

# Girls and Education: Challenges that girls face in public schools at Yamunamai Rural Municipality, Rautahat District

Sara Maharjan

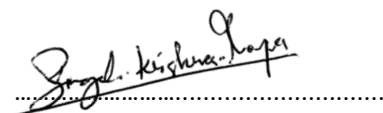


Funded by:



## Approved

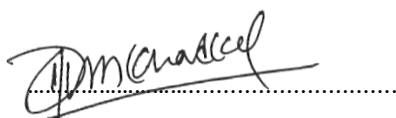
This dissertation of Bachelor in Community Development, School of Arts, Kathmandu University has been presented by Sara Maharjan to the Faculty Committee in 2022 and has been approved.



Dr. Binayak Krishna Thapa

Supervisor

Date: 8<sup>th</sup> November 2022

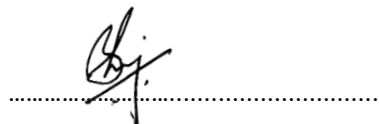


Mr. Dipesh Khadka

Program Coordinator

Supervisor

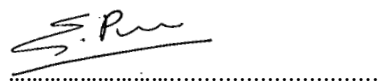
Date: 10<sup>th</sup> November 2022



Dr. Megh Raj Dangal

Associate Dean, School of Arts

Date: 10<sup>th</sup> November 2022



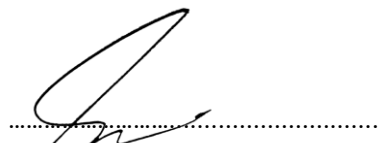
Ms. Ekku Maya Pun

Dean, School of Arts



Date: 10<sup>th</sup> November 2022

I am aware that the internship dissertation will become a part of the library's permanent collection at Kathmandu University. I hereby permit the dissemination of my dissertation to any interested reader upon written request.



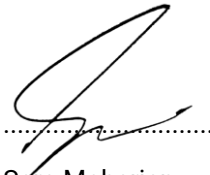
Sara Maharjan

Degree Candidate

Date: 8<sup>th</sup> November 2022

## Declaration

I hereby declare that the paper entitled “Girls and Education: Challenges that girls face in public schools at Yamunamai Rural Municipality, Rautahat District” is my own work and has not been submitted to any academic institution for any other degree

A handwritten signature in black ink, appearing to be 'Sara Maharjan', written over a horizontal dotted line.

Sara Maharjan

Degree Candidate

Date: 8<sup>th</sup> November 2022

© Copyright by Sara Maharjan

2022

All Rights Reserve

# Abstract

Education, one of the important basic needs that every individual in this globe requires. Education enables all children to reach their maximum potential while also fostering friendships, understanding, and respect among individuals of various races, belief systems, and religious practices. But even so, millions of girls and boys remain out of school and for those who are attending; the experiences of schooling and education among girls and boys vary considerably, and are frequently even prejudiced in gender terms. In Nepal, we can often see the gender discrimination in terms of education; sending boys to school to receive education and girls to do the household chores. Girls do have the opportunity of being able to receive the education but there are opportunity differences among the girls and boys which have made it difficult for them to receive a quality education. The purpose of this study is to identify the obstacles that girls face while attending school in the Yamunamai Rural Municipality. In doing so, the study determines the opportunity differential faced by girls and boys in different public schools and seeks to gather evidence to determine if the girls are receiving equal educational opportunities or if they are receiving unequal opportunities. This dissertation express the research work conducted in Rautahat District at 8 schools of Yamunamai Rural Municipality. This report has put together the findings of the field study on the challenges (Opportunity Differential) face by boys and girls.

The objective in conducting this is to understand the challenges that girls encounter in pursuing education in public school and to comprehend how boys and girls perceive the opportunities available to them in pursuing education in public school. The findings of this study also highlight the obstacle that they face while getting the education which results in major opportunity differential while receiving the education. Along with this, this study also includes the hurdles that a student had to face outside the school working, doing household chores and even child labor.

**Keyword:** Education, School, Challenge, Opportunity differential, Girls, Boys, Yamunamai.

# Acknowledgement

This dissertation is based on initial fieldwork conducted in Nepal. This project is funded by Global Partnership for Education's (GPE), Knowledge and Innovation Exchange (KIX) and International Development Research Center (IDRC) titled "Effectiveness and Scalability of Programs for Children Who Are out of School and at Risk of Dropping Out in Bangladesh, Bhutan, and Nepal."

I'd like to express my profound gratitude to our project leader, Assistant Prof. Dr. Binayak Krishna Thapa, for providing us with such an incredible opportunity and supporting and guiding us out throughout this project. I would also like to sincerely thank Ms. Shreda Shrestha, our project coordinator, for her guidance and assistance all throughout field study for this research project. I'd like to appreciate Dr. Thapa and Kathmandu University School of Arts, for providing a platform like LIKE LAB to help me enhance my understanding and grow in the field of research.

Special thanks to Mr. Dipesh Khadka, Bachelor in Community Development Program Coordinator, and Assistant Prof. Dr. Chandra Lal Pandey for their assistance and guidance throughout these four years of undergraduate program. I'd also like to thank Associate Prof. Dr. Megh Raj Dangal for the dissertation guidelines he provided. I'd like to express my sincerest appreciation to Kathmandu University for providing me with such a comprehensive knowledge about the subject community development. I'd also like to express my sincere thank the Yamunamai Rural Municipality's authorities, educational stakeholders, and research participants.

Similarly, it gives me great pleasure to express my appreciation and reverence to my parents, who have been supportive while I chose my career path and have always guided me through every step of my life. Finally, I'd like to thank my friends and colleagues for their continuous encouragement and support.

I am eternally grateful to each and every single one of them.

# Table of Contents

<b>Approved</b> .....	i
<b>Declaration</b> .....	i
<b>Abstract</b> .....	iv
<b>Acknowledgement</b> .....	v
<b>List of Figures</b> .....	viii
<b>List of Tables</b> .....	ix
<b>Acronyms</b> .....	x
<b>Chapter 1</b> .....	1
<b>Introduction</b> .....	1
1.1 Background of the study .....	1
1.2 Statement of the problem .....	6
1.3 Scope and Objective of the study: .....	9
1.4 Research Question .....	10
1.5 Limitation .....	10
<b>Chapter 2</b> .....	11
<b>Literature Review</b> .....	11
2.1 History and Policy of Girls Education: .....	14
2.2 Conceptual Framework .....	16
2.2.1 Bodily integrity and Health .....	17
2.2.2 Participation .....	18
2.2.3 Freedom from Economic and Non-Economic Exploitation .....	19
2.2.4 Social Relation .....	20
<b>Chapter 3</b> .....	22
<b>Research Methodology</b> .....	22
3.1 Duration of the study: .....	22
3.2 Selection of the study site: .....	22
3.3 Description of the site: .....	22
3.4 Method of data collection: .....	23
3.5 Selection of the respondent: .....	24
3.6 Data analysis and Interpretation: .....	24
<b>Chapter 4</b> .....	25
<b>Findings and Discussion</b> .....	25
4.1 Bodily Integrity and Health .....	25
4.1.1 Toilet .....	25
4.1.2 Menstrual Hygiene .....	27
4.1.3 Violence and security/ Female Teacher .....	28
4.2 Participation .....	29
4.3 Freedom from Economic and Non-Economic Exploitation .....	30

4.3.1	Household Chores.....	30
4.3.2	Child Labor .....	31
4.3.3	Leisure time .....	31
4.4	Social Relation .....	31
4.4.1	Preference to boys .....	31
4.4.2	Discrimination .....	32
4.4.3	Child Marriage .....	32
Chapter 5 .....		33
<b>Analysis/ Results</b> .....		33
5.1	Secondary Data Analysis: .....	33
5.2	Primary Data Analysis: .....	36
5.2.1	Bodily Integrity and Health:.....	36
5.2.2	Participation .....	39
5.2.3	Freedom from economic and non-economic exploitation: .....	40
5.2.4	Social relation.....	41
Chapter 6 .....		43
<b>Conclusion</b> .....		43
<b>References</b> .....		45
<b>Annex</b> .....		48



## List of Figures

<b>Figure 1</b>	Net enrollment rate of boys and girls in 7 province at basic level (1-5) .....	4
<b>Figure 2</b>	Net student enrollment rate in primary level (6-8) .....	5
<b>Figure 3</b>	Literacy rate of Rautahat District .....	7
<b>Figure 4</b>	Education Level Passed of Rautahat District .....	8
<b>Figure 5</b>	Education Level passed by sex Rautahat District .....	8
<b>Figure 6</b>	Province wise gender distribution of teacher .....	9
<b>Figure 7</b>	Map of Yamunamai Gaupalika, Rautahat District .....	23
<b>Figure 8</b>	Bar graph of Availability of Facility inside the Toilet (In Percent) .....	26
<b>Figure 9</b>	Satisfaction of facilities inside toilet .....	27
<b>Figure 10</b>	Have you had your periods? .....	27
<b>Figure 11</b>	Do you do household chores? .....	30
<b>Figure 12</b>	Yamunamai Rural Municipality, Rautahat District, Literacy rate, education level and schooling .....	33
<b>Figure 13</b>	Literacy Rate in Yamunamai Rural Municipality .....	34
<b>Figure 14</b>	Education Level Passed in Yamunamai Rural Municipality .....	35
<b>Figure 15</b>	Educational Level passed by sex Yamunamai Rural Municipality .....	35
<b>Figure 16</b>	Gender of the respondent .....	36

## List of Tables

<b>Table 1</b>	Net Student Enrollment Rate by Province in 2018/19 .....	4
<b>Table 2</b>	Availability of Separate Toilets. ....	25
<b>Table 3</b>	Availability of Facility inside the Toilet. ....	26
<b>Table 4</b>	What do you use during your period? .....	28
<b>Table 5</b>	Availability of Sanitary pads in school .....	28
<b>Table 6</b>	“Do you feel safe at school?” .....	28
<b>Table 7</b>	Have you ever faced violence at school? .....	29
<b>Table 8</b>	Who do you usually share your problem with?.....	29
<b>Table 9</b>	Do boys and girls play games together? .....	29
<b>Table 10</b>	How long do you do your household chores? .....	30
<b>Table 11</b>	Do you work?.....	31
<b>Table 12</b>	Do you get free time?.....	31
<b>Table 13</b>	Which school does your siblings study? .....	31
<b>Table 14</b>	Do you face discrimination among your siblings? .....	32
<b>Table 15</b>	Among your siblings at what age does he/she got married? .....	32
<b>Table 16</b>	Cross Tabulation of Availability of “facilities inside the toilet and gender” .....	36
<b>Table 17</b>	Cross Tabulation of ‘Do you feel safe at school?’ and ‘How safe do you feel?’ ..	38
<b>Table 18</b>	Cross Tabulation of “with whom do you feel safe with? And sex” .....	38
<b>Table 19</b>	Availably of Cycle (Beti Padau Beti Bachau) .....	39
<b>Table 20</b>	Cross Tabulation of ‘Do you work to earn money?’ and ‘How many hours do you work?’ .....	40
<b>Table 21</b>	Has work affected your school? .....	40
<b>Table 22</b>	Cross Tabulation of Sex and ‘Has work affected your school?’ .....	40
<b>Table 23</b>	Cross Tabulation of ‘Do you get free time?’ and ‘How long do you get your free time?’ .....	41
<b>Table 24</b>	Do you have siblings? .....	41
<b>Table 25</b>	Cross Tabulation of ‘have you face discrimination among your siblings?’ and ‘How often do you face discrimination?’ .....	42
<b>Table 26</b>	Among your siblings at what age did they get married? .....	42

## Acronyms

<b>CBS</b>	Central Bureau of Statistics
<b>UDHR</b>	Universal Declaration of Human Right
<b>CEDAW</b>	Convention on the Elimination of all forms of Discrimination against Women
<b>UNGEI</b>	United Nations Girls' Education Initiative
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>CADE</b>	Convention against Discrimination in Education
<b>UNFPA</b>	United Nation Population Fund
<b>ILO</b>	International Labor Organization
<b>MoFALD</b>	Ministry of Federal Affairs and Local Development
<b>USAID</b>	United State Agency for International Development
<b>PAR</b>	Participation
<b>BIH</b>	Bodily Integrity and Health
<b>FRECO</b>	Freedom from Economic and Non-Economic Exploitation

# Introduction

## 1.1 Background of the study

*“Education is the most powerful weapon which you can use to change the world.”*

- Nelson Mandela

*“Education is about empowerment, about cultivating a human being to the highest possible potential tool.”*

- Sadhguru

Education is one of the important basic needs that one should get in their life and plays a very important role in it. Education helps every child reach their full potential while also fostering friendships, understanding, and respect among individuals of all races, cultures, and religions (World Vision, 2021). Malala Yousafzai has stated that “Every girl, no matter where she lives, no matter the circumstance, has the right to learn. Every leader, no matter who he or she is or the resources available to him or her, has a duty to fulfill and protect this right” (Malala Yousafzai, 2021). Education is a lifeline for all children, especially for girls (Franchi, 2022). Governments around the globe, different organizations, and institutions have sincerely worked together to make education more accessible to both girls and boys around the world. However, there are still millions of girls and boys out of the schools, and for those who are inside, the experiences of schooling and education among girls and boys are different, and sometimes even biased in gender terms. Here, girls, being in the vulnerable group, have to face many problems. From the very beginning girls face discrimination, they face violence, abuse, exploitation and many more. Without education there is an increased risk for girls to face violence, discrimination and many more. A girl’s education is less likely to give less importance in many different countries (save the children, n.d.). They are forced to get married, their voice is deprived, they face discrimination as well as violence. People think that giving girl’s education is useless as she later on has to go to their in-laws house after their marriage. A girl who receives education can change everything (save the children, n.d.). She can make her own decisions and they are more plausible to grow up to be healthy, safe and can empower to determine the path of her own life and her future and have a productive life (UNICEF, n.d.).

Girls have to face many restrictions. These restrictions they face in their common life as well as school. Girls are often restricted from going out at night, they can’t wear the clothes that they like, and girls often don’t feel safe in their own familiar environment. Likewise even the school environment is also not safe for girls, as we often hear the

news that girls are facing some types of violence even in school. Abuse-related incidents at school that are gender-based frequently reflect social norms, domestic violence, and gender inequities. According to a CNN news article, 150 million adolescents between the ages of 13 and 15 worldwide, or about half of all students in this age group, have reported being the victims of physical fights or other forms of bullying by their classmates both inside and outside of school (Stop Bullying, 2022). The article also mentions that there are other types of violence that students encounter at school, like assaults on classrooms or physical discipline from teachers. It is stated that a total of 720 million children worldwide who are old enough to attend school reside in nations where their legal protections against physical punishment at school are not fully in place (Howard J.; CNN, 2018). In accordance with UNICEF, in Nepal, 66% of students have experienced physical abuse of some kind, while 22% have been subjected to psychological abuse by teachers. In a similar vein, 15% of kids and 28% of kids, respectively, report being physically and psychologically abused by classmates at school. According to the same report, 12% of kids have experienced sexual assault at school (USAID, 2019). And above 80% of the age group from 1 to 14 have experienced violence discipline. This has resulted in girls having no freedom of their own. And as per Sen, opportunities are influenced by people's freedom (Walker & Unterhalter, 2007), if there is no freedom then there is no opportunity.

If one has the opportunity in education and for the development of an education capability, then such can potentially contribute to expansion of human freedom (Walker & Unterhalter, 2007). As stated by Sen, opportunities "are also determined by the exercise of people's freedoms, through the capacity to participate in the social choice and the making of public decisions" (Sen A, 1999). Opportunity depends on the freedom of an individual, if you have freedom you have many opportunities available for you. Similarly, girls have no proper freedom, they have many restrictions even including education. People tend to think that giving girls the freedom to get education means that they can have liberty of their own in this male dominated society. According to both Sen's and Nussbaum's, education is in itself a basic capability that affects the development and expansion of other capabilities. As per the Nussbaum argument "human beings are creatures that are provided with the right education and material support as they can become fully capable of human functions" (Raynor, 2007). Opportunity is an appropriate or favorable time or occasion that comes in the life of almost everyone only if one takes it positively. Even if girls have got the education there are certain opportunities they have still not got which have made it difficult for them to get the proper education. The challenges that girls' face even when attending school are countless.

In accordance with the Universal Declaration of Human Right (1948) set by the United Nation, there are 30 articles mentioned. Among that 30 article, in Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination (UDHR, 2018). This explains that every individual have their own right and freedom, no one either boys or girls shall be target of any kind of discrimination. And in Article 26; ("2019 Country Reports on Human Rights Practices," 2021)

- *Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*
- *Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.*

This explains that every individual has their right to get education. No one shall be left out while receiving education. Even the government has to declare that education should be free and should make education mandatory till elementary. There are many international laws for women and education. The only international agreement that is legally binding and focuses solely on women's rights is the 1979. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, n.d). It gives the right to education an interpretation and application that takes into account the unique requirements and situations of women and girls. *The most extensive international legal provision on women and girls' right to education is Article 10 of CEDAW (UNESCO Convention against Discrimination in Education (CADE, 1960). The following article based on the women education right according to CEDAW is: Article 1 defines discrimination against women as: any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.*

Despite all the existing policies, action plan and program, we can still find the gender gap in education (Devkota & Bagale, 2015). In Nepal, the government has given facilities like free education till grade 8 with free books and dress and even have made attainability of the midday meal till grade 5. In the action plan made by the government, midday meals should be available till grade 8 but yet still it is implemented till grade 5.

Among the challenges that they face while receiving the education, I will be focusing majorly on the opportunity differential. Girls do have the opportunity of being able to receive the education but there are opportunity differences among the girls and boys which have made it difficult for them to receive a quality education. Every person of Nepal has the right to access free and mandatory basic education, as well as free education up to the secondary level, according to the 2015 amendments to the Constitution of Nepal (Acharya, 2019). The following figures below have been listed out from the research conducted by Bisna Acharya in 2019 titled Education Policies and Practices for Basic and Primary Education Development in Nepal.

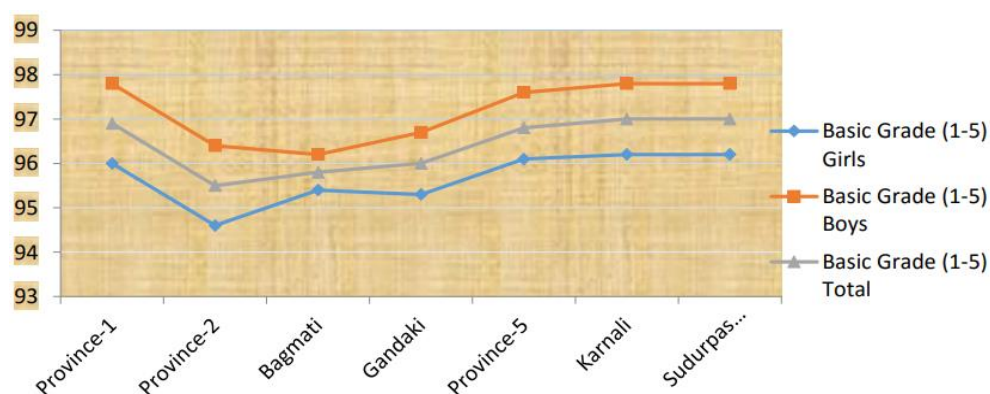
Table 1: Net Student Enrollment Rate by Province in 2018/19

Province/Level	Basic Grade (1-5)			Basic Grade (6-8)			Basic Grade (1-8)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Province – 1	96.0	97.8	96.9	93.2	93.6	93.4	94.6	95.7	95.2
Province – 2	94.6	96.4	95.5	59.3	68.2	63.8	77.0	82.3	79.6
Bagmati	95.4	96.2	95.8	93.4	93.8	93.6	94.4	95.0	94.7
Gandaki	95.3	96.7	96.0	93.4	95.2	94.3	94.3	96.0	95.1
Province – 5	96.1	97.6	96.8	84.2	87.9	86.0	90.1	92.7	91.4
Karnali	96.2	97.8	97.0	87.8	91.9	89.9	92.0	94.9	93.4
Sudurpashchim	96.2	97.8	97.0	92.3	94.3	93.3	94.2	96.0	95.1
<b>Total</b>	<b>95.7</b>	<b>97.2</b>	<b>96.5</b>	<b>87.5</b>	<b>90.2</b>	<b>88.9</b>	<b>91.6</b>	<b>93.7</b>	<b>92.7</b>

Source: Acharya, 2019 (Economic Survey, 2018/2019)

In this table, it can be identified the net enrolment rate trends for primary level (grades 1–5), basic grade (grades 6–8), and basic level (grades 1–8). Net enrolment in primary level (grades 1-5) has reached 96.5% in the academic year 2018–19, while basic level enrollment has fallen to 92.7 % (1-8). At the basic and primary levels, the net enrollment appears to be sufficient. Among the provinces, Province 1 exhibits the highest rates at the primary and basic levels, whereas Bagmati Province exhibits the lowest rates at the primary levels (1–5) and Province 2 exhibits the lowest rates at the basic levels (1-8). Even in province 2 we can see a difference in girls’ and boys’ education at the basic level, as girls enrollment rate is 77.0% whereas boy’s enrollment rate is 82.3%. The table above indicates the opportunity differential in education among the girls and boys in the basic grade. Among which the data shows in the province 2, where Yamunamai Rural Municipality lies, as I have taken my survey there, we can see the major difference in the basic grade (6-8).

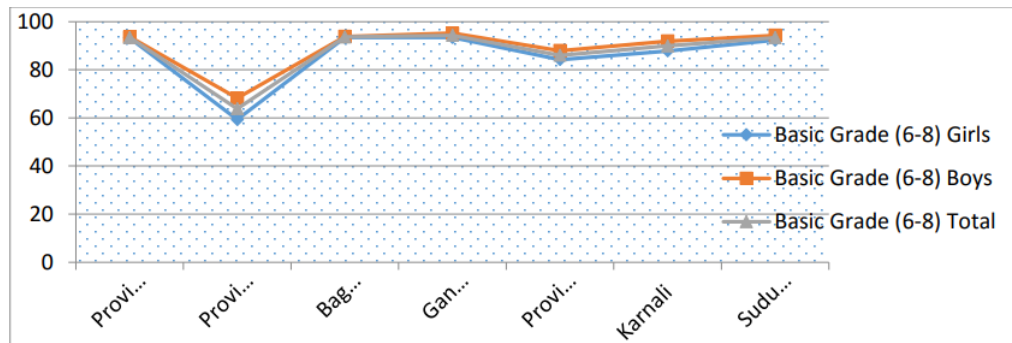
Figure 1: Net enrollment rate of boys and girls in 7 province at basic level (1-5)



Source: Acharya, 2019

The figure above is also listed from the research conducted by Bisna Acharya in December 2019. The figure shows that in the academic year 2018/19, the boys’ enrollment rate is higher than girls, the girls’ enrollment rate in province 2 is comparatively low to other 6 provinces.

Figure 2: Net student enrollment rate in primary level (6-8)



Source: Province (Acharya, 2019)

In the above figure, we can see the enrollment rate in primary level (6-8). There we can see slight differences between both boys and girls. But in province 2 the enrollment is appositely lower than all the other provinces.

Equality of opportunity can be seen to be the means of achieving equality in society. Lack of opportunity will clearly be a disadvantage to an individual. The capacity to receive an education might be regarded as a fundamental human right given how essential it is to maintaining human wellbeing (Terzi, 2007). If the girls are given the opportunity to get education then she can participate in development work in the society, she can be free from any kind of the violence, can be economically independent and many more. Mentioning the challenges, there are barriers that prevent women and girls from having equal access to a high-quality education because of their gender. Some of the key barriers for the girls' Education are: ("Himalayan Times", 2017)

- Poverty
- Household chores
- Discrimination
- Child marriage
- Society/ Family pressure
- Violence
- Lack of female teachers

Girls have many barriers in education as she has to take responsibility and work and also study at the same time. Girls are responsible for taking care of her family by cooking or cleaning or even earning. These responsibilities show the opportunity differential as she has difficulties focusing on her education and other activities. Poverty is one of the major barriers as if a family is economically unstable then they don't tend to send their child to school or if they have boys as their child then they often prefer sending boys to school over girls. One of the barrier for a girl in not attending school is by facing discrimination and violence.

We can still see many challenges that girls face in receiving education. Because of the challenges, girls continually face the opportunity differential. Because of the difference in opportunity, girls constantly have to stay behind in every sector from development to economic and even are the target in facing violence, abuse, discrimination and many more. So the research that I will be conducting will reveal the result of what are the



opportunity differential that girls have to face while pursuing education in public schools at Yamunamai Rural Municipality, Rautahat District. Rautahat district has the least literacy rate among all the other 75 districts (Thakur, n.d.). Its literary rate (42%) is lowest in the country, only half of the men and a third of the women in Rautahat are literate (Bhattarai, 2019).

As girls education has been one of the major concerns all over Nepal. Although it is decreasing, this problem can still be seen mostly in rural areas. The education system is completely different according to the place. Here in Nepal, especially in rural areas, we can notice in different data that once there is an increase in the level of education, the number of students keeps decreasing. We can see many opportunity differences among boys and girls in every field, and education is one of them. Being married at a small age will take the opportunity for a girl especially to get educated. Many of the challenges like as mentioned before early marriage, child labor, preference to boys, unequal participation, menstruation are some of the reasons for a nepali female youth where we can see opportunity differential (Devaraj et al., 2020). Here, this study examines how students are facing different challenges (opportunity differential) in the public schools in Rautahat.

## 1.2 Statement of the problem

Girls around the world face discrimination just for being a girl (save the children, n.d.). Girls tend to face discrimination even before they are born. Some families rather choose to abort the child, once they find that their unborn child is a girl rather than bringing her to life in this beautiful world. In Nepal, the girls' education is disregarded as they think that educating girls is a waste of time and money and also useless as they will later on get married and go live in their in-laws house. People think that girls are responsible to take care of her family. Girls' education is often neglected especially in isolated areas where Muslims, Dalits and poor people reside. A girl's education is less likely to give less importance in many different countries (save the children, n.d.). They are forced to get married, their voice are deprived, face discrimination as well as violence. People think that giving girls' education is useless as she later on has to go to their in-law's house after their marriage.

One of the main reasons for the barriers in girls' education is economic instability. If a family is financially weak then they don't send their child to school or if they have a son in their family, then they choose to send their son to school over their daughter. This often happens not only in rural areas but also here in urban areas where boys are sent to their boarding school but they send their daughter to government school. Even the cultural perception, traditional attitude, religion and value of the society and family toward girls' education is not vital (Devkota, 2015). There is a lack of awareness, the school atmosphere is not welcoming, and parents are also not so motivated to send girls to schools.

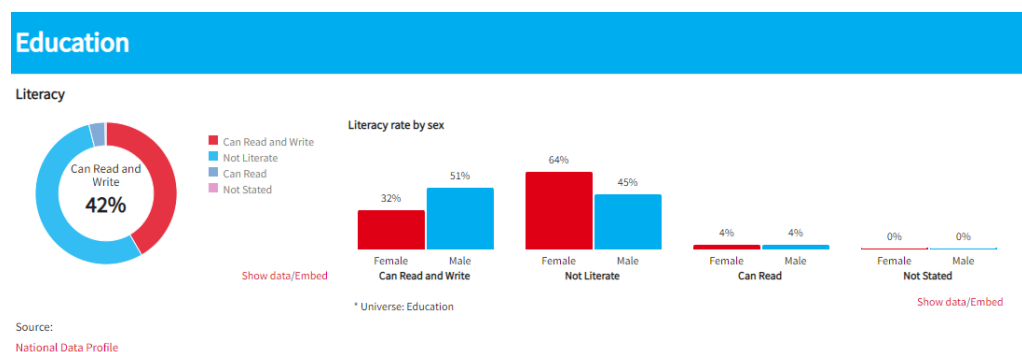
According to UNESCO around the world, 129 million of girls are out of school, 32 million are at primary school age and 97 million girls are at secondary school age. 16 million more girls than boys are still not in school. Women make up two-thirds of the 750 million adults worldwide who lack basic literacy skills. As estimated by UNESCO in

Nepal, 14% of girls are out of school and only 66% are attending the school at primary school age (UNESCO, 2018). Girls tend to get involved in the child labor in Nepal than boys. 17% Female child are more likely to get involved in child labor than 14% men in Nepal. (ILO, 2021). More than a third of young women aged 20-24 report that they were married by the age of 18, and just over one in ten by 15 (UNICEF, 2017). According to the Borgen Project (October 2018):

- 60% of men can read and write whereas only 43% of women can read and write.
- 72% of students saw their peers involved in violence and only 55% of them took action against it.
- 44% of primary teachers are female.
- Only 25% are involved in higher education.
- 70% of girls have dropped out of school by the age of 16.

Girls usually tend to face any problem starting from a young age. It's not that only girls do face the problem, boys also do. But as seen and according to the many articles, there are many opportunities Differentials for boys and girls. The boys are more privileged once so they tend to have more opportunities at home as well. We can also see that in a home of both the genders, boys are usually the one to go to school and girls tend to stay home. Or else boys are sent to private or boarding school to get a better education facility and girls are sent to public school. The difference in the number of the male and the female students can be seen in province 2 where the Rautahat district lies. According to the Nepal education numbers there is 53.47% (87,034) male student population whereas there is only 46.53% (75,737) of the female population (Nepal Education in Numbers - 2019, 2022). We can see the opportunity differential in this state for girls not being sent to school due to preference to the boys. Still in rural area of Nepal, there is a culture of child marriage. The number of female teachers in the context of Nepal is quite low (Nepal Education in Numbers - 2019, 2022). According to the Nepal education number, in province 2 the number of female teachers is quite lower than the number of the male teacher. The number of male teachers is 18,108 whereas the number of female teachers are only 6702.

Figure 3: Literacy rate of Rautahat District

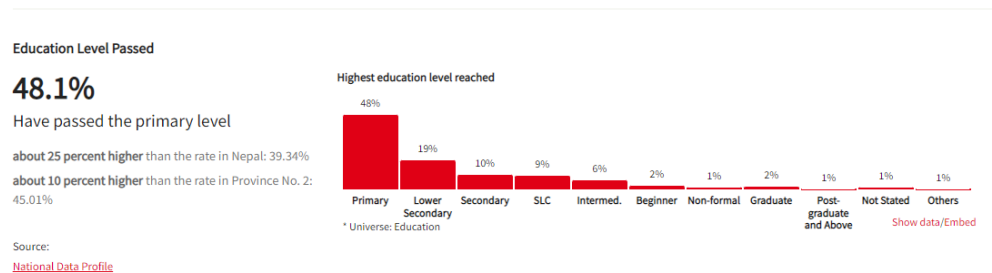


Source: Nepal Map Profile: Rautahat, n.d.

The above figure indicates the literacy rate of the sex (both male and female) of Rautahat district. We can see from the figure that most of the people in Rautahat are not literate. In the bar graph, we can see that the percent of male is slightly higher than the percent of females of those who can read and write. 51% of male can read and write whereas 32% of females can read and write. This data is listed out from the Census 2011. The percentage of not literate is much more on females than male. 64% of females are not literate in Rautahat whereas 45% of male are not literate. And only 4% of both male and females can read and write.

This graph shows us that the literacy rate in Rautahat is not as good as it should be. There are more females who are not literate. Rautahat is one of the most illiterate district of Nepal. We can see in the graph that the female literacy rate is quite low. This shows that girls' education will slowly and gradually slump as the education level increases.

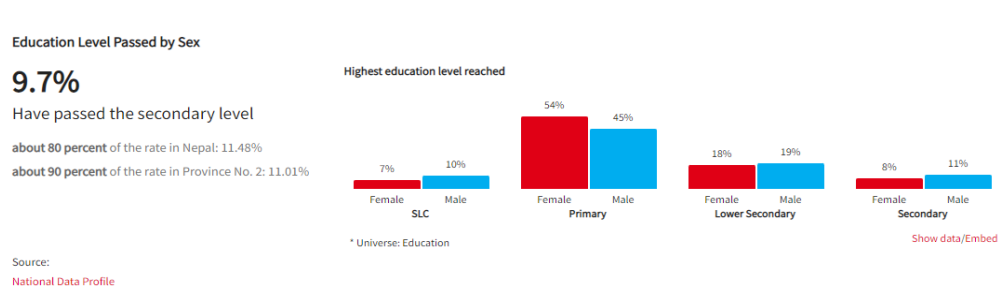
Figure 4: Education Level Passed of Rautahat District



Source: Nepal Map Profile: Rautahat, n.d.

In the above figure, we can see the Educational level passed by the people of Rautahat District. As stated by the figure above, 48.1% have passed the primary level which is quite remarkable in this district. But as the level of education increases the rate of passing out decreases. In the lower secondary level the educational level has reached 19%. This states that almost 29% have not been in the educational line since they've passed out from the primary level. And accordingly, 10% are in secondary level, 9% in SLC, and 6% in Intermediate and so on.

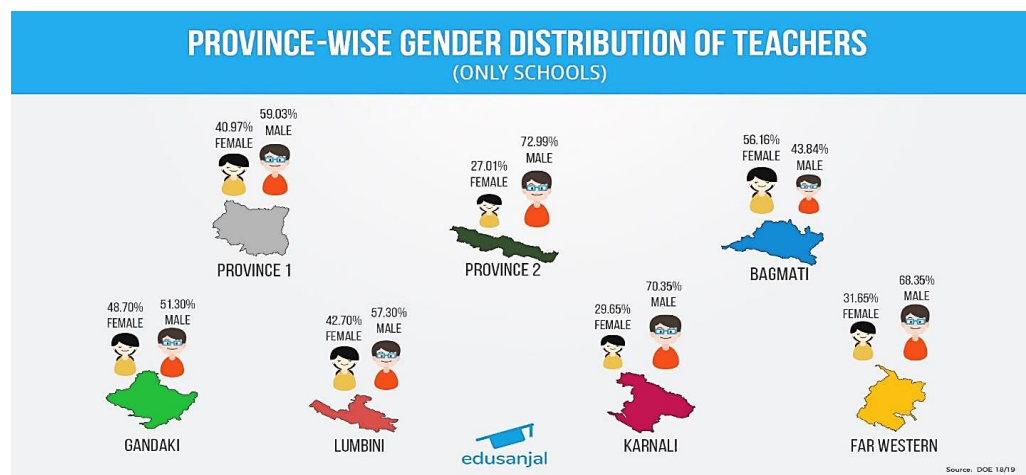
Figure 5: Education Level passed by sex Rautahat District



Source: Nepal Map Profile: Rautahat, n.d.

The figure 1.5 shows the educational level passed by the male and female in Rautahat District. 9.7% of the population have passed the secondary level. 54% of females have reached the primary level and only 45% of male have reached the primary level. The rate of male and females have dropped drastically after the primary level of education. Only 18% of females and 19% of male have passed the educational level of lower secondary but the rate has yet declined and only 8% of females and 11% of male have reached the secondary level of education. Even the rate of the educational level has descended even more in the SLC level and only 7% of females and 10% of male have passed this level. Even here, we can see that after the primary level of education, the girl's rate in education has collapsed accordingly and over the level of education only 7% have reached SLC level. It has been clearly noticed that once the level of education increases the number of students' decreases.

Figure 6: Province wise gender distribution of teacher



Source: Nepal Education in Numbers - 2019, 2022

The figure above shows the gender distribution of teachers in different parts of Nepal. The number of male and female teachers also determined the enrollment and the dropout rate of the student. There are more number of the male teachers than female teachers here. Likewise, this research has been conducted in the Rautahat District which lies in Province 2. The number of male teachers is higher in province 2 than female teachers. 72.99% (18,108) of the teachers are male in that province and only 27.01% (6702) of teachers are female.

### 1.3 Scope and Objective of the study:

This study aims to identify the challenges that the girls have to face while getting the education in the Yamunamai Rural Municipality. In so doing, the study determines the opportunity differential faced among the girls and boys in different public schools and seeks to harness evidence to know if the girls are getting the equal right of the education or else they are having the difference in the opportunity that they should not get.

The overarching objective to conduct this research is to identify the challenges (opportunity differential) face by the girls pursuing education in public schools at Yamunamai Rural Municipality, Rautahat District

- To understand the challenges that girls encounter in pursuing education in public school.
- To comprehend how boys and girls perceive the opportunities available to them in pursuing education in public school.

## 1.4 Research Question

- What challenges do girls face while pursuing education in public schools?
- What differences in opportunities do girls and boys attending public schools experience?
- How do boys and girls experience and perceive the available opportunity during the school?

## 1.5 Limitation

The limitations of this study are as follows. Firstly, as this study was analyzed only in the rural area, specifically in Yamunamai Rural Municipality at Rautahat District so this data won't be applicable or match in urban areas and also cannot be compared in other different areas. This data was taken only in the public schools of the 8 different public schools of Yamunamai, so the private schools are not included. This research was conducted among the two genders (boys and girls) so the LGBTIQ++ community are not included in this study. Another limitation while conducting the research is the language barrier. Most of the students were speaking in Bhojpuri and Bajika language which was completely new for me. There were many students who did not even understand Nepali so had to translate the whole prepared questionnaires in Hindi.

## Literature Review

Sen explains the have explained capability as the ability of a person to perform valuable acts or achieve valuable states of being represents the various combinations of things a person is capable of doing or being (Walker & Unterhalter, 2007). Sen referred capability as real opportunity to accomplish what we value (Beckley, 2002). In many countries girls have difficulties in receiving education. They are deprived of many things and many opportunities as well. Among them, receiving education is one of the major challenges that a girl faces in her life. Girls tend to do a lot of work from a very young age due to which they get more challenges or opportunity differential while receiving the education. As for the Sen, he has explained that capability as the opportunity, if girls are deprived of the education which is one of the most valuable assets in every individual life, how can she be capable of doing anything. According to both Sen and Nussbaum, education is in itself a basic capability that affects the development and expansion of other capabilities. If there is education then one can be capable enough to take part in developmental activity and also increase other capability as per one's knowledge. Receiving education will help you see the world from a different vision and then a country can develop. If you cannot get that opportunity and that opportunity stands as a challenge then you are not receiving the right of equality. As per Nussbaum's argument "human beings are creatures that are provided with the right education and material support as they can become fully capable of human functions" (Raynor, 2007). Education can make a man capable of doing things on their own. Sen (1992, p. 44), identifies education as one of "a relatively small number of centrally important beings and doings that are crucial to well-being" (Walker, 2014). As education is the most powerful weapon that can change the world – Nelson Mandela. If you have education then you can bring changes in development. Receiving the level of educational attainment is not only the effective way of developing moral personality, but it is also one of the factors to overcome the education problem like no schooling or decrease the drop-out rate and other social issues (Devaraj et al., 2020).

Nussbaum (1997, 2002, 2004, and 2006) has discussed the importance of education in empowering women and the importance of public education in democratic societies. If education is provided to the women then she can make decisions for herself, she can raise her voice against inequality, she can take part in developmental activity, she can be economically independent and also act upon the violence or any kind of abuse. "Opportunities are also influenced by the exercise of people's freedoms, through the liberty to participate in social choice and in the making of public decisions," according to the UN (United Nations, n.d.). Girls and women who really are educated will actually realize the global vision of liberation for any and all. They will eliminate poverty, enhance society's wellbeing, control family size, create harmonious societies in which all are equal, be represented in the workforce in direct proportion to their numbers, take their rightful position in state governance, completely eradicate child marriage and prevent violence, conflict, and wars (Porter, 2016).

The issue addressed by the capability approach necessitates focusing on the contribution that the ability to be educated makes to the formation and expansion of human capabilities, and thus to people's opportunities for leading flourishing lives. Lack of opportunity is disadvantage for the individual (Terzi, 2007). If there is lack of opportunity then a person cannot be productive and have lessened chance to explore capability. Education as conceived thereby responds to the individual's fundamental need to be educated. Education is advantageous because it leads to other valuable things like better life prospects, career opportunities, and civic participation. It improves one's life chances. In this context, education, particularly schooling, promotes the acquisition of critical levels of knowledge and skills that are required for agency and well-being (Terzi, 2007). Because education is so important to people's well-being, unequal opportunities or access to education and its fundamental enabling conditions would comprise an unacceptable inequality. 'The closest to a silver bullet in human development is educating women (Malik, 2014). Once a woman is educated, she will have the opportunity to create and live her own life with dignity and by receiving equal respect and power as men in the society.

'Capability is the opportunity or freedom to achieve what an individual considers valuable in some ways' (Walker, 2007). This explains why education is one of the most important and valuable things a person can obtain. Every individual has the opportunity and the right to receive an education, but many people, particularly girls, struggle to complete their education. They either have a high absentee rate or a high dropout rate. The significance of this idea arises from its contrast with other ideas about how we decide what is just or fair in resource distribution. In schools, girls and boys may face similar resources; these similar resources may result in differential opportunities due to their different needs (Unterhalter & Brighouse, 2007). A school might not have the water facility and it is one of the problem that student face in public schools and even sometimes in private schools, but this problem affect girls especially rather than boys. Girls, on their menstrual period need water more than anything and this might be the reason for an increase in number of absentees to attend school for girls during their menstrual cycle. Literacy, as Nussbaum rightly emphasizes, expands human capabilities and proves to be critical in progress being made in all areas of people's lives, particularly in the lives of those people, such as women, who have historically and intentionally been excluded and prevented from achieving the functioning of being literate (Unterhalter, 2007). Which explains that after having the education, women will have human capability and the progress will be made in all area of life as she can raise her voice against any kind of violence or discrimination and many more.

There are two MDGs mentioned specifically education, girls, and women. MDG 2 aimed to achieve universal primary education, with the goal of ensuring that, by 2015, all children, boys and girls alike, would be capable of completing a full course of primary education. MDG 3 aimed to promote gender equality and empower women, with the ambition of eliminating disparities in primary and secondary education by 2005, and in all levels of education by 2015. (Millennium Development Goals, n.d.). The United Nations Convention on the Rights of the Child (UNCRC) illustrates what every child requires for a safe, happy, and fulfilled childhood, regardless of gender, ethnicity, religion, social origin, or where and to whom they were born. According to the UNCRC, no discrimination based on gender, caste, or religion should be used to deny children their right to an education. According to Article 28 of the UN Convention on the Rights of the Child, all children have the right to a free primary education. Schools must be run in an orderly manner - without the use of violence - in order for children to benefit from education. Any type

of school discipline should respect the child's human dignity. Every child in this world has the right to get an education. There should not be any kind of differential or any form of the discrimination face by the male or female while receiving the education.

During the Feminist campaign to improve girls schooling in 1980's at United Kingdom, the gathered people were divided up to define Gender equality in Education (Vaughan, 2007). They concluded that there should be mentioned of these four things to define the gender equality in education and they are:

- Equality of access
- Equality of achievement and opportunity
- Equality of treatment, or equality of outcome; and
- Gender equality in society

If there is one difference in any of the 4 main things then one is not having gender equality in education. If they have equal access, achievement or opportunity and treatment then they can have gender equality in society. They don't have to face discrimination or violence. Another problem was listed out by the Social Development and Research Center 2007, as an obstacle that creates opportunity differential pursuing education are:

- A lower rate of female enrollment
- A less number of female teachers, a difference in the type of teacher-to-student ratio
- A mindset that underestimates women's potential in the field of education
- A higher dropout rate for girls,
- Economic condition
- Preference to boys

The educational system reinforces the disparities in access, opportunity, and outcomes between boys and girls (Bagale and Devkota 2015). The reinforcement includes policies and resources allocation, quality of facility and education material, curriculum, teacher training and recruitment and school fees. According to the United Nations Girls' Education Initiative (UNGEI), 2012, boys and girls are frequently divided up into various academic fields. The UNGEI has mentioned that girls are more influenced to take 'Arts' and for boys, they are more influenced to take 'technical' and 'scientific' subjects. The 2030 Agenda for Education acknowledges that equal opportunity for gender calls for a strategy that "ensures that girls and boys, women and men not only receive access to and finish education cycles, but are empowered equally in and through education". (UNESCO, 2021)

Boys and girls, according to Anna Gasparova and Partrick, necessitate different types of attention. Boys quite often demand more attention from their colleagues and teachers, so even though girls are much more self-conscious, self-reliant, and low key than boys (Gasparova and Partrick, n.d.). They also stated that during physical education, including such sports, both genders (girls and boys) are kept separate as well as trained in different manner. Boys tend to favor outdoor sports such as football, basketball, volleyball, and even table tennis, whereas girls would like indoor sports more. Even though they are in the same class, taking the same course, and even participating in the same sports, they are trained in two distinct methods. In their blog, Anna Gasparova and Partrick mention that coaches always favor boys more than girls because



boys take sports quite seriously than girls and are much stronger and more rigorous than girls. This statement also indicated a disparity in sports opportunities between boys and girls. Early marriage, gender and caste discrimination, child labor, high opportunity costs, schooling costs, a lack of female teachers, and distance to education were identified as barriers to girls' access to education. It is widely acknowledged that the majority of the SDGs cannot be met unless women participate meaningfully. According to studies, waiving school fees, offering incentives to girls, and introducing alternative learning opportunities may increase girls' educational access and enrollment in higher education (Rana, 2012).

The alarming low enrolment and high dropout rates of Nepalese girls in the educational mainstream have challenged policymakers to adequately address how different social economic factors influence literacy levels in order to achieve the goal of "empowering women, empowering humanity" (Devaraj et al., 2020). Higher educational attainment is essential for providing employment opportunities, and job opportunities are critical for increasing family income, improving decision-making for health promotion, and mobilizing the social and personal resources necessary for physical and mental health (Paudel, Deagon, Ham, & Hillman, 2018). The patriarchal value system and prejudices against girls' education continue to be significant barriers to girls' educational opportunities, with low caste disproportionately increasing discrimination against girls compared to boys. Private education is becoming more popular, and boys are far more likely than girls to be supported by their families in attending private schools (Timsina, 2011).

## 2.1 History and Policy of Girls Education:

Many years ago, there was no girl's education at all. People used to treat women as an object. They were victims of violence and the society was full of male domination. Men could do whatever they want with females as they were considered as the property of male. The society was so male dominated that a man could sell his girl if he wanted. Slowly and gradually women's voices started to come to light. Girls were not only prohibited to go to schools or to get educated, they were not allowed even to go out of the house. The nineteenth century saw significant advances in educational opportunities for women and girls, from the common school movement in the early part of the century to a variety of higher education options at the end of the century. Women began to play central roles in education in the 1800s, both as teachers and as students, in formal and informal education settings, on the frontier and in cities (The History of Women in Education - HEPG, n.d.).

Here in Nepal as well, before there were restrictions in attending any schools. During Nepal's various political developments, children's educational rights have been explained and realized in various ways. When the Rana regime was in power, there were no schools for the general public. Public education had been strictly prohibited (Basnet, n.d.). Following the end of the Rana regime, the Nepalese education system transitioned into the modern era, and education was given priority in Nepal. During the Rana regime, education was restricted to the Rana family and a few others close to them. Only in the latter half of the twentieth century, in 1951, did broad-based development of popular education begin, with the establishment of the Ministry of Education and the adoption of a constitution that made education a right for every

Nepalese citizen (Basnet & Dhaoj, 2013). Various reforms were established since then like education for all or equitable access of education and many more. Literacy in Nepal increased significantly from nearly 5% (six years and above) in 1952/54 to 56% (15 years and above) in 2008. (UNESCO, 2011). But still the difference in the gender, caste, disability were some of the major cause of discrimination during the education. According to Article 17 of Nepal's Interim Constitution (2007), each community has the right to basic education in its mother tongue, and every citizen has the right to free education up to the secondary level (UNESCO, 2011).

Despite all these policies there are many international articles for education. In accordance with the Universal Declaration of Human Right (1948) set by the United Nation, there are 30 Articles mentioned. Among that 30 article, in Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination (UDHR, 2018). In this research from the United Nations (n.d.-b) explains that every individual have their own right and freedom, no one either boys or girls shall be target of any kind of discrimination. And in Article 26;

- Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. ("2019 Country Reports on Human Rights Practices," 2021)
- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. ("2019 Country Reports on Human Rights Practices," 2021)

This explains that every individual has their right to get education. No one shall be left out while receiving education. Even the government has to declare that education should be free and should make education mandatory till elementary. There are many international laws for women and education. The only international agreement that is legally binding and focuses solely on women's rights is the 1979. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). It gives the right to education an interpretation and application that takes into account the unique requirements and situations of women and girls. *The most extensive international legal provision on women and girls' right to education is Article 10 of CEDAW (UNESCO Convention against Discrimination in Education (1960, CADE). The following article based on the women education right according to CEDAW is: Article 1 defines discrimination against women as: any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. (Convention on the Elimination of All Forms of Discrimination against Women, n.d.)*

The Nepal National Planning Commission has mentioned that there will be gender equality with conscious empowered women (MOE, 2016). Every individual has the right to get an education. The basic right to humans has mentioned education and women right where it states that:

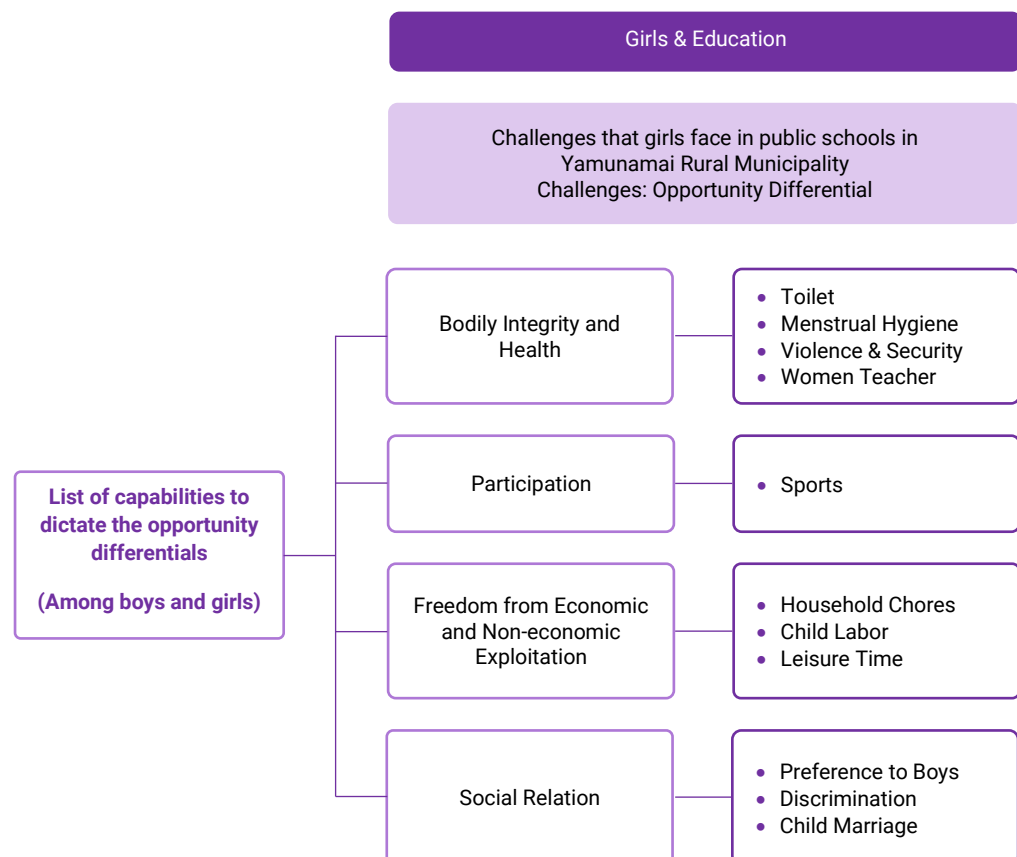
**31. Right to Education**

1. The right to basic education belongs to every citizen.
2. Every citizen must be entitled to free and obligatory basic education up to the secondary level.
3. Citizens who are physically disabled or financially disadvantaged have a legal entitlement to free higher education.
4. People who are blind or visually impaired are entitled to free instruction in brail script.
5. Every Nepali community residing in Nepal shall have the right to open and operate schools and educational institutions in accordance with applicable laws, as well as the right to receive an education in its mother language up to the secondary level.

**38. Rights of Women**

Women shall have the right to exceptional opportunity based on positive discrimination in the areas of education, health, employment, and social security.

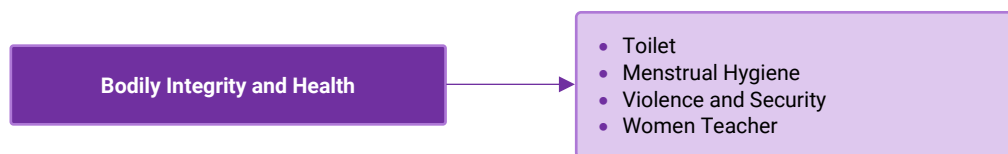
## 2.2 Conceptual Framework



The conceptual understanding on opportunity differentials and related concepts abstracted from capability approach help frame a framework used to operationalize the various conceptual understanding undertaken for the study. This section offers the overarching conceptual framework and its composite elements.

The framework presented in the figure above is the framework of this research. The framework has the list of the challenges of the (opportunity differential) that girls face while attending the public schools in Yamunamai Gaupalika at Rautahat District. The framework consists of the 4 themes 11 indicator. The indicator indicates the list of the capabilities to dictate the opportunity differential among the boys and girls. The list of the capability was obtained through Children valued Capability by Mario Biggeri's 2004. There were 14 lists of capability set by Biggeri which were relevant for the children. Among that 14 list, only four indicators were selected for this study. These four themes are the bare minimum capability that a girl must have to pursue education with no opportunity differential.

### 2.2.1 Bodily integrity and Health



The first challenges drawn from the mentioned list of the framework is Bodily integrity and Health. {Definition}Bodily integrity is being able to move from place to place. Or, being able to be protected from violence of any sorts. Bodily health is being able to have good health (Biggeri, 2004). Toilet facility, Menstrual Hygiene, Violence and security and women teachers are the indicators of this theme.

Girls being in the vulnerable group, they face many obstacles. They have to face many opportunities difficulties than men. The opportunity that a girl gets is quite less than the opportunity that boy receives. Girls have objections in many terms like to go out, during and after the menstrual period and many more. Many public schools have problems with toilets. They have no different gender based toilet facility. Both of the genders use the same toilet facility with no proper dustbin and water facility. The cleanliness level of the toilet is also not so good. This creates a health facility for both boys as well as girls with no proper water and dustbins. Especially for girls, it is quite difficult for them to use the toilet facility during their menstrual cycle. If there is no proper dustbin and water facility for a girl during her menstrual cycle, it might create problems to change the sanitary pad. This is one reason for girls not attending schools during her menstrual cycle. This is one of the serious challenges for girls at public school. This might also cause a girl to probably drop out of the schools.

Another type to the indicator of bodily integrity and health is Violence and Security. Girls are often the main target for the violence. They often have to face violence in their life. Even while attending school a girl might face the violence like physical, mental or even sexual violence. In Nepal, we can frequently hear that in a school there has been

violent activity happening in school. According to USAID in Nepal, 66% of students have experienced physical abuse of some kind, while 22% have been subjected to psychological abuse by teachers. In a similar vein, 15% of kids and 28% of kids, respectively, report being physically and psychologically abused by classmates at school. According to the same report, 12% of kids have experienced sexual assault at school (USAID, 2019). And above 80% of the age group from 1 to 14 have experienced violence discipline. This violence is one of the reasons for girls not going to school which will have resulted in the opportunity differential. 72% of the students have seen their peers involved in any kind of violence but only 55% have taken action against the violence (Borgen, 2018).

If we can encourage their security in school then the enrollment rate can increase and one of the ways for the security is increasing the number of female teachers. Girls often do feel safe around female teachers more than girls as they tend to understand their problem. It has been seen that, increase in female teachers will also increase the enrollment and decrease the dropout rate of girls while pursuing education. The number of female teachers also does increase the enrollment rate. In Province 2 the number of male teachers is higher in province 2 than female teachers. 72.99% (18,108) of the teachers are male in that province and only 27.01% (6702) of teachers are female.

### 2.2.2 Participation



Participation; being able to participate in and have a fair share of influence and being able to receive objective info (Biggeri, 2004). Participation is another indicator of the framework and it represents sport participation. Participation is being able to have a fair share of influence and being able to receive the objective information (Biggeri, 2004). Girls are often left out while participating in sports. If a girl wants to play football, then people will consult her as football is a boy's game and girls should be playing dolls and stuff. Even in games there's restrictions for girls. People have set their mind up as if girls should be playing girls' games like utensils or dolls.

Major concern to choose this indicator is whether girls are allowed to join the sports as boys or there are different sports built up for each gender. As we can see in our country, boys are not allowed to play the game of girls and vice versa. People do not care about the interest of the particular gender, rather they are up to minding the people's perspective towards their children or their family reputation in the society. This shows that they have a lack of opportunity as well as freedom. They cannot decide for themselves, rather have to stay between the boundary line that their parents and society have made for them. In a research from Women Sports Foundation (2019) Girls have 1.3 million fewer opportunities to participate in high school sports than boys. Due to a lack of physical education in schools and limited opportunities to participate in

sports in high school and college, girls must look elsewhere for sports that may not exist or may be more expensive.

In the blog written by Anne and Patrick, they have mentioned that boys are way more privileged than girls are. Even in schools boys are more into outdoor games like football, basketball or volleyball or even table tennis but girls are more into the indoor games. During the physical activity in school, the coaches usually pick boys during any sports or tournament or any competition. They have mentioned in the blog article that, during the physical activity girls are not selected because they are weaker than boys and boys are physically stronger than girls. So here we can clearly see that girls have the opportunity differential in sports. What if girls are interested in the outdoor games too but they are not given those opportunities.

### 2.2.3 Freedom from Economic and Non-Economic Exploitation



Freedom from Economic and Non-Economic Exploitation is being able to give a child protection from economic and noneconomic exploitation (Biggeri, 2004). This dimension have three indicators, namely Child Labor, household Chores and Leisure Time.

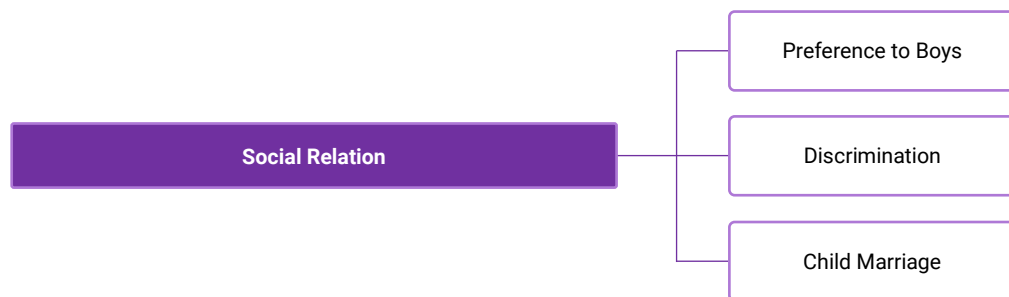
Nepalese law defines anyone below 16 years as a child. The Government of Nepal, as reflected in the Child Labor (Prohibition and Regulation Act, 1999) views child work as illegal under the age of 14 and hazardous work under the age of 16. Child labor is one of the major barriers for the girls' education. It have been seen that girls are more involved in child labor than boys. 17% Female child are more likely to get involved in child labor than 14% men in Nepal. (ILO, 2021). Children in rural areas are asked to work and earn money rather than to go to schools and study. In rural area, young boys and girls often are into the child labor. They are more into earning money than going to schools. Even their parents encourage them to earn for their family. For girls, this tends to be more pressurize as most of the time they are involve in child labor and also in doing the household work. This often results in taking leave from school or even the drop out of school because of lack of time management. This clearly shows the opportunity differential among girls.

In a research conducted by Dhaoj & Basnet (2013), they mentioned that by the age of ten, girls in Nepalese households may be working up to ten hours a day in productive activity both inside and outside the home. It is clear that the contribution of girls to domestic labor is frequently overlooked in analyses of children's activities. Girls

frequently must engage in domestic chores for many hours each day, but this is not captured in traditional definitions of work. The literature on girls' household responsibilities, in particular, frequently overlooks the potential benefits for the family pertaining to housework contribution and childcare responsibilities, putting girls' schooling at risk. At a very young age, girls tend to get engaged in the household chores. The household work is done mostly by girls. Boys usually do not tend to do the household work or do less in comparison to the girls. In many of the rural parts of Nepal, because of the household chores girls tend to get more absent in the school. The dropout rate of girls is more because their parents think that the only thing that a girl should know is in doing the proper household chores because later on they have to leave for their husband's house and the only thing that will work there is household work.

The leisure time indicates if a student ever gets time for themselves. Lack of leisure time also indicates lack of opportunity. Due to heavy workload one tends to not have leisure time. Leisure time is a time for themselves. You can identify the opportunity differential if one has no leisure time. As a young boy or girl, one should not be working more than 3 hours.

#### 2.2.4 Social Relation



Social Relation is another theme in this framework. This theme has three indicators which will help in determining whether there is an opportunity differential among boys and girls or not. Social relation is being able to be part of a social network and give and receive social support (Biggeri, 2004).

The lack of social relation also leads to the lack of opportunity. In many parts of the country, especially in rural areas, we can see that people still choose boys to receive the education rather than girls. People have the mind state that sending girls to school is a total waste of time as well as money, as daughters are expected to do household work and later on have to go to their in-laws house after marriage. Parents prefer male children because sons are expected to support and care for their parents in their old age (Kuglar & Kumar, 2018). Widely documented in countries such as India, China, and Korea is deeply rooted in social, economic, and cultural factors (Pande & Astone 2007). Society expects sons, not daughters, to provide both financial and emotional care, particularly in old age; sons add to family wealth and property, whereas daughters drain it through dowries; sons continue the family lineage, whereas daughters marry away to some other household; sons undertake important religious role and responsibilities; and sons continue to protect or exercise the family's power, whereas daughters must

be defended and protected, creating a perceived burden on the household. (UNFPA, 2007). Sons may also be valued for their ability to assist the family in times of crisis and to mentor younger siblings in school but daughters are more likely to be valued for helping out around the house and caring for younger siblings (*Gender Preferences for Children | Encyclopedia.Com*, n.d.). In Nepal, we can see that if the first born is a daughter in the family most of the time they are neglected and parents tend to produce more children (Hatlebakk, 2016).

Discrimination among boys and girls is also one of the major challenge that a girl face resulting the opportunity differential. Discrimination among the gender still exists in many part of the country not only in urban areas but also in the rural area as well. Discriminatory values and norms against women and girls are deeply embedded in Nepali culture and society. Early marriage traditions, social norms and values that weaken the importance of educating girls on an equal footing with boys, preferential treatment of the male child, perceived doubtful benefits of educating girls, and the traditional view of girls as someone else's property all conspire to limit girls' enrollment and school attendance (UNESCO, 2004).



## Research Methodology

This chapter offers the methods used in this research. This research was conducted in Yamunamai Rural Municipality, Rautahat District. The methods used for this study are survey, observation, focus group discussion, and case study and key informant interview. The questionnaires were prepared and were asked to the students of the 8 schools of the Yamunamai Rural municipality. The interviewees were both boys as well as girls from grade 3 to 8. In addition to the primary data collected, secondary data were also used while conducting this research. Various journal articles, newspaper articles and even the data presented by some of the prestigious international organizations like UNESCO, UNFPA and more were reviewed during the undertaking of this research.

### 3.1 Duration of the study:

This research began in the month of May 2022, at the inception phase major literature review were done, which includes a book "Amartya Sen's Capability Approach and Social Justice in Education". The research was started from May and ended in September. The field study was conducted at Yamunamai Rural Municipality, Rautahat on the first week of September which was on 3<sup>rd</sup> of September, 2022 and returned on 16<sup>th</sup> of September, 2022. The field study was 2 weeks long where 230 data were collected.

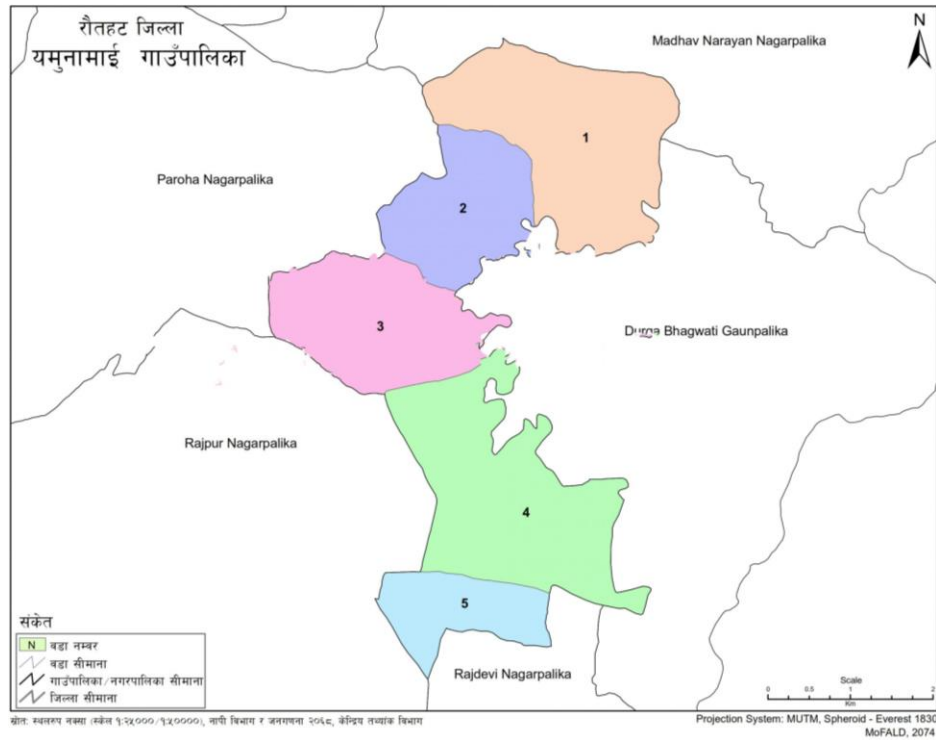
### 3.2 Selection of the study site:

The field site chosen for this research is Yamunamai Rural Municipality. This is the rural Municipality in Nepal and it compose of five wards covering an area of 17 square kilometers. The five wards of the municipality are: Jethariya, Bhediyahi, Rajpur Tulashi, Sarauthi and Jhunkunwa.

### 3.3 Description of the site:

Yamunamai Rural Municipality had a total population of 23,884 according to the 2011 Census conducted by the Central Bureau of Statistics (CBS). Its population is 23,884 with 12,211 males and 11,673 females. Rautahat being one most illiterate district of Nepal, the research conducted here will help to get the appropriate data.

Figure 7: Map of Yamunamai Gaupalika, Rautahat District



Source: MoFALD, 2074

### 3.4 Method of data collection:

This study employs a mixed method that included both qualitative and quantitative data. The list of questionnaires for the survey were compiled. The survey was conducted in Rautahat at the Yamunamai gaupalaika. The survey was conducted in eight of the Yamunamai Gaupalaika schools. The respondents for this study were students from the Yamunamai Rural Municipality's eight different community (public) schools, with six students from each class, including three boys and three girls. However, for this research, it was primarily focused on the information gathered from the girls.

While conducting this research, one-on-one interviews were taken with each student respondent. A list of questionnaires has been prepared, and those questions were asked to the interviewee. Consent was obtained as an ethical consideration before beginning the interview. Not only primary data was conducted or collected for this research, but this research was also focused on secondary data. And for secondary data, the key documentation, which is a book titled "Amartya Sen's Capability Approach and Social Justice in Education" was reviewed. Not only was this book reviewed serve as secondary data, but also other various articles written by various authors, press releases, and data pertaining to Girls and Education. Before conducting the interviews, all respondents were provided verbal consent. The study's purpose and objective were briefly described. The respondents were assured of the confidentiality and anonymity of their responses.

### 3.5 Selection of the respondent:

The research has been undertaken in eight different Yamunamai Rural Municipality schools. All of the schools in this area are public. The respondents were the students of both the gender (boys as well as girls). There were a total of 230 respondents where 116 were female respondents and 114 were male respondents. They were from different ethnicity backgrounds. The responses were collected randomly from grade 3 to 8 of the 8 schools in Rautahat.

### 3.6 Data analysis and Interpretation:

The data was collected through an app called Kobo. Kobo is a tool used for data collection. The list of the questionnaires were set in the Kobo and the data were collected through the app. After the data collection, the kobo app had the result and it showed us in bar graphs only. Then the data were analyzed and interpreted by using Stata where you can analyze the data by table or by bar graph or by pie charts.

## Findings and Discussion

This chapter will offer major discussions on the finding of this research. The findings are divided into the four themes in accordance with the conceptual framework provided in the literature review chapter.

### 4.1 Bodily Integrity and Health

The first theme of the conceptual framework is bodily integrity and health. This theme indicates whether a student is having any kind of challenges particularly any opportunity differential in the school area or not.

#### 4.1.1 Toilet

This indicator represents whether students from the schools have a separate toilet facility and facilities inside the toilet. Having this will make sure that the girls are comfortable using the toilet facility.

Table 2: Availability of Separate Toilets.

	Frequency	Percentage	Cum.
<b>Available</b>	43	18.7	18.7
<b>Highly available</b>	52	22.61	41.3
<b>Highly unavailable</b>	30	13.04	54.35
<b>Negatively available</b>	19	8.26	62.61
<b>Positively available</b>	86	37.39	100
<b>Total</b>	<b>230</b>	<b>100</b>	

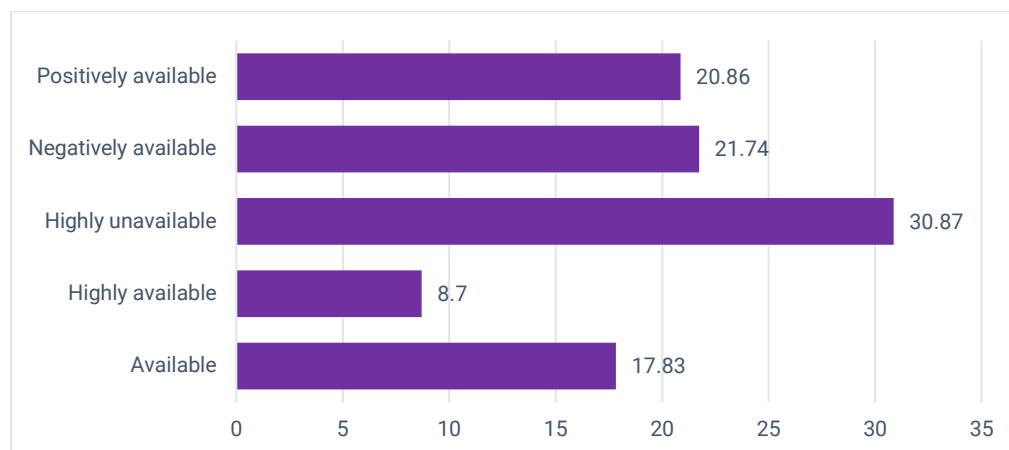
Source: Field Survey, 2022

The table above represents the availability of separate toilets in the school for girls and boys. According to the respondents, a total of 37.39% respondents have mentioned that the availability of separate toilets for girls and boys are positively available. Whereas 22.26 % of the respondents mentioned the availability of the separate toilet as highly available, and boys is highly available but 13.04% of the respondents have mentioned that the separate toilets are highly unavailable.

There are some of the schools in the Yamunamai Rural Municipality where there were no separate toilets available in the school. One of the school students from Jethariya ward has mentioned that even if they have separate toilets for both the gender, one of the toilets doesn't have the door. And there are some schools which don't even have a

separate toilet available. This is also one of the reasons for the increase in dropout rate and absentees. Students, whether it's a girl or boy, really do not feel comfortable sharing the same toilet. This results that even if there is availability of the separate toilets, they are not managed properly.

Figure 8: Bar graph of Availability of Facility inside the Toilet (In Percent)



Source: Field Survey, 2022

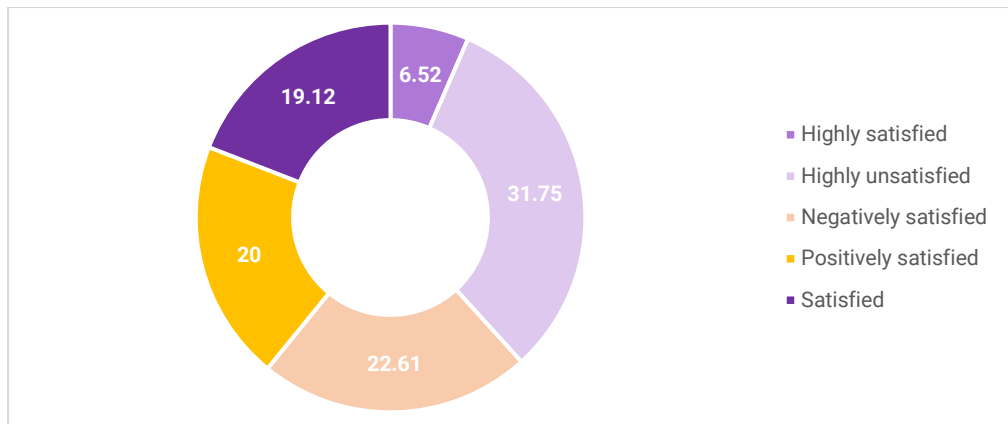
Table 3: Availability of Facility inside the Toilet.

	Frequency	Percentage	Cum.
<b>Available</b>	41	17.83	17.83
<b>Highly available</b>	20	8.7	26.52
<b>Highly unavailable</b>	71	30.87	57.39
<b>Negatively available</b>	50	21.74	79.13
<b>Positively available</b>	48	20.86	100
<b>Total</b>	<b>230</b>	<b>100</b>	

Source: Field Survey, 2022

The above table and bar graph represents the Availability of Facility inside the Toilet in the school area. According to the data stated above, we can clearly see that many of the students have indicated that there are highly unavailable facilities inside the toilet. 30.87% of the total respondents have said that there is highly unavailability of the facility inside the toilet. The facility is like; water, dustbins, cleanliness, soaps. There is no use of these things in the school toilet. 21.74% of the respondents mentioned that these facilities are negatively available. Only 8.70% have responded that they have a high availability of the facility inside the toilet. Total of 121 respondents have answered that there are no facilities available inside the toilet at schools.

Figure 9: Satisfaction of facilities inside toilet



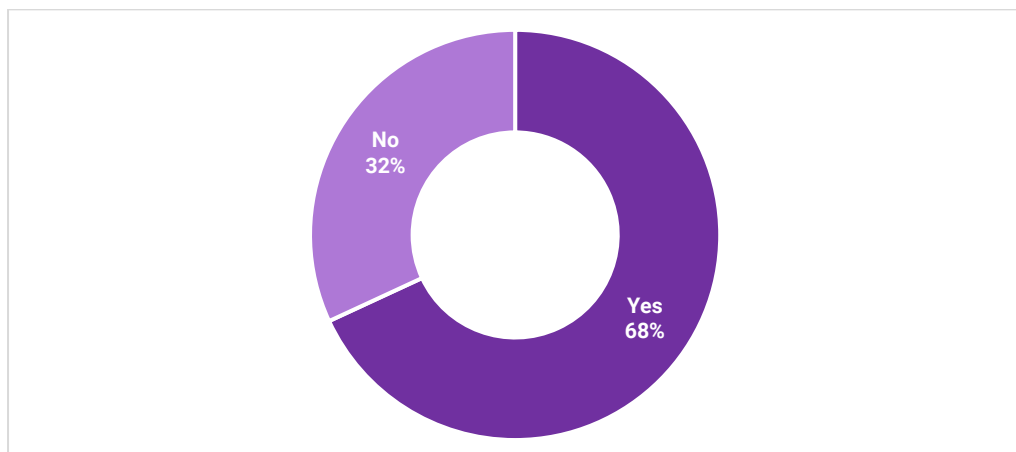
Source: Field Survey, 2022

The above figure represents the satisfaction level of the facilities available inside the toilet. 31.75% of the respondents have mentioned that they are highly unsatisfied by the toilet facilities whereas 22.61% have responded that they are negatively satisfied. Only 6.52% have mentioned that they are highly satisfied. The facility inside the toilets indicates that there is no proper health care facility. The WASH facility is not applicable in these schools. Even though there is WASH training and USAIDS have built the taps while visiting the school area, the taps are taken out of the place so students are not able to use this facility.

#### 4.1.2 Menstrual Hygiene

This indicator looks after challenges faced by girls during her menstrual period.

Figure 10: Have you had your periods?



Source: Field Survey, 2022

The above figure indicates whether girls have been in her periods or not. 68.1% of the girls have not had her periods whereas 31.9% of the girls from the respondent have had her periods.

Table 4: What do you use during your period?

	Frequency	Percentage	Cum.
<b>Cloth</b>	3	8.11	8.11
<b>Sanitary pad</b>	37	91.89	100
<b>Total</b>	<b>40</b>	<b>100</b>	

Source: Field Survey, 2022

The above table is the response to the question whether a girl use sanitary pad or clothes during her menstrual period. Where 8.11% of the respondents used clothe whereas 91.89% use the sanitary pads.

Table 5: Availability of Sanitary pads in school

	Frequency	Percentage	Cum.
<b>Available</b>	67	29.13	29.23
<b>Highly available</b>	21	9.13	38.26
<b>Highly unavailable</b>	77	33.48	71.74
<b>Negatively available</b>	43	18.7	90.43
<b>Positively available</b>	22	9.57	100
<b>Total</b>	<b>230</b>	<b>100</b>	

Source: Field Survey, 2022

The above table represents the availability of sanitary pads in the school province. 33.48% have responded that the school area does not provide the sanitary products. There is highly unavailability of the sanitary pads. 29.13% have stated that the school does provide the sanitary pads. 18.70% have agreed on negatively availability of the sanitary pad in school. This will be a great challenge for a girl to attend school during her menstrual cycle. If a girl gets her periods started during the school time, then she will definitely have to leave school if they don't provide the sanitary pads.

#### 4.1.3 Violence and security/ Female Teacher

The other indicator on this theme is violence and security and I have also included another indicator, which is Female teacher. This theme indicates the safety and security and the violence that a student has faced.

Table 6: "Do you feel safe at school?"

	Frequency	Percentage	Cum.
<b>Yes</b>	25	10.87	10.87
<b>No</b>	205	89.13	100
<b>Total</b>	<b>230</b>	<b>100</b>	

Source: Field Survey, 2022

The above table represents the question "Do you feel safe at school?" where 89.13% responded have said yes and 10.87% have said that they are not safe at school.

Table 7: Have you ever faced violence at school?

	Frequency	Percentage
<b>Yes</b>	55	23.91
<b>No</b>	174	75.65
<b>Prefer not to say</b>	1	0.44
<b>Total</b>	<b>230</b>	<b>100</b>

Source: Field Survey, 2022

The above table explains if they've ever faced any violence at school where 75.65% of responded that they have not faced any kind of violence at school and 23.91% have addressed that they have been a victim of violence at school. Being a victim of violence will take the right of a person to live with dignity and respect.

Table 8: Who do you usually share your problem with?

	Frequency	Percentage	Cum.
<b>Female teacher</b>	106	46.09	46.09
<b>Friends</b>	35	15.21	61.3
<b>Male teacher</b>	89	38.7	100
<b>Total</b>	<b>230</b>	<b>100</b>	

Source: Field Survey, 2022

The above table represents who they usually share their problems with in the school. 46.09% have answered that they share their problem with female teachers. 38.70% share their problem with male teachers and 15.22% of the students share their problem with their friends. This shows that they are more comfortable sharing their problems with female teachers more than male.

## 4.2 Participation

Participation is the second theme in my framework. Participation has one indicator which is sports.

Table 9: Do boys and girls play games together?

	Frequency	Percentage	Cum.
<b>Always</b>	31	13.48	13.48
<b>Never</b>	111	48.26	61.74
<b>Occasionally</b>	39	16.96	78.7
<b>Rarely</b>	22	9.56	88.26
<b>Very frequently</b>	27	11.74	100
<b>Total</b>	<b>230</b>	<b>100</b>	

Source: Field Survey, 2022

The above table represents the question "Do boys and girls play games together?" 48.26% have responded that they never play together. 16.96% said that they play occasionally whereas 9.57% said that they rarely play together. 13.48% have said that



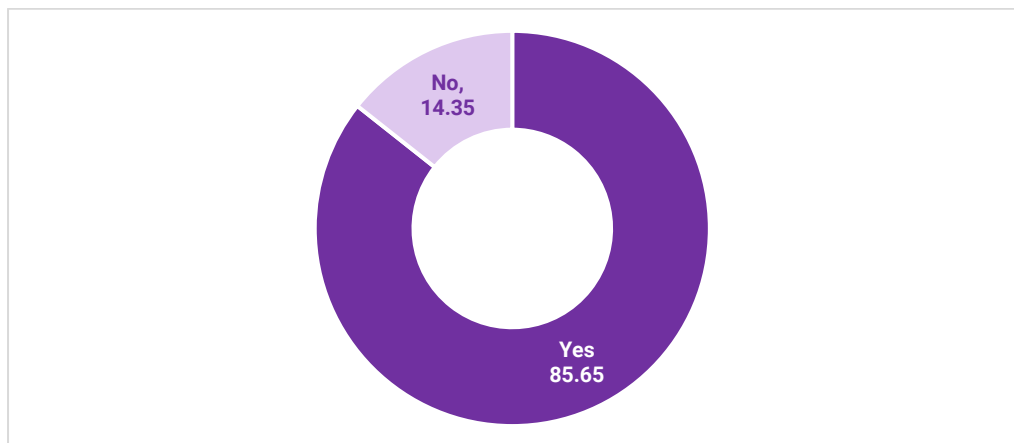
they always play together and 11.74% have stated that both boys and girls play together very frequently. Not letting play together is also taking away the opportunity of a student

### 4.3 Freedom from Economic and Non-Economic Exploitation

Another theme to my framework is freedom from economic and non-economic exploitation. It over look 3 indicator:

#### 4.3.1 Household Chores

Figure 11: Do you do household chores?



Source: Field Survey, 2022

The above figure represents the question “Do you do Household chores?” where 85.65% have stated that they do the household chores where 14.35% have stated that they do not do any kind of the household chores.

Table 10: How long do you do your household chores?

	Frequency	Percentage
<b>1-2 hours</b>	102	51.78
<b>2-3 hours</b>	45	22.84
<b>3-4 hours</b>	6	3.05
<b>Less than 1 hour</b>	41	20.81
<b>More than 4 hours</b>	3	1.52
<b>Total</b>	<b>230</b>	<b>100</b>

Source: Field Survey, 2022

The above table explains the question ‘How long do you do your household chores?’ where 51.78% of the students do the household chores for 1 to 2 hours, 22.84% said that they do the household chores for 2 to 3 hours and 20.81% of students have stated that they do household chores for less than an hour.

### 4.3.2 Child Labor

Table 11: Do you work?

	Frequency	Percentage
<b>Yes</b>	210	91.3
<b>No</b>	20	8.7
<b>Total</b>	<b>230</b>	<b>100</b>

Source: Field Survey, 2022

This table indicates the question: "Do you work?" where 91.30% have stated that they do not work and 8.70% have only said that they do work.

### 4.3.3 Leisure time

Table 12: Do you get free time?

	Frequency	Percentage
<b>Yes</b>	224	97.39
<b>No</b>	6	2.61
<b>Total</b>	<b>230</b>	<b>100</b>

Source: Field Survey, 2022

The table above represents the question 'Do you get free time?' where 97.39% of the respondent has said that they do get the free time. Whereas 2.61% of the respondents stated that they do not get free time.

## 4.4 Social Relation

Another theme of my framework is social relation where it overlooks three indicators.

### 4.4.1 Preference to boys

Table 13: Which school does your siblings study?

	Frequency	Percentage
<b>Do not study</b>	23	10.04
<b>Government school</b>	173	75.55
<b>Private boarding school</b>	33	14.41
<b>Total</b>	<b>230</b>	<b>100</b>

Source: Field Survey, 2022

The above table represents the school that siblings of the respondent study in. 75.55% of the respondents have said that their siblings study in the government school whereas 14.41% of the respondents have stated that their siblings study in government school and 10.04% of the respondent's siblings do not study at all.

#### 4.4.2 Discrimination

Table 14: Do you face discrimination among your siblings?

	Frequency	Percentage
<b>Yes</b>	52	22.71
<b>No</b>	177	77.29
<b>Total</b>	<b>230</b>	<b>100</b>

Source: Field Survey, 2022

The table above shows the data to the question 'Do you face discrimination among your siblings?' where 77.29% have responded that they so not face any kind of discrimination among their siblings whereas 22.71% have said that they have faced the discrimination among their siblings.

#### 4.4.3 Child Marriage

Table 15: Among your siblings at what age does he/she got married?

	Frequency	Percentage
Don't know	87	37.83
13	2	0.87
14	2	0.87
15	4	1.74
16	7	3.04
17	6	2.61
18	26	11.30
19	5	2.17
20	69	30.00
21	7	3.05
22	7	3.05
24	2	0.87
25	2	0.87
28	2	0.87
29	1	0.43
30	1	0.43
<b>Total</b>	<b>230</b>	<b>100</b>

Source: Field Survey, 2022

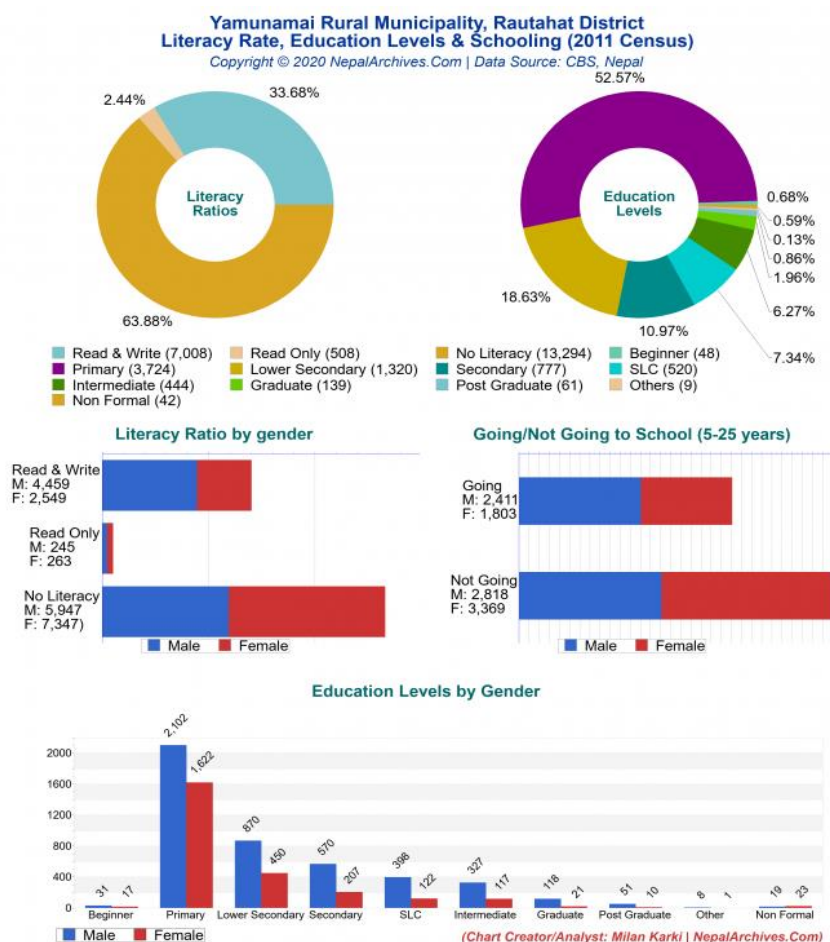
The figure above shows that among the respondents 69 of their siblings got married at the age of 20. In the chart above we can see that there is a practice of the child marriage and we can see their siblings getting married at the age of 13, 18 and more. Which clearly explains that there is practice of child marriage in this place.

## Analysis/ Results

This chapter will analyze the findings with the gender which will later answer the research question mentioned above. This research was analyzed in two ways. First one is by using the secondary method and data through various authors and research papers as well as articles. The data used in this research was conducted and is related to education in the area of Yamunamai Rural municipality, Rautahat. This data was taken researching several websites, reading different articles. The major data that mentioned below was posted by the CBS in 2011.

### 5.1 Secondary Data Analysis:

Figure 12: Yamunamai Rural Municipality, Rautahat District, Literacy rate, education level and schooling



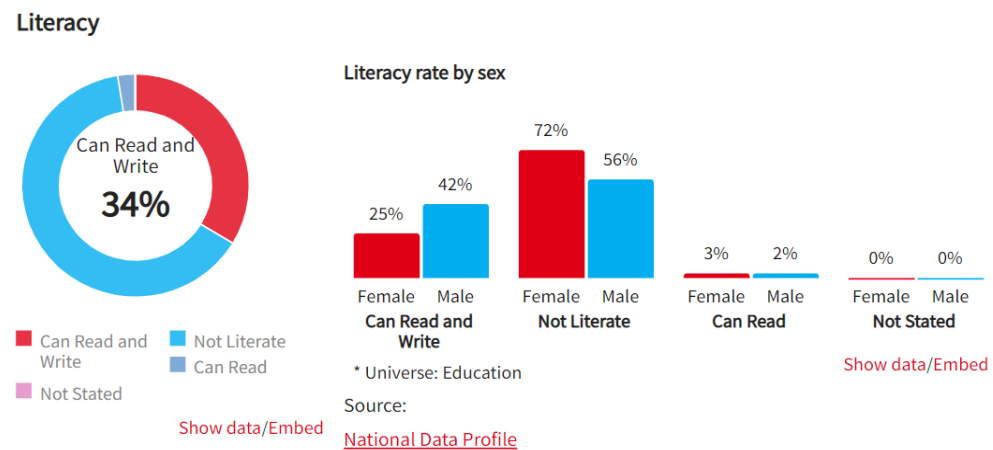
Source: (Karki, 2019) (CBS, 2011 census)

The above figure indicates the literacy rate, the educational level and schooling of Yamunamai Rural Municipality, Rautahat District. The above figure stated by Milan Karki indicates that 33.68% of people are literate and 63.88% of people are not literate. 7,347 females are not literate whereas only 2,549 females can read and write and only 263 females can read. 5,947 male are not literate in Yamunamai Rural Municipality however 4,459 male can read and write as well and only 245 can read only. This expresses that a huge number of females are not literate in Yamunamai rural municipality than male.

1,803 females of age group 5 to 25 years are going to school whereas 3,369 females are not attending. 2,411 male are attending school but 2,818 of male are going to school. This also does shows that even there are number of male who are not attending school are high enough but comparing with the other sex, number of female not attending the school are slightly higher than boys.

Even in the bar graph presented at the educational level, we can see that the number of gender is more enrolled in the primary level of education but gradually with the increase of the educational level the number of the male and female have dropped significantly.

Figure 13: Literacy Rate in Yamunamai Rural Municipality



Source: *Nepal Map Comparison: Rautahat vs. Yamunamai, n.d.*

According to the data presented by the CBS 2011 34% of people living in Yamunamai rural municipality can read and write. The large number of people in this rural municipality are not literate. 72% of females are not literate whereas 56% of male are not literate. Only 3% of females and 2% of male can read. The number of females who can read and write is 25% which in comparison to 42% of male is quite low.

The stat shown above, we can figure out that in Yamunamai Rural Municipality, the female literacy rate is comparatively low than the male literacy rate. Even though there Rautahat District has the slogan "Beti Padhao Beti Bachao " but still we can see the literacy rate among both genders has the vast difference. More females are not literate at all.

Figure 14: Education Level Passed in Yamunamai Rural Municipality

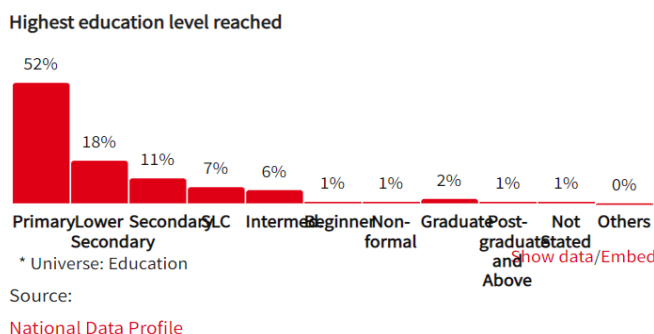
Education Level Passed

**52.1%**

Have passed the primary level

about 1.3 times the rate in Nepal: 39.34%

about 20 percent higher than the rate in Province No. 2: 45.01%



Source: Nepal Map Comparison: Rautahat vs. Yamunamai, n.d.

The data above states the educational level passed by the people in Yamunamai Rural Municipality. We can see that as the level of education rises, the number of people enrolled decreases gradually. 52% of people have reached the Primary level of education. Once it was upgraded to the Lower Secondary Level, the percent of the people decreased as only 18% of people reached this level of education, and only 7% have reached the SLC level of education.

Figure 15: Educational Level passed by sex Yamunamai Rural Municipality

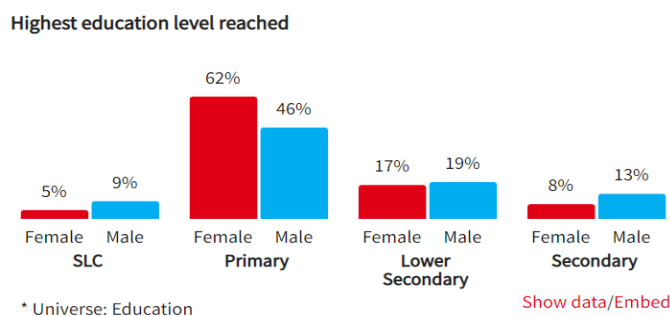
Education Level Passed by Sex

**10.9%**

Have passed the secondary level

a little less than the rate in Nepal: 11.48%

about the same as the rate in Province No. 2: 11.01%



Source:

[National Data Profile](#)

Source: Nepal Map Comparison: Rautahat vs. Yamunamai, n.d.

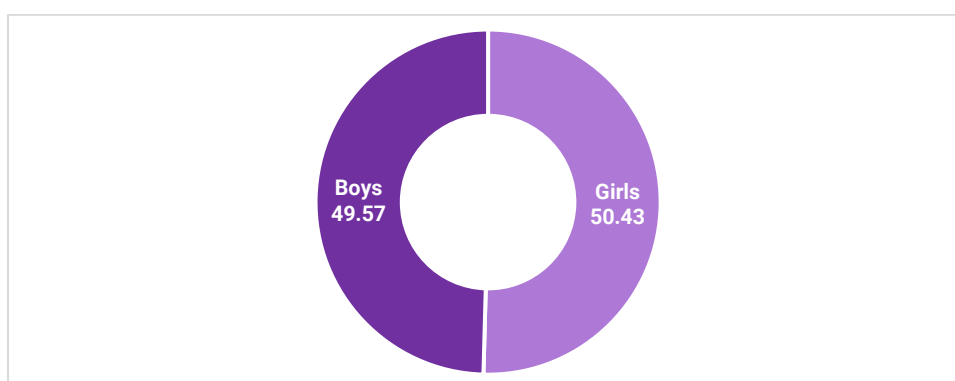
The figure above expresses that educational level reached or passed according to gender. We can clearly see that during the primary level of education the female rate is higher than male. 62% of the females have passed the Primary level of education whereas only 46% of male have passed this level of education. Once they reach the Primary level of education, both the male and female rate have declined radically by male 19% and female by 17%. Even at the secondary level, we can observe that 8% of females and 13% of male have reached the Secondary educational level. And while they reach at the SLC level only 5% of females and 9% of male have passed this level.

The above figures illustrate that higher the level of education lowers the enrollment in the Yamunamai Rural Municipality. We can see that the number of females who are not literate is much higher than men. This clearly shows that there is an opportunity differential among male and females in this area.

## 5.2 Primary Data Analysis:

This part will analyze the data which has been collected during the 2 weeks long field visit in Rautahat. This research was analyzed using the conceptual framework that have been mention above in Chapter 2 which includes four themes. It will rater focus on the themes that have establish in the framework as sub-topic. This themes shows that weather there is opportunity differential among the boys and girls in school of the two rural municipality. Under those theme the indicators will also be mentioned to analyze the challenges. {Some of the data is analyzed by the availability (1.Highly Available, 2.Available+, 3.Available, 4.Available- and 5.Highly Unavailable) and some are analyzed through the Satisfaction (1.Highly Satisfied, 2. Satisfied +, 3. Satisfied, 4. Satisfied - and 5.Highly Unsatisfied)

Figure 16: Gender of the respondent



Source: Field Survey, 2022

The figure above represents the gender, number of the respondents in the survey. 50.43% of the respondents were female and 49.57% were male. There were not much difference in with both the genders while taking the survey. In the survey both of the genders participated equally.

### 5.2.1 Bodily Integrity and Health:

This is the first theme of the framework. It will look after the four indicators; Toilet, Menstrual Hygiene, Violence and security and women teacher.

Table 16: Cross Tabulation of Availability of "facilities inside the toilet and gender"

	Available	Highly available	Highly unavailable	Negatively available	Positively available
Girls	9%	6%	19%	8%	9%
Boys	8%	3%	12%	14%	12%
Total	100%				

Source: Field Survey, 2022

The above table represents the cross-tabulation of gender and the availability of the facilities inside the toilet. As we can see, a total of 31% respondents, 19% girls and 12% boys, have responded that the Facilities inside the toilet are highly unavailable at the

schools. 8% girls and 14% boys responded that the facilities are negatively available, whereas 6, 9, 9% of the girls and 3, 12, 8% of boys mentioned that the facilities are highly available, positively available, and available, respectively.



Source: Field Survey, 2022

The picture above is of one of schools of Yamunamai Rural Municipality where UNICEF have built up the WASH facility for the students but as you can see that they have made up a tap but there is no handle and it cannot be used.



Source: Field Survey, 2022

The picture above is also from the schools where the survey was taken. The left toilet is for girls and the right one is for boys. As one can see that there are no facilities available inside the toilet, there's no water, no soap or dustbins and even the toilet was so dirty and had a very bad smell. This clearly brings the health issues among the students which will result the absentees record and affect the study.



Table 17: Cross Tabulation of 'Do you feel safe at school?' and 'How safe do you feel?'

	Fairly unsafe	Completely safe	Fairly safe	Neither safe nor unsafe	Not at all safe
No	3%	4%	1%	2%	1%
Yes	6%	62%	16%	4%	1%
Total	<b>100%</b>				

Source: Field Survey, 2022

The table above is the cross-tabulation of 'Do you feel safe at school?' and 'How safe do you feel? We can analyze that 62% of the students feel completely safe at school, 3% of the students feel fairly unsafe, 1% of the students feel not at all safe, 16% feel fairly safe and 2% of them stated that they neither feel safe or unsafe.

Table 18: Cross Tabulation of "with whom do you feel safe with? And sex"

	Girls	Boys	Total
Female teacher	43%	20%	63%
Male teacher	7%	30%	37%
Total	<b>100%</b>		<b>100%</b>

Source: Field Survey, 2022

The above table shows the cross-tabulation to the question 'With whom do you feel safe?' and sex, where 63% have responded, which includes 43% girls and 20% boys that they feel safe around the female teacher, whereas 37% (7% girls and 30% boys) have stated that they feel safe around the male teacher. This table clarifies that students feel safer around female teachers, but we can see that the number of female teachers has vast differences compared to male teachers. The teachers are not available so in most of the school one teacher will teach 2 to 3 subjects. As students are more comfortable around female teachers, and the number of female teachers is low, there is more chance of a droopy rate.

As per the data collected it has been analyzed that there are separate toilet facilities for girls and boys but the facilities that should be inside the toilet like water, dustbins, and soaps and so on are not available. The sanitary pads are provided in schools whenever the girls are in need of them. But there is a problem in the facilities inside the toilet. There is no water or soap or even a dustbin. Girls are having difficulties in throwing their sanitary pads and even there is no proper access to the water. This shows that both girls and boys are having problems getting facilities inside the toilet especially the girls. This shows the difficulties that a student faces while attending the school.

There is even the discussion that when they have periods does the school provide the sanitary pads which many have mentioned that they do provide the sanitary pad but many girls are shy to even ask the teacher about the sanitary pads at schools. A very few have mentioned that they use the cloth instead of pad and they do not change it at school and wear the same cloth for the entire 6 hours of school. Among those girls who use the sanitary pads also have mentioned that some of them change their pads often whereas some of them change sometimes. During my field visit I found it very difficult using the toilets of the schools as there were no facilities inside the toilets.

They don't even have the proper dustbin to throw the used sanitary pads and this explains how difficult it will be for the girls to attend school during their menstrual time. Here seems the opportunity differentials as due to this a girl's health will be at high risk and will directly or indirectly affect their education.

Here in Rautahat, even though it is complete a rural area, I found there is no discrimination during their menstrual period. They are allowed to work as per their health condition and also rest. There is also the data that indicates whether the student faces safety at school and with the teacher or not. Many have indicated that they do feel safe at school but some of the students have indicated that they don't usually feel safe around the school area because of some reasons like they are scared of the surroundings.

Many of the students from different schools of the Yamunamai have indicated that they feel safer and they can share more problems around the female teacher than the male teachers but the problem is they have less number of female teachers than male teachers. According to the mayor of the Yamunamai Rural Municipality, they have mentioned that there is actually 'Darbandi' which actually means that the teacher quota is not filled as people here are not as per the quota asked for and there are the temporary teachers filled. The number of female teachers is quite less compared to the number of male teachers. The question was asked whether they feel safe around the school area or not to which many have answered that they do feel safe around the school but some have stated that there is no proper school security which has caused them fear to attend the school as school was in an open area with no bars around. Many of them have also stated that they have not faced any kind of violence at school as well as in their home but some of them have answered that they have faced violence at their home.

## 5.2.2 Participation

Table 19: Availability of Cycle (Beti Padau Beti Bachau)

	Frequency	Percentage
<b>Available</b>	77	33.48
<b>Highly available</b>	35	15.22
<b>Highly unavailable</b>	48	20.87
<b>Negatively available</b>	40	17.39
<b>Positively available</b>	30	13.04
	<b>230</b>	<b>100</b>

Source: Field Survey, 2022

The above table shows the availability of Beti Padau Beti Bachau which is a system of giving the cycle to girls once they reach grade 8 by the government. This is actually a really good system which has helped increase the enrollment rate of females and decrease the dropout rate from the school. This is actually a really good initiative for improving girls' education.

### 5.2.3 Freedom from economic and non-economic exploitation:

Table 20: Cross Tabulation of 'Do you work to earn money?' and 'How many hours do you work?'

	1-2 hours	2-3 hours	3-4 hours	More than 4 hours
Yes	50%	25%	10%	15%

Source: Field Survey, 2022

The table above shows the cross tabulation of 'Do you work to earn money?' and 'How many hours do you work?' where 50% have mentioned that they work 1 to 2 hours, 25% have mentioned that they work for 2 to 3 hours, 15% have mentioned that they work more than 4 hours. Some of them work as a farmer, some of them work as a barber and some of them work as a fisher. Many of the respondents who work are male. So here we can see that the challenge is faced by boys more than girls. Sometimes due to work they don't have time to attend school. Many of the respondents have stated that they do kitchen work like cooking, washing dishes and some of them said that they clean laundry, clean houses. Most of the students at such a young age do cooking.

During the field visit I noticed and observed that girls are more into kitchen work. They have to cook before going to school and after they go home they again have to do the kitchen work. This shows the opportunity differential among boys and girls. Girls have to start doing the household work even after they return to school. This is one of the challenges for the girl, which is by doing the household chores and another which I think is the most challenging is the time management. Boys are more in agriculture work. They also do face the challenge by working in the field in that intense summer.

Table 21: Has work affected your school?

	Frequency	Percentage
Yes	7	35
No	13	65
Total	20	100

Source: Field Survey, 2022

Table 22: Cross Tabulation of Sex and 'Has work affected your school?'

	Girls	Boys	Total
Yes	3	4	7
No	4	9	13
Total	7	13	20

Source: Field Survey, 2022

Table 21 above explains the question: has work affected your school? Here 35% have said yes, and 65% have said no. This shows that 35% of the student's education is affected by child labor. They have an opportunity differential here because, at this age, when you should be focusing on your studies more, they have to work, because of which they have to leave school. This will make the opportunity differential among both

boys as well as girls. The opportunity to get educated without differences is taken away from the student who works.

Table 22 above is the cross-tabulation of sex and 'Has work affected your school?'. This cross-tabulation shows that 3 of the girls have said that the work does affect their school, whereas 4 of the boys have also agreed upon it.

Table 23: Cross Tabulation of 'Do you get free time?' and 'How long do you get your free time?'

	1-2 hours	2-3 hours	3-4 hours	4-5 hours	More than 5 hours
<b>Yes</b>	39.30%	41.60%	11.40%	6.30%	1.40%
<b>Total</b>	<b>100.00%</b>				

Source: Field Survey, 2022

The table above is the cross tabulation of 'Do you get free time?' and 'How long do you get your free time?' In table 23 explained 'do you get free time?' where 97.39% of the respondent has said that they do get the free time. Whereas 2.61% of the respondents stated that they do not get free time. Total of 224 respondents were asked for how long do they get free time 39.3% have responded that they get 1 to 2 hours of the leisure time, 41.6% stated that they get 2 to 3 hours, 11.4% stated that they get 3 to 4 hours of leisure time, 6.3% said that they get 4 to 5 hours of the leisure time and 1.4% said that they get more than 5 hours of the leisure time. During this time, they study, play or watch TV and have the time for themselves.

## 5.2.4 Social relation

Table 24: Do you have siblings?

	Frequency	Percentage
<b>Yes</b>	229	99.57
<b>No</b>	1	0.43
<b>Total</b>	<b>230</b>	<b>100</b>

Source: Field Survey, 2022

The table 24 mentioned above answers the question 'do you have siblings?' where 95.57% of 230 respondents have said that they have siblings.

Among the ones who said private/ boarding school were all girls. During my observation, if there are 2 girls and 1 boy in a family then boys are preferred to be sent to private schools whereas both the girls are sent to the government schools. This also shows the gender gap between the male and female. The preference to son can still be seen. One of my respondents have mentioned that the cycle that she got is used by her brother who studies in private school. This is how a girl is getting the opportunity differential in her home.

Table 25: Cross Tabulation of 'have you face discrimination among your siblings?' and 'How often do you face discrimination?'

	Always	Never	Rarely	Sometimes	Very often
Yes	7.70%	1.90%	3.90%	55.70%	30.80%
Total	100.00%				

Source: Field Survey, 2022

The table 25 above shows us the cross tabulation of 'have you face discrimination among your siblings?' and 'How often do you face discrimination?' where the data shows that 52 of them have answered yes, they have has faced the discrimination. Among those 52, 55.7% of the respondents have faced it sometimes, 30.8% of them have faced the discrimination very often 7.7% of the respondents have stated that they have always face the discrimination among their siblings. Many of the girls have faced the discrimination that they have to do all their work at home and they do not get any of the help from the brothers.

Table 26: Among your siblings at what age did they get married?

	Frequency	Percentage
0	87	37.83
13	2	0.87
14	2	0.87
15	4	1.74
16	7	3.04
17	6	2.61
18	26	11.30
19	5	2.17
20	69	30
21	7	3.04
22	7	3.04
24	2	0.87
25	2	0.87
28	2	0.87
29	1	0.43
30	1	0.43

Source: Field Survey, 2022

The table above represents the question 'Among your siblings at what age did they get married?' where 87 of the students have stated that they don't know (0 in the given table represents that they don't know about the age that their siblings got married). We can see that the siblings of the students have got married at the age of 13 or 14. This clarifies that the child marriage is still there. Child marriage is a serious issue to the nation and a serious challenge for a girls especially. Once a girl child is married then she is stripped of every right that a person should get being a human. She will not have an opportunity to do anything, to get educated, to Rome around, or else to even decide for herself. We can see a child getting opportunity differential by getting married at such a young age.

## Conclusion

This study was conducted in order to investigate the challenges (differences in opportunities) that boys and girls face while receiving an education. Education is one of the most important basic needs that every individual requires in order to lead a satisfying life. Similarly, in our country, we still see a gender barrier when it comes in obtaining an education. While this research was conducted, it was discovered that education does vary from place to place. The education system that we receive in urban areas of Nepal, such as Kathmandu, is far superior to that which the students of the Yamunamai Rural Municipality receive. It was seen that difference from the classroom to the desks and benches, as well as many other facilities such as the toilet, library, computers, and so on. During the field visit, it was discovered that many of the students in every class that we've taken from grade 3 to grade 8 are missing out on many opportunities that they should have as students.

Having used the framework, in the bodily integrity and health it has been discovered that, students are facing difficulties with the provision of facilities inside toilet. It can be seen that there are toilets available within the school grounds, but the facility within the toilets has emerged as one of the major issues. This has been a major challenge for the girls, as there is no provision of water or even dustbins, and they struggle during their menstruation cycle. It was concluded that there was no running water, dustbins, hygienic infrastructure, soap and many more. The toilets were not very clean and hygienic which might create many health problems to the students. During the menstrual period, girls face difficulties changing the sanitary pad in the toilet and they tend to not attend the schools during that time. Hence, it can be seen that girls do face the opportunity differentials in schools. During the study, it was concluded that students felt safer around the female teacher more than men but it was observed that the number of female teacher is less in compared to male in every schools. The majority of students are aware that the Cycles provided to 8<sup>th</sup> grade students was planned as part of the "Beti Padau, Beti Bachau" initiative, but the cycles have yet to be delivered. Furthermore, based on the observations, the cycle is given to the girls once they reach grade 8, and once they have it, their brothers use it. This is where you can see the opportunity being misused.

As of the framework, in participation, freedom from economic and non-economic exploitation and social relation, it was concluded that girls as well as boys they do not play together. The sports that they play are completely different. Girls were not comfortable to play with boys as the sports they place is more physical. It can be seen here that there is opportunity differential while playing sports. The study has shown that both the gender is into doing the household chores where girls were more into kitchen work and boys were more into cleaning work. It was seen that there is not much of child labor among the students as it was expected to be seen more before the research was conducted. Nonetheless, there was still practice of child marriage in the area. They got married at the age of 16. It also has been found that after the

marriage girls are forced to leave school which indicated the opportunity differential. It also was seen that there was preference to son over the girls. Girls were sent to the government school as of boys they were enrolled in the private school. This also shows the discrimination and opportunity differential among boys and girls.

As a result, we can see that girls continue to face challenges in the Yamunamai Rural Municipality. Not only do girls face an opportunity gap, but boys do as well. The government should pay more attention to the opportunity gap that students are experiencing, and more research should be conducted. The stakeholder should also make the major focus on hygiene and providing facility inside the toilet. The number of female teachers should also be increased as students feel more comfortable around them.

## References

- Beckley, H. (2002). *Capability as Opportunity: How Amartya Sen Revises Equal Opportunity*. The Journal of Religious Ethics, 30(1), 107–135. <http://www.jstor.org/stable/40017928>
- Women and girls. (n.d.). Right to Education Initiative. Retrieved July 4, 2022, from <https://www.right-to-education.org/girlswomen>
- UNICEF. Girls' Education. (n.d.-b). <https://www.unicef.org>. Retrieved July 4, 2022, from <https://www.unicef.org/education/girls-education>
- World Bank. Girls' Education. (2022, February 10). <https://www.worldbank.org>. Retrieved July 4, 2022 from <https://www.worldbank.org/en/topic/girlseducation>
- Girls' Education. (n.d.-b). Save the Children. Retrieved June 15, 2022, from <https://www.savethechildren.org/us/what-we-do/education/girls-education>
- Global Giving. (n.d.). *Girl's Education*. <https://www.globalgiving.org/>. Retrieved July 4, 2022, from <https://www.globalgiving.org/projects/girls-education-in-nepal/>
- Terzi, L. (2007). Capability to be educated. In L. Terzi (Ed.), *Amartya Sen's Capability Approach and Social Justice in Education* (pp. 25–43). Palgrave Macmillan.
- Social Development and Research Center (SDRC). (n.d.). *A Study on the Status of Gender Equality in School*. ResearchGate. Retrieved July 6, 2022, from <http://www.doe.gov.np/assets/uploads/files/1ed22446983b7dfa7b595f06b4b01525.pdf>
- Social Development and Research Center (SDRC) (2007). *A Study on the Status of Gender Equality in School*. Ministry of Education and Sport Government of Nepal Sanothimi, Bhaktapur, Nepal.
- OHCHR. (2018, November 14). *30 articles on the 30 Articles of the Universal Declaration of Human Rights*. Retrieved July 9, 2022, from <https://www.ohchr.org/en/press-releases/2018/11/30-articles-30-articles-universal-declaration-human-rights>
- Girls' education. (2022, April 27). Their world. Retrieved July 8, 2022, from <https://theirworld.org/resources/girls-education/>
- Girls' education: Facts and how to help. (2021, June 18). World Vision. Retrieved July 8, 2022, from <https://www.worldvision.ca>
- USAID. (2019, January). *ZERO TOLERANCE: GBV-FREE SCHOOLS IN NEPAL*. Retrieved July 12, 2022, from <https://www.usaid.gov/sites/default/files/documents/1861/EDU%20Zero%20Tolerance>
- UNICEF. (2018, September 6). *Eight Out Of 10 Children In Nepal Experience Violent Discipline – UNICEF* [Press release]. <https://www.unicef.org/nepal/press-releases/eight-out-10-children-nepal-experience-violent-discipline-unicef>
- Howard, J. C. (2018, September 6). *School violence: UNICEF releases new global statistics* [Press release]. <https://edition.cnn.com/2018/09/05/health/school-violence-statistics-unicef-study-parent-curve-intl/index.html>



- Acharya, B. (2019). Education Policies and Practices for Basic and Primary Education Development in Nepal. *Molung Educational Frontier*, 9, 41–53. <https://doi.org/10.3126/mef.v9i0.33584>
- Thakur, M. (n.d.). *Rautahat: The most child-illiterate district in Nepal – हाम्रो स्कूल – HamroSchool*. Hamro School. Retrieved July 12, 2022, from <https://www.hamroschool.com/rautahat-the-most-child-illiterate-district-in-nepal/>
- Karki, M. (2019, December 9). *Yamunamai Rural Municipality Profile | Facts & Statistics – Nepal Archives*. Nepali Archive. Retrieved July 12, 2022, from <https://www.nepalarchives.com/content/yamunamai-rural-municipality-rautahat-profile/>
- Bhattarai, S. (2019, July 12). The last and least in Rautahat. *Nepali Times*. Retrieved July 12, 2022, from <https://www.nepalitimes.com/banner/the-last-and-least-in-rautahat/>
- Nepal Map profile: Rautahat*. (n.d.). Nepal Map. Retrieved July 12, 2022, from <https://nepalmap.org/profiles/district-57-rautahat/>
- Beckley, H. (2002). Capability as Opportunity: How Amartya Sen Revises Equal Opportunity. *Journal of Religious Ethics*, 30(1), 107–135. <https://doi.org/10.1111/1467-9795.00100>
- Nepal Map comparison: Rautahat vs Yamunamai*. (n.d.). NepalMap. Retrieved July 13, 2022, from <https://nepalmap.org/compare/district-57/vs/local-32018/>
- Kugler, A.D., Kumar, S. Preference for Boys, Family Size, and Educational Attainment in India. *Demography* 54, 835–859 (2017). <https://doi.org/10.1007/s13524-017-0575-1>
- Pande, R.P., Astone, N.M. Explaining son preference in rural India: the independent role of structural versus individual factors. *Popul Res Policy Rev* 26, 1–29 (2007). <https://doi.org/10.1007/s11113-006-9017-2>
- UNFPA. (2007). *Son Preference and Daughter Neglect in India*. United Nations Population Fund. Retrieved July 21, 2022, from <https://www.unfpa.org/resources/son-preference-and-daughter-neglect-india>
- Gender Preferences for Children | Encyclopedia.com*. (n.d.). Encyclopedia. Retrieved July 27, 2022, from <https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/gender-preferences-children>
- Hatlebakk, M. (2016). Son Preference, Number of Children, Education and Occupational Choice in Rural Nepal. *Review of Development Economics*, 21(1), 1–20. <https://doi.org/10.1111/rode.12237>
- Women Sports Foundation. (2019, October 12). *Do You Know the Factors Influencing Girls' Participation in Sports? - Women's Sports Foundation*. Retrieved July 28, 2022, from <https://www.womenssportsfoundation.org/do-you-know-the-factors-influencing-girls-participation-in-sports/>
- Gasparova and Partrick. (n.d.). *The Education of Boys and Girls*. Retrieved September 19, 2022,

from <http://www.csun.edu/%7Epb48827/grouppro.html#:~:text=Boys%20and%20girl%20learn%20in,more%20at%20unease%20with%20themselves.>

- Bista, Min B. (2004). *Review of research literature on girls' education in Nepal*. UNESCO. Retrieved August 15, 2022, from <https://unesdoc.unesco.org/ark:/48223/pf0000138640>
- Devaraj, A., Ramesh, A., L. Kreps, G., Gautam, K., P. Dhakal, K., S. Raikhola, P., & Bhattarai, R. (2020, March 2). *Educational Status of Female Youth in Nepal: A Foundation for Health and Well-being. Where Should Programmes Focus?* Sage Journals. Retrieved September 18, 2022, from <https://journals.sagepub.com/doi/full/10.1177/0971523120907207#bibr16-0971523120907207>
- Save the Children & World Vision. (n.d.). *Child Marriage in Nepal*. World Vision International. Retrieved September 21, 2022, from <https://www.wvi.org/sites/default/files/Child%20Marriage%20in%20Nepal-%20Report.pdf>
- Porter, S. A. (2016, February 23). Girls' education, development and social change: 'Seeding, Strengthening and linking' (Global Fund for Women). *Sage Journals, Volume 14*(Issue 5). <https://doi.org/10.1177/1478210315625904>
- Malik, K. (2014). *Educating women the closest thing to a silver bullet in human development*. UNDP. Retrieved July 17, 2022, from <https://unwomen.org.au/news/undp-educating-women-%E2%80%9C-closest-thing-silver-bullet-human-development%E2%80%9D>
- The History of Women in Education - HEPG*. (n.d.). Retrieved September 21, 2022, from [https://www.hepg.org/her-home/issues/harvard-educational-review-volume-67-issue-4/herarticle/the-history-of-women-in-education\\_202](https://www.hepg.org/her-home/issues/harvard-educational-review-volume-67-issue-4/herarticle/the-history-of-women-in-education_202)
- Timsina, G. (2011). *Educational participation of girls in Nepal: an ethnographic study of girls' education in a rural village*.
- Basnet, & Dhaoj, L. (2013, November). *GENDER DISCRIMINATION AND CHILDREN'S RIGHT TO EDUCATION IN NEPAL: PERSPECTIVES OF PARENTS AND CHILDREN*.
- Walker, M. (2014, May 4). Educational transformation, gender justice and Nussbaum's capabilities\* (Chapter 12) - Capabilities, Gender, Equality. *Cambridge Core*. <https://www.cambridge.org/core/books/abs/capabilities-gender-equality/educational-transformation-gender-justice-and-nussbaums-capabilities/8C2ADEC76359900E4EAF81A304D8168E>
- 2019 Country Reports on Human Rights Practices. (2021, May 10). *United States Department of State*. <https://www.state.gov/reports/2019-country-reports-on-human-rights-practices/>

# Annex

## Annex 1: Photo Gallery



Situation of a Classroom in one of the schools.







## Annex 2: Survey Questionnaire

### **Background Information:**

\*Ward no:

- Jethariya
- Bhediyahi
- Rajpur Tulasi
- Sarautha
- Jhunkunwa

\*Name of the School:

- Shree Ma Vi School, Bedhiyahi
- Shree Rajpur Tulashi
- Shree Ma Vi, Jethariya
- Shree Yamunamai, Jhunkunwa
- Shree Jagadamba Adharbhut
- Shree Janta Ma Vi
- Shree Mahadev Pra Vi
- Shree Braham Pra Vi

\*Name of Respondent:

\*Age

\*Sex:

- Male
- Female

\*Grade:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

### **A. Resources**

1. Separate toilets for girls and boys (Availability)

- Highly Available
- Available (+ve)
- Available
- Available (-ve)
- Highly Unavailable

2. Separate toilets for girls and boys (satisfaction)

- Highly Satisfied
- Satisfied (+ve)
- Satisfied
- Satisfied (-ve)
- Highly Unsatisfied

3. Separate toilets for girls and boys (Importance)

- Extremely important
- Very Important
- Moderately Important
- Slightly Important
- Not at all Important

4. Facilities inside the toilet (Availability)

- Highly Available
- Available (+ve)
- Available
- Available (-ve)
- Highly Unavailable

5. Facilities inside the toilet (satisfaction)

- Highly Satisfied
- Satisfied (+ve)
- Satisfied
- Satisfied (-ve)
- Highly Unsatisfied

6. Facilities inside the toilet (Importance)
  - Extremely important
  - Very Important
  - Moderately Important
  - Slightly Important
  - Not at all Important
  
7. Provision for sanitary pads (Availability)
  - Highly Available
  - Available (+ve)
  - Available
  - Available (-ve)
  - Highly Unavailable
  
8. Provision for sanitary pads (satisfaction)
  - Highly Satisfied
  - Satisfied (+ve)
  - Satisfied
  - Satisfied (-ve)
  - Highly Unsatisfied
  
9. Provision for sanitary pads (Importance)
  - Extremely important
  - Very Important
  - Moderately Important
  - Slightly Important
  - Not at all Important
  
10. Cycle (Beti Padhau, Beti Bachau) (Availability)
  - Highly Available
  - Available (+ve)
  - Available
  - Available (-ve)
  - Highly Unavailable
  
11. Cycle (Beti Padhau, Beti Bachau) (satisfaction)
  - Highly Satisfied
  - Satisfied (+ve)
  - Satisfied
  - Satisfied (-ve)
  - Highly Unsatisfied
  
12. Cycle (Beti Padhau, Beti Bachau) (Importance)
  - Extremely important
  - Very Important
  - Moderately Important
  - Slightly Important
  - Not at all Important

**B. Participation:**

1. Have you ever participated in activities such as sports or training?
  - Always
  - Very frequently
  - Occasionally
  - Rarely
  - Never
  
2. Do girls and boys play games together?
  - Always
  - Very frequently
  - Occasionally
  - Rarely
  - Never

**C. Bodily Integrity and Health**

1. Do you feel safe at school?
  - Yes
  - No
  - Prefer not to say

2. Please indicate how safe you feel walking alone within the school area?
  - Completely safe
  - Very safe
  - Neither safe nor unsafe
  - Fairly unsafe
  - Not at all safe
  
3. Have you ever been subjected to any form of violence or harassment at school?
  - Yes
  - No
  - Prefer not to say
 If yes, could you please elaborate if you are comfortable.....
  
4. Have you ever been subject to any violence at home?
  - Yes
  - No
  - Prefer not to say
  
5. Have you faced discrimination at home?
  - Yes
  - No
  - Prefer not to say
  
6. What kind of discrimination have you faced?
  - Gender
  - Religious
  - Age
  - Racial
  - Class
  
7. Have you had your periods?
  - Yes
  - No
 If Yes, Do you face discrimination during your menstruation at home?
  - Yes
  - No
 If Yes, Do you face discrimination during your mensuration at school?
  - Yes
  - No
  
8. Do you attend school during your menstruation cycle?
  - Always
  - Usually
  - About half the time
  - Seldom
  - Never
 If you miss, for how long will you miss your classes during your menstruation? (days)
 

.....
  
9. Are you able to talk about the female menstruation cycle?
  - Yes
  - No
  
10. What do you use during your menstruation cycle? [For girls]
  - Sanitary pad
  - Cloth
  
11. How often do you change your sanitary pad/cloth? [For Girls]
  - Very Often
  - Often
  - Moderate
  - Not do often
  - Not at all
  
12. Does your family support you during your menstruation?
  - Yes
  - No



13. How do people behave with you during your menstruation cycle?
- Positive
  - Negative
14. Are you assigned work during your menstruation time at your home? [For Girls]
- Always
  - Sometimes
  - Never
  - Very often
  - Rarely
15. Are you comfortable sharing your problem (any type) with your teacher?
- Very comfortable
  - Moderate
  - Not at all
  - Comfortable
  - Not comfortable
16. Who do you usually prefer to share your problems with?
- Male teacher
  - Others (specify)
  - Female teacher
  - .....
17. Do you feel safe around you're?
- Male teacher
  - Female teacher
18. Does your teacher treat you nicely?
- Yes
  - No

**D. Freedom from Economic and Non-economic Exploitation & Social Relation:**

1. Do you help in your household chores?
- Yes
  - No
- If yes, what kind of work do you do?
- Kitchen working
  - Looking after family
  - Cleaning
  - Marketing
  - Agriculture field work
2. How long do you have to do your household chores?
- Less than 1 hour
  - 3-4 hours
  - 1-2 hours
  - More than 4 hours
  - 2-3 hours
3. Do you have any siblings?
- Yes
  - No
- If yes, please specify:
- Male
  - Female
  - Both
4. Do you have any siblings who help with household chores?
- Help from Sister
  - Help from both Brother and Sister
  - Help from Brother
  - Help from no one
5. If you have siblings, in which school do they study?
- Private (Boarding) School
  - Public School

- Do not study
6. Have you ever faced any kind of discrimination in your home among your siblings?
    - Yes
    - No
 If yes, how often do you face discrimination?
    - Always
    - Sometimes
    - Never
    - Very often
    - Rarely
  7. Do you work to earn money?
    - Yes
    - No
 If yes, where do you work?.....
  8. How many hours do you have to work?
    - 1-2 hours
    - 3-4 hours
    - More than 5 hours
    - 2-3 hours
    - 4-5 hours
  9. Does your work affect your school?
    - Yes
    - No
  10. Have you ever not attended school because you have to go to work?
    - Very Often
    - Moderate
    - Not at all
    - Often
    - Not do often
  11. Have you ever not attended school because you have to do household chores?
    - Very Often
    - Moderate
    - Not at all
    - Often
    - Not do often
  12. Do you get free time at home?
    - Yes
    - No
  13. For how long do you get your free time?
    - 1-2 hours
    - 3-4 hours
    - More than 5 hours
    - 2-3 hours
    - 4-5 hours
 If yes, what do you do in your free time?
    - Study
    - Social media
    - Play games
    - Entertainment
  14. Do you have the right to make your own decisions for yourself?
    - Yes
    - No
 If not, who would decide for you?
    - Father
    - Grandparents
    - Relatives
    - Mother
    - Siblings
    -

15. Do you have the right to decide about your own marriage?

- Yes
- No

If not, who would decide for you?

- Father
- Grandparents
- Relatives
- Mother
- Siblings

16. Among your siblings and cousins, at what age does he/she get married?

17. Are there any external responsibilities that restrict you from attending school regularly?

Tick the appropriate choices.

- Taking care of younger siblings
- Having to prioritize work over school
- Taking care of disable elderly
- No responsibilities

Funded by:

