slammed against a wall	1	3.7
Total	27	100.0

Apparently, schools are the main places where physical violence takes place (Figure 17). School teachers seem to be beating girl students a lot. The second place where girls experienced physical violence is their own homes (37 percent). For about one in ten girls going to and coming back from market places or friend's places is risky as they can be physically abused on the way.



Of the victims of physical violence, about 30 percent mentioned teachers and relatives (parents, siblings, etc) as the perpetrators of physical violence. About one in four girls reported that the perpetrators were boyfriends. Of the remaining girls, 7.4 percent each mentioned friends and unknown persons (Figure 18).



Only about one in three girls (29.6 percent) who were physically abused reported about the incidents to others. The persons they reported to were parents, friends, relatives and teachers (table not shown). Only half of those girls who reported about their physical abuses said that some actions were taken against their complaints and most of them were satisfied with what was done to the perpetrators.

Fortunately, one in four girls mentioned that she was not affected by the physical violence they had experienced in the last 12 months but the remaining 3 out of 4 were affected in several ways. Of the remaining, 25.9 percent felt bored after the incident, about one in five felt like stopping going to school, about one in five (18.5 percent) found it difficult to concentrate on class because the perpetrators were their own classmates and less than one in ten (7.4 percent) was psychologically affected (Table 5.3).

TABLE 5.3: Effects of recent physical violence experienced by girls in education

EFFECTS OF RECENT PHYSICAL VIOLENCE IN EDUCATION	NUMBER	PERCENT
Feel bored	7	25.9
Not affected in any way	7	25.9
Feel like stopping going to school	6	22.2
The perpetrators being classmates it is difficult to concentrate in class	5	18.5
She is psychologically affected	2	7.4
Total	27	100.0

5.4 Current sexual violence

The girls participating in the study reported that the sexual violence they experienced in the last 12 months preceding the survey was caused by their own boyfriends and unknown persons. The other category of perpetrators of sexual violence was another student (Table not shown). The places where the sexual violence took place were at the surroundings of religious ceremonies, at school premises and on the way to school or on the way back from school.

Less than half of sexually abused girls reported about it to other people mostly friends and teachers. Those girls who did not report their incidents said that they did not know who and where to report to, some were embarrassed to report and some were simply scared. These girls seem to be suffering from the aftermaths (including guilt) of the incident.

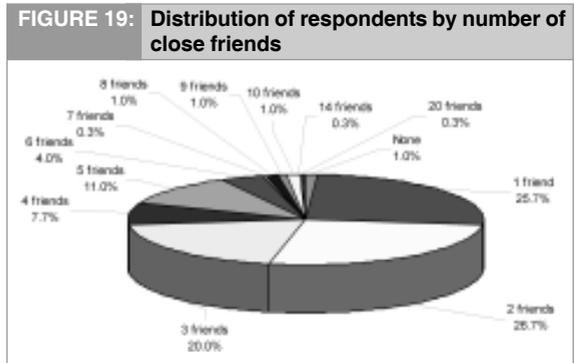
However, those girls who reported about their sexual violence to others said that some actions were taken against the perpetrators and they were happy with the actions taken. None of the girls sexually abused in the last 12 months preceding the survey said that their health was affected by the incident. Only one in five girls who were sexually abused said that their education was affected by the incident; they were psychologically affected.

Chapter 6

6.1 Friendship and circle of friends

Virtually every school girl (99.0 percent) has friends and, on average, they have 2.9 close friends.

Twenty-seven percent girls have 2 close friends, 26 percent girls have one close friend and 20 percent girls have 3 close friends (Figure 19).



6.2 Leisure time activities

For obvious reason, school girls are likely to do reading/writing and do home work (73.7 percent) and second largest percentage (48.7 percent) of girls do household work/ help parents/ cut grass/cook. Little over one in four manage to play games such as basketball. About one in five girls watches TV/film or listen to radio. About 16 percent girls go out/talk with friends or learn skills/do skilful work/drawings. One in ten girls sings/listens to music/cleans house/dishes. Very few girls explicitly reported doing farming during leisure time perhaps it is a reflection of the age old norm that educated persons should not do manual work (Table 6.1).

TABLE 6.1: Percentage distribution of activities carried out in free time, multiple responses		
TYPES OF ACTIVITIES ENGAGED IN (MULTIPLE RESPONSES)	NUMBER	PERCENT
Read/write/write poems/do home work	221	73.7
Do house work/help parents/cut grass/cook	146	48.7
Play/take part in competition/play basketball	84	28.0
Watch TV/watch film/listen to radio	68	22.7
Go out for a walk/talk with a friend/go out with relatives	48	16.0
Learn skills/do skilful work/do sewing/knitting/do drawings	47	15.7
Sing/dance/listen to music/clean house/clean dishes	30	10.0
Do farming	4	1.3
Total	300	100

6.3 Things that girls enjoy doing

The school girls participating in the quantitative survey were also asked about additional activities they would like to do in free time.

The highest proportion of girls (39.3 percent) mentioned walking in the bazaar/ walking with friends/meet friends/going to temples, this was followed by watching TV/ films/ listening to radio/news (28.3 percent, Table 6.2). Little over one in five girls would like to sing a song/ do entertainment/ dance. About one in six girls would like to play/ take part in competition/play computer game or do tailoring/ learn skills/ do drawing/ make dolls/ do handicraft work or work in the house/cut grass/clean/help parents/cook tasty foods. Little over one in ten girls would like to do reading/ writing/ writing stories/ poems/ trying to find new things.

Other activities such as doing farming/working in farm fields sleeping/making new friends, singing/ entertainment/dancing, and learning how to handle computer were also mentioned but the proportions of girls mentioning them were less than two percent (Table 6.2).

Girls participating in in-depth interviews said that they would enjoy learning in school but they think because of discrimination in education they cannot learn; they are restricted from learning. Similarly girls would like to take part in sports but there too girls are not given equal opportunities with boys. It appears that girls love singing and dancing with boys but they are not given equal opportunities.

TABLE 6.2: Additional activities girls would like to do in free time

OTHER ACTIVITIES GIRLS WOULD LIKE TO DO IN FREE TIME (MULTIPLE RESPONSES)	NUMBER	PERCENT
Walk in the bazaar/walk with friends/meet friends/go to temple	118	39.3
Watch TV/watch film/listen to radio/listen to news	85	28.3
Sing a song/do entertainment/dance	65	21.7
Play/take part in competition/play computer game	50	16.7
Do tailoring/learn skills/do drawing/make dolls/do handicraft	48	16.0
Work in the house/cut grass/clean/help parents/cook tasty	46	15.3
Read/write/write stories/poems/try to find new things/	33	11.0
Farming/work in farm fields	6	2.0
Sleep/make new friends	4	1.3
Learn how to handle computer	1	0.3
Total	300	100

Girls enjoy going out but instead they are asked to do a lot of work at home; they are not allowed to go out. A few girls mentioned that they are allowed to go out but then they have to return home soon. Girls usually like to watch TV and listen to radio programmes but unfortunately they are not normally allowed to watch TV and listen to radio.

Young married girls would like to continue education but they are hated. Similarly if girls do not dress the way the community wants, people will hate them. Not only that, girls are discriminated against food and clothes. Girls like to do things that boys do but people say that girls cannot do boy's work and discriminate them. Although girls enjoy going on education trips, they are not allowed to do so.

School girls participating in FGDs opined that they would like to do a number of things. Girls would like to play games such as football, volleyball, badminton, etc. At home girls would like to watch TV and listen to radio but the family members would not let them. Girls would like to participate in quiz contest, in dancing etc. Girls would like to read books, newspapers, magazines, learn English and science. Girl students would like to go to libraries for studies. Also they would like to make friends, listen to stories, poems, etc.

Chapter 7

7.1 Suggestions to address violence against girls in educational institutions

Many girls (16 out of 20) participating in in-depth interviews think that there should be awareness programme to reduce discrimination between boys and girls in school. Some 65 percent girls think that in schools an environment should be created for both boys and girls to study and parents/guardians should be encouraged to send girls to school. Half of all girls participating in in-depth interviews say that facilities should be given to girls to study in school; such facilities include paying for stationery, fees and clothes for girls. They also say that girls should be given equal opportunities in sports just as boys.

Some 40 percent girls think that arrangement should be made for boys and girls to study separately indicating that they considered safety in girl only reading environment.

As boys teasing girls is universal, girls think that in order to reduce or eliminate it, boys should be punished. Similarly all violence against girls at home, in school and in the community should be stopped. They also think that the government should make strict rules and regulations to punish guardians/parents who do not send girls to school and enforce compulsory education.

In girls' opinion, early marriage for girls should be stopped and they should be allowed to complete studies even after marriage. Girls think that teachers involved in sexual violence should be punished and sacked from the school. In order to increase access of girls to education it is advised that the government should introduce compulsory schooling for girls.

In order to address discriminatory issues girls think that they should not be discriminated rather they should be encouraged to develop self confidence to

study in school. They should be given freedom to speak in the family as well. It is suggested that an environment should be created for girls in school to read and participate in sports just as boys.

One important suggestion is that there should be an arrangement for more female teachers in school and scholarship should be awarded to poor and diligent girls. The Kamaiya girls from Bardiya think that they should be given free education.

Most girls participating in FGDs suggest that awareness programme is needed for parents/ guardians to reduce discrimination between boys and girls and encourage them to send girls to school. They also suggest that there should be free supply of stationery to girls and fees should not be charged. Girls suggest that parents/ guardians should not ask girls to do domestic work.

Girls participating in FGDs suggest for strong measures to reduce and control violence against girls in school. They say teachers involved in sexual violence should be punished and sacked from the school. Boy students and male teachers, the FGD girl students say, should be made aware that girls must not be raped or sexually exploited. Furthermore they say, boys who tease girls should be severely punished

Among the softer measures girls suggest that male teachers should be asked to respect the thoughts and desires of girls and treat boy and girl students equally when teaching in school. School management should create violence free environment for girls to study in school. In addition, good girl students should be given awards to encourage them for more education. A separate arrangement should be made in school to take care of problems of girls. Some ideal women should be used to encourage girls to study. Girls should also be allowed to take part equally in everything in school just like boys. Girls should be given freedom to speak, travel and study

There are some more strong suggestions from girl students who say girls should be given equal opportunities in all sports just as boys. They say there should be free supply of stationery to girls and school dress. Also support should be given to girls to complete their education as they desire and there should be additional teaching arrangements for girls in school.

At home and in schools girls are discriminated but they say an environment should be created for girls to watch TV, listen to radio, and read newspapers and magazines. At home and in schools, girls should be given good food and clothing just as boys. Girls say that schools should have increasing number of female teachers.

Girls participating in FGDs also say that an arrangement should be made to take girls on trips so that they are encouraged to study. Parents should not arrange marriage for girls when they are still in school; there should be no early marriage.

Most key informants think that poverty is the root cause of violence against girls in school. They say because of poverty violence against girls is increasing. Also illiteracy is another important reason for violence against girls. The key informants say that because people are illiterate in the society they do not send girls to school/ girls are not given education.

The key informants think that girls are not given freedom. They say there is a belief that taking girls out to a trip is risky. Similarly, when girls participate in social functions such as singing and dancing they face violence. Also the key informants said that because girls do not speak out freely or walk about freely; they fall prey to violence. The society fears that if something happens to a girl she will be ostracised therefore parents/ guardians do not let girls to go out freely.

Most Nepalese have traditional outlook which contributes to violence against girls. The key informants say that because of traditional outlook and selfishness, increasing numbers of girls become victims of violence.

The key informants perceive that on the excuse of ethnic freedom, some girls fall prey to violence. As parents/ guardians see no value of education to girls they are asked to do more household work nor are they prepared to buy enough stationery or pay fees. There is a belief that a son is needed to go to heaven after death which undermines the value of girls.

The key informants hold the views that girls are sexually exploited in many ways. Girls are asked to sell drinks where they are raped. Some girls are encouraged to work in hotels and restaurants where they are forced to engage in sex work. Girls are sent to jungles to collect wood, asked to work in family farms where they are often raped and sometimes killed. On the colour festival day; boys touch the body of girls on the excuse of playing the colours. Some key informants think that because of poverty girls are sexually exploited. In Badi community, girls are asked to have sex with guest and this is taken as a form of respect.

Most key informants (21 out of 24) think that there should be free supply of stationery to girls and fees should not be charged and girls should be encouraged to go to school. The second most important suggestion is that awareness programme is needed for parents to encourage them to send girls to school. This was mentioned by 19 out of 24 key informants.

Two-third key informants suggested that a policy should be formulated to punish the perpetrators of violence against girls in school. They say teachers should pay attention to girls in class. Awareness programme needed for the society, parents and schools to reduce violence against girls. Families and societies need programme that encourages girls to go to school. Schools need programmes that reduce violence against girls in school. Women empowerment programme is needed; it should be implemented by women themselves. Girls who have been victims of violence should be involved in programmes against violence.

For girls too, the key informants think that they should not be allowed to wear dresses that encourage violence thus reflecting how internalised are the patriarchal norms that girls get what they deserve! The school teachers should not punish girls at all. Girls who are victims of violence should be given financial support.

More severe measures are suggested by key informants. They say teachers involved in violence against girls should be punished and sacked from the school. Any social, cultural, religious programme that contributes to violence against girls should be stopped. Discrimination that exists between boys and girls in school should be eliminated; they should be treated equally. Programmes that address violence against girls should be implemented by the society, villages and schools. Boys who commit violence against girls should be sacked. Teachers and boys who misbehave with girls should be sacked from the school.

Some suggestions have been made for school management committees too. The key informants say that a separate arrangement should be made in school for girls and boys to study. Best girl students should be given awards to encourage them for more education. Schools should be made aware that sexual violence can cause HIV/AIDS. Poor, Dalit and victimised girls should be given support. The perpetrators of violence against girls should be given harsh punishment. Girls who have been victims of violence should be encouraged not to lose hopes in life. No environment should be created in school that encourages sexual harassment. Various organisations should do awareness programmes against violence. Schools should recruit more female teachers

Chapter 8

8.1 Summary and conclusions

Actual age at which girls get married in Nepal is generally low and the girl students admit that girls in their communities marry early; the perceived mean age at marriage was estimated at 16.8 years for girls. A number of reasons were given by girl students for marrying young. The most important reason was that parents feel it us a burden to keep girls unmarried until late while the other reason being that when young it costs less in terms of dowry. This is also supported by news published in Kantipur Daily which says that parents prefer to marry their daughters off when young because they can get away with small amount of dowry¹³.

However, the school girls would prefer to marry late; their preferred ideal mean age at marriage was 21.5 years. They say by that age they are mature, and can remain healthy even after giving birth. Most of them also say that they would decide whom to marry and when. Given the prevalence of low age at marriage, it cannot be said that girls ideal would be fulfilled; they might face a lot of challenges from their own parents and the society they live in.

Most school girls in this study reported that they are discriminated. They are discriminated at home, in the community, on the way to school, at market places, at religious functions and in school. Although most girls felt discriminated by their family members, teachers and community, they still felt happy as a girl. Girls also reported that they were forced to do things that they did not like. More than half of all girls still think that something can be done to improve the discriminatory situation; they appear optimistic.

¹³ Ministry of Law and Justice. 1977. Mulki ain - Law of the Land. HMG/Nepal. Kathmandu.

Most school girls have experienced violence in their life; the life time prevalence of violence was estimated at 91 percent. The mean age at which they experienced violence was 12.4 years. Most common form of violence was emotional (47 percent), followed by physical (45 percent) and sexual (8 percent).

Most common forms of emotional violence were "yelling at" "insulting", "humiliation and irritation", in that order. About half of all girls experienced emotional violence at home. About one in three girls experienced emotional violence in school. Going to school and coming back from there is also risky.

The perpetrators of violence were their own relatives such as older sisters/ mother/ brothers/ grand mother/ father etc. Other major perpetrators were friends, teachers and unknown persons, in that order.

About half of all girls were not affected by the emotional violence they had experienced in life. Over half of them were affected by the violence in different ways. About one in four girls mentioned that it is difficult for her to concentrate on the class because the perpetrators are their classmates.

Ten different types of physical violence were experienced by girls in school; they included beating, pushing, slapping on the face, grabbing, throwing something at, hitting with fist and slamming against a wall. A few girls also experienced weapon wounds such as khukuri.

The school girls reported that corporal punishment by teachers constituted the most serious form of violence. About a quarter school girls also reported home being the place of physical violence. Some girls were physically abused on the way to school or coming back from school. Other places of physical violence were market and friend's places.

The perpetrators of physical violence are reported to be school teachers, relatives including parents, unknown persons, boyfriends and friends. Not even half of all physically abused girls reported about the incidents to others for punishment or any action that should be taken.

Despite experiencing physical violence, about one third girls were not affected by those incidents in anyway. Slightly over one in four girls felt bored in life as a result of physical violence. Nearly one in five feels like dropping out of school. Some girls find it difficult to concentrate on class and about one in twenty girls is psychologically affected.

Sexual mores are high. Nevertheless, young school girls are sexually assaulted. The school girls who were sexually assaulted were, on average, 11.9 years and some of them were as young as 6 years when they were sexually assaulted. Boyfriends were reported as the main perpetrators of sexual abuse. Most sexually abused girls declined to report the incidents to others because of embarrassment.

The prevalence of current violence for girls in school was 24 percent in the study areas. The school girls experienced violence, on average, 4.25 months ago. Among them most experienced emotional violence, followed by physical violence and sexual violence in that order.

The forms of violence included irritation, swearing, insults, humiliations and threatening. Nearly half of all girls experienced emotional violence at home; one in five mentioned it taking place at school and on the way to or from school, about one in 12 at a religious function and one in five said it took place when she went to/came from places (market, friends' place, etc).

The perpetrators of emotional violence were relatives including parents, unknown persons, friends, teachers, another student and boyfriends. Only 40 percent girls reported about their experience to others and most of them reported to friends and parents. About half of those girls who reported about their experience and two-thirds of them were happy with the actions taken.

Of all girls experiencing current emotional violence, 30 percent felt bored in school, nearly one in five felt like stopping going to school and about one in 12 were psychologically affected.

The current physical violence experienced were beating, slapping on the cheeks, hit by something thrown at and grabbing and pushing. Apparently, schools are the main places where physical violence takes place. School teachers seem to be beating girl students a lot. The other place of physical violence is girls' own homes. Some girls are physically abused while going to and coming back from market places or friend's places.

Only about one third physically abused girls reported about the incidents to others. The persons they reported to were parents, friends, relatives and teachers. Only half of those girls who reported about their physical abuses said that some actions were taken against their complaints and most of them were satisfied with them.

Three out of four physically abused girls mentioned being affected in several ways. They felt like quitting school, found it difficult to concentrate on class and some were psychologically affected.

The perpetrators of current sexual violence were boyfriends, unknown persons and fellow students. Sexual violence took place at the surroundings of religious ceremonies, at school premises and on the way to or on the way back from school. Less than half of such girls reported about it to friends and teachers. Others did not report because of embarrassment.

None of the currently sexually abused girls said that their health was affected by the incident. Only one in five such girls said that her education was affected.

Virtually every school girl has friends and, on average, they have 3 close friends. School girls do reading/ writing, home work, help parents/ cut grass/cook. Only a few manage to play games such as basketball. A few girls learn skills/do skilful work/drawings, sing/ listen to music, watch TV/watch film/ listen to radio, go out/ talk with friends.

Besides going to school, girls carry out many activities. They include reading, writing, doing home work assigned by the school and helping parents. Most do household chores. Only a few girls find time to play.

The qualitative information reinforces what respondents in quantitative survey mentioned, experienced or perceived with regard to violence against girls. Most forms of violence at home, as perceived by girl students and key informants, are discriminatory in nature. Compared to boys girls are treated more like housemaids. They have to work hard, are badly beaten, given inferior education and few opportunities to develop their skills. Girls' life at home is highly restricted. They are not allowed to go out freely. Family members do not like girls talking to boys.

Girls are forced to marry at an early age; they cannot marry boys of their choice. Girls are not allowed to take part in games or to play sports with boys.

Physical violence against girls is very high. Nearly every girl and key informant interviewed said that they are beaten and scolded at home and in school.

Sexual exploitation of girls is quite common. In big families, the family members such as brothers and other relatives are reported to be raping girls.

Corporal punishment to girls is rampant in schools. If girls are late to school teachers beat them, scold them, and hit them with stick. Boys too hit girls with stones.

Apparently school girls are badly sexually exploited by both teachers and male classmates. Teachers sexually exploit girls; they are compelled to have sex. On the excuse of giving private tuition, class teachers sexually exploit girls. Girls are made pregnant by teachers and consequently they are compelled to drop out of school.

Most Nepalese have traditional outlook which contributes to violence against girls. The key informants say that because of traditional outlook and selfishness increasing numbers of girls become victims of violence. The persistence of early marriage contributes to violence which is closely related to the dowry system. It is also said that because parents have to give dowry in marriage for girls they are discriminated; parents tend to save for dowry instead of sending girls to school.

Key informants say that parents/guardians see no value of education to girls they are asked to do more household work than school studies. There is a belief that son is needed to go to heaven after death which undermines the value of girls.

Some girls drop out of school because they are beaten by school teachers. Because boys tease girls, have heavy workload at home, girls cannot complete their homework and teachers scold them which make them lose their self confidence.

Virtually every girl interviewed thinks that there should be awareness programme to reduce discrimination between boys and girls at home and in school. They suggest that girls should be given free education including free supply of books and stationery.

All informants hold the view that a policy needs to be formulated to punish male teachers and male students who abuse girls. They also suggest for stopping violence against girls at home. Similarly measures should be adopted to encourage girls to develop self confidence to study in school. They should be given freedom to speak in the family as well. It is suggested that an environment should be created for girls in school to read and participate in sports just as boys. The Kamainya girls demand free education.

9.1 Key Recommendations

Some key recommendations based on the study findings are:

1. Introduce a new policy

A punitive policy needs to be developed to punish a perpetrator be it at home, in school or in public places, for any type of violence against girls. This should be enforced at the national level

2. Implement awareness and orientation on negative consequences of violence against girls

This study clearly shows that teachers and male students in schools need basic orientation on the consequences of violence against girls in school. There is a need to create gender friendly school environment. This can be done through Teachers' Union.

3. Strengthen reproductive health education programme to address sexual abuses

Sex education is a sensitive issue but problems arising from or revolving around sexual abuses can be addressed if the recently introduced reproductive health education programme of the Ministry of Education is strengthened. In other words, school teachers should seriously take up this course of study and help mitigate violence and problems arising out of sexual abuses.

4. Introduce support mechanisms and systems

In order to encourage girls to enrol in school and continue throughout some psycho social counselling services be made available in schools. Because of several types of violence that girls undergo in school, they continually need some psychological support through counselling.

5. Arrange for exclusive education for girl students

Not only because of poverty but also because of social and cultural norms prevailing in the Nepalese society, girls have no friendly environment to go through schooling. Therefore there is an urgent need to provide exclusive education to girls and create an environment to retain them until they complete high school.

6. Put in place abuse reporting mechanisms in schools

With the objective of reducing and eventually eradicating abuses against girls in school, a special mechanism has to be introduced so that girls feel unembarrassed but convenient to report any wrong doing against them.

References

- Central Bureau of Statistics (CBS). 1975. *Population Census 1971*. Vol. II, Part II.
- CBS and UNFPA. June 2002. *Population Census 2001*. National Report.
- CBS, December 2004. *Nepal Living Standard Survey 2003/04*. Statistical Report Vol. 1.
- CBS. 1984. *Population Census 1981*. Vol. I, Part IV, Table 14.
- CBS. 1993. *Population Census 1991*. Vol. I, Part X, Table 30.
- CBS. December 1996. *Nepal Living Standard Survey 1995/96*. Main Findings Vol. 1.
- Ellsberg, M., Lori Heise, Rodolfo Pena, Sonia Agurto, and Anna Winkvist. 2001. "Researching Domestic Violence against Women: Methodological and Ethical considerations". *Studies in Family Planning* 32(1): 1-16.
- Global Campaign for Education. Sept. 2005. *A Fair Chance: Attaining gender equity in basic education by 2005*.
- Kantipur*. March 7, 2006. Nepali Daily Newspaper. Kathmandu, Nepal.
- Lori, H., Mary Ellsberg, and Megan Gottemoeller. 1999. "Ending violence against women". In *Population Reports*, Volume 27. Baltimore: Johns Hopkins University.
- Ministry of Education and Sports (MOES). 2000. *School Level Education Statistics of Nepal*. Department of Education Statistics Section, HMG/Sanothimi, Bhaktapur, Kathmandu, Nepal.

Ministry of Law and Justice. 1977. *Mulki ain - Law of the Land*. HMG/Nepal. Kathmandu.

SAMANTA. 2005. *A Study on Linkages between Domestic Violence and Pregnancy*. Kathmandu, Nepal.

Thomas Bisika, Pierson Ntata and Sidon Konyani. 2005. *Violence against girls and education*. Actionaid, Malawi, Lilongwe, Malawi. January.

UNDP. 2003. *HIV/AIDS and Development in S. Asia 2003*. Regional Human Development Report. pp. 80-82

UNFPA. No date. *Violence against Girls and Women*. A Public Health Priority. New York, USA.

UNICEF and UNAIDS. April 2001. *A survey of teenagers in Nepal*.

