

Sexual Violence Assessment in Seven Districts of Nepal

A study conducted in Kanchanpur, Kailali, Bardiya, Banke, Dang, Parsa and Bara

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We do know sexual violence exists in our society but do not have concrete data evidence on extent of its prevalence. This study is a step forward to understand the depth and extent of the problem and to support relevant institutions to address the problem.

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Anjana Shakya
HimRights and PPCC Study Team

ACRONYMS

BASE	Backward Society Education
BS	Bikram Sambat (AD +57 years)
CBO	Community Based Organization
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CRC	Convention on the Rights of the Child
CREHPA	Center for Research on Environment Health and Population Activities
CSO	Civil Societies
CWIN	Child Workers in Nepal Concerned Centre
CDO	Chief District Officer
CWISH	Children-Women in Social Service and Human Rights
DEO	District Education Officer
DFID	Department for International Development
EFA	Education for All
ESP	the Enabling State Programme
FGD	Focus Group Discussion
GBV	Gender Based Violence
IDI	In-depth Interview
ILO	International Labor Organization
INGO	International non-government organization
INSEC	Informal Sector Service Center
KII	Key Informant Interview
LDO	Local Development Officer
LACC	Legal Aid and Consultancy Center
MoHP	Ministry of Health and Population
NGO	Non-government organization
NPA	National Plan of Action
NDHS	Nepal Demographic and Health Survey
OHCHR	Office of the High Commissioner for Human Rights
OPMCM	Office of Prime Ministers and Council of Ministers
PLC	Para Legal Committee
PPS	Probability proportion to size
PPCC	Partnerships for Protecting Children in Armed Conflict
PSU	Primary Sampling Unit
SAIPAL	South Asian Institute for Policy Analysis and Leadership
SEVA	Sexual Violence Assessment
UNGASS	United Nations General Assembly Special Session
VDC	Village Development Committee
WCO	Women and Children Office
WDO	Women's Development Officer
WHO	World Health Organization
WOREC	Women's Rehabilitation Centre

EXECUTIVE SUMMARY

Background

Although interest on study on gender-based and sexual violence against women in Nepal has fairly grown recently (SAATHI, The Asia Foundation and DFID 2010, MoHP, New Era and International Inc 2012, OPMCM 2012, NDHS and SAIPAL 2012, INSEC 2012), the specific focus on the sexual violence against adolescent girls, who generally are an easy victim of sexual violence, is conspicuously lacking. This lack of evidences pertaining to the significant proportion of those who experience sexual violence¹ has hindered from getting an adequate understanding on the subject and, hence, on formulating effective policies and laws to curb sexual violence against the girls.

The study follows the widely recognized definition of sexual violence as adopted by the World Health Organization (WHO) which defines sexual violence as “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.

In order to fill this gap in the evidences on sexual violence, especially among the adolescent girls, Himalayan Human Rights Monitor (HimRights) conducted a study in 2012 in seven districts of Terai – Kanchanpur, Kailali, Banke, Bardiya, Dang, Parsa and Bara. The study mainly aimed at identifying the situation of sexual violence against girls (13-18 age groups), examining the circumstances that lead to sexual violence against them and mapping their understanding about the violence. The study also aimed to explore ways to foster dialogue with the concerned stakeholders to ensure improved policies and programmes to protect girls from sexual violence.

Methodologically, the study was a mixed of both qualitative and quantitative methods. The main tool of the study was a survey conducted among 2000 adolescent girls (representing diverse social backgrounds such as geographical remoteness (urban/rural), caste/ethnicity, economic status and education. Focus group discussions with different sections of people such as boys and girls, in and out of school girls, community people and district-based stakeholders, were also conducted. Similarly, in-depth interviews were conducted with the victims of sexual violence and representatives of government agencies and civil society organizations. Since researching on sexual violence is highly sensitive, utmost care was taken to avoid any negative impact such as stigmatization and retribution to the girl respondents. The confidentiality and anonymity of the participants, particularly the survivors of sexual violence cases were strictly maintained.

¹ There is no exact data on the percentage of adolescent girls who experiences sexual violence and calculating it is difficult as different studies have taken women of different age groups. However, the percentage of adolescent girls (between age 10 to 20) was 58 in the total cases of rape and sexual abuse INSEC collected in the year 2011 (INSEC 2012).

Major Findings

Prevalence of sexual violence among adolescent girls is high

In contrast to existing evidence, this study has revealed high level of prevalence of sexual violence against adolescent girls in Nepal. It shows that every one girl in ten (9.8 %) experiences sexual violence. This is about two times the rate (age 15-19) claimed by Nepal Demographic Health Survey 2011, which claims just 4.6 % of an adolescent girl experiencing sexual violence (MoHP, New Era and International Inc 2012).

Understanding of sexual violence is inadequate

The research revealed that many of the acts that constitute sexual violence as per global definition such as that of World Health Organization are not considered as sexual violence by girls in Nepal. Most of them (64%) just considered rape and attempt to rape as sexual violence and did not consider other less severe acts such as unwanted sexual advancement or sexual harassment, forced marriage, forced prostitutions and trafficking of people for purpose of sexual exploitation, denial of rights to use contraception, using vulgar words as sexual violence.²

Additionally, in a narrower sense, the research revealed that one third of the girls (66%) did not hear the term “*youn hinsa*”, the phrase used to refer sexual violence in Nepali. This clearly implies that the girls are not familiar with the legal provisions and policies regarding sexual violence.

Most victims do not report the cases legally/formally

Although two third (66%) of the survivors of the sexual violence shared the experience of violence informally with their family members, relatives or friends, most of them did not report legally to police or court. Just one percent of the survivors reported formally to the police. Nonetheless, 36 percent of girls (both who experienced and did not experience sexual violence) had reported that they should report the case formally to police to seek justice.

One of the main reasons for the non-reporting is the fear of losing social prestige because of revelation of the case to general public or relatives of the survivors. Low economic status, lack of information and knowledge on service center and lack of enabling environment within the family and community were some of the other factors cited under reasons for non- reporting.

Friends and family members are the first point of contact to share sexual violence

Though a considerable proportion (22.8%) of girls do not consider it necessary to share sexual violence experience with others or report about the incidence, the study revealed that 38% of girls have shared with their relatives and more than one third (35%) girls have shared it with their friends.

Relatives, Friends and Teachers are among main perpetrators

This research supports existing claim (OPMCM 2012 and MoHP, New Era and International Inc 2012) that the perpetrators of sexual violence against girls/women are mainly familiar people, especially those who are close relatives of the survivors.³ It revealed that the adolescent girls

² World Health Organization defines sexual violence as “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work” (World Health Organization, 2002, World Report on Violence and Health, Geneva, Switzerland).

³ Nepal Demographic and Health Survey 2011 shows that 87 percent of the perpetrators of the sexual violence (experienced only by the ever married women) are the current husband of the survivors.

mainly experiences sexual violence from their male friends (23%), school teachers (16%) and relatives and family members (8%).

School is among one the most susceptible places/institutions for sexual violence against girls. One third of the girls reported that they were sexually abused at their school. This compels one to accept the most humiliating fact that the educational institutions which aimed at and is expected to, at least theoretically, teach desirable values and norms to the children are most unsafe place for the girls.

This fact supports another claim of the study that school-going girls are more vulnerable to sexual violence than out-of-school girls. While 53 percent of the school-going girls experienced sexual violence, the rate for the out-of-school girls is just 36 percent.

Recommendations

Special focus for adolescent girls is needed while making policies regarding sexual violence, as the prevalence of sexual violence among the girls is high.

Launch a massive awareness campaign against sexual violence: As the study shows that most of the girls have no adequate understanding of sexual violence and that most of the cases of sexual violence remain unreported, making the girls aware of sexual violence is highly imperative. One the effective means of communicating with the girls for this purpose could be Television and FM Radios as the study revealed that most the girls often used these means for getting entertainments.

Immediately reform educational institutions: As the study showed that schools are the most vulnerable places for sexual violence against girls, this institution should be immediately reformed so as to make in safe for the girls. To achieve this goal, revise the curriculum to include contents on sexual violence and legal provisions and procedures for seeking justice, introduce anti-sexual harassment policies in educational institutions, and make aware and train teachers and students on sexual violence.

Ensure maintenance of confidentiality of survivors by police and court: As the study showed that most compelling reason for the non-reporting of the cases of sexual violence is fear of losing social prestige by the survivors upon its revelation general public or relatives, it is highly pertinent that the survivor's identity and other information that could jeopardize survivor's social prestige should be made strictly confidential. Mechanisms should be introduced that the police, who handle the case in the first place (and who have the responsibility of investigation) and the court maintain the confidentiality during the process of prosecution. Likewise, mechanisms to improve attitude and behaviors of the service providers should also be strengthened. The court need to introduce close hearing during trial.

The study concluded that sexual violence against adolescent girls is still highly pervasive in Nepal and that most of the cases of such violence are unreported mainly because of fear of losing social prestige. The study recommends that the efforts of Nepal government and civil society to combat sexual violence against girls or more generally women and girls be scaled up massively.

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Chapter 1: Introduction

1.2 Background

Sexual Violence is prevalent but articulating and raising this private issue is very challenging especially for the adolescent girls. As a girl in the Second Girl Child National Consultation 2010 said, “We are not safe anywhere, home, school, streets, or jungle.” But this issue is extremely difficult for them to raise and fight against. They are extremely scared of exposing the incidents. The general perception is girls asked for it. Blaming the victim, further marginalization and ostracization of a survivor and her family further makes it exceptionally difficult to raise this issue from private to public sphere and access to justice for survivors.

Sexual violence is also perpetrated by people known to the victim. Several studies and records of sexual violence have shown that women and children often face sexual violence at the hands of their relatives and that home in many cases is not a safe place for women and children. Yet they are forced to live silently suffering both physically and psychologically in the same home or society with the perpetrators.

Getting an understanding of the different forms of sexual violence and more specifically gathering information on this very sensitive is a challenging issue. The World Health Organization (WHO) defines sexual violence as, “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.”⁴ Most of these types of violence are unreported.

Sexual violence occurs whenever an individual feels forced, coerced and/or manipulated into unwanted sexual activity. Children and teenage girls/boys are easy victims of sexual violence. Sexual violence may include but is not limited to inducement or coercion of a person to engage in any unlawful sexual activity and pornographic performance. It also involves indecent touching, penetration and sexual torture, as well as indecent exposure, using sexually explicit language and showing pornographic materials.

Children especially girls are vulnerable to such form of abuses. According to a report by CWIN published in 2008, almost 40 percent of survivors of child sexual abuse and rape in Nepal are girls below 18 years.⁵ Most of them are abused at home, in educational institutions, work places or any given place. The First and Second Girl Child National Consultations, with about 200 girls from all over the country, conducted by HimRights/Beyond Beijing Committee held in February 2007 and December 2010 enabled participating girls to share their opinions and prioritize the most important issue they face in their daily lives. Sexual abuse, harassment and exploitation were ranked in the first position in both the Consultations. The Government of Nepal acknowledging the prevalence of violence and sexual abuse marked 2010 as the ‘Year against

⁴ World report on violence and health, World Health Organization, 2002

⁵ http://www.cwin.org.np/index.php?option=com_jdownloads&Itemid=22&task=finish&cid=48&catid=8 (accessed on September, 2012)

Gender Based Violence’ and endorsed National Plan of Action for ‘Year against Gender based Violence, 2010’, which included sexual violence as a major component. Domestic Violence (Offence and Punishment) Act was passed in May 2009; it defines ‘domestic violence’ as any form of physical, mental, sexual and economic harm perpetrated by person to a person with whom s/he has a family relationship and this word also includes any acts of reprimand or emotional harm. This Act emphasizes respect for the right of every person to live in a secure and dignified manner, prevention and control of violence occurring within the family or outside, making such violence punishable, and providing protection to the survivors of violence.⁶ Further it gives authority to the individuals to file complaints, provide legal remedies (including interim protection orders and compensation), and create service centers for counseling and rehabilitation, as well as defining penalties for perpetrators. With all these Acts and Plans in place there are still very few reporting and actions taken accordingly. These instruments need to percolate within the law enforcement agencies and community with appropriate and adequate mechanisms to address the situation. The psycho-social counseling and One-stop Centers need to extend beyond district headquarters to rescue, support and protect a survivor especially an adolescent girl.

An in-depth understanding of different forms of sexual violence taking place in different set up and an assessment of vulnerability are necessary to advocate policy change or redesign strategies. There have been very few researches conducted to understand and explore the extent of sexual violence against children especially adolescent girls in Nepal. It is within this context HimRights/PPCC in collaboration with ESP/DFID has taken the initiative to conduct an assessment of the sexual violence among girls in Nepal. The pilot phase of the assessment was conducted in the districts of Makwanpur and Bara districts. The findings from the pilot phase were discussed and reviewed by HimRights/PPCC and representatives of ESP/DFID and decided to conduct the second phase of the survey in the seven districts of Kanchanpur, Kailali, Banke, Bardiya, Dang, Parsa and Bara of Terai belt of the country.

This report presents the findings from the second phase of the assessment. These findings include socio-demographic characteristics of the girls between 13-18 age groups, their knowledge and understanding regarding sexual violence, experiences of violence, perception of community leaders and concerned stakeholders regarding violence, and exposure to support programs. Certain recommendations based on the findings from the survey have also been presented in the report. The report is intended to provide the necessary information to guide policy makers and program planners in developing appropriate strategies for comprehensive sexual violence awareness prevention programs.

1.2 Sexual Violence in Nepal: An Insight

The patriarchal structure of the Nepali society allows women little or no decision making power in the household. Although discrimination against women in Nepal varies among various ethnic and cultural groups, women/girls remain a disadvantaged group in all caste-ethnic and class categories of the population. Because of imbalanced social structure, many women/girls in Nepal are vulnerable to different forms of violence like domestic violence, trafficking, forced prostitution, rape, incest, sexual abuse/ harassment, child marriage, dowry related abuses, *deuki*, *chhaupadi*, torture and witch-hunting, public stripping and polygamy.

⁶ Domestic Violence (Offence and Punishment) Act, Ministry of Law and Justice (MOLJ), Nepal, 2009

Although there is lack of comprehensive data on sexual and gender based violence various studies suggest that gender based violence is quite high in Nepal. Based on INSEC report, some 60-70 percent of women are threatened by violence in Nepal.⁷ According to National Plan of Action for Year against Gender based violence/Government of Nepal 2010, 43 percent of women experience sexual harassment in the workplace, 5000-12,000 girls/women aged 10-20 years are trafficked every year with 75 percent of them below the age of 18.⁸

The decade long armed conflict further aggravated women and girls' vulnerability to sexual violence. During the conflict years, rape and torture were some of the major human rights violations in Nepal as documented by Amnesty International, Human Rights Watch and the International Crisis Group. There were 464 cases of rape and sexual abuse reported by INSEC in 2011. Of them 304 were 16 years or younger.⁹ Similarly the Office of the High Commissioner for Human Rights (OHCHR) Nepal reported 24 out of 38 victims were girls under 18 years old.¹⁰ There are far more cases of sexual violence during this period than it ever got documented of gruesome rape and killings. According to the Nepal Police (NP-) report, in the Fiscal Year 2009-2010, girls in the 13-16 age groups were the most vulnerable to sexual abuse and those in the 8-12 age groups were the second largest victims of sexual violence.¹¹ Similarly, Partnerships for Protecting Children in Armed Conflict (PPCC) has documented 104 cases of sexual violence in the reporting period of June 2010 to May 2012. Amongst them 103 cases were civilian sexual violence cases. One case had involvement of an army in Surkhet. The age group of the victims range from 4 to 16 years old. All the victims were girls except for a boy of 14 who was sexually abused inside school by the school's security guard in Mahottari district.

In a study conducted on child sexual abuse by Teaching Hospital under "Mental health project" 25 percent of college students expressed that they were sexually abused as children in various forms. The study also revealed that children aged 11 to 13 years old were most vulnerable to sexual abuse and the perpetrators were predominantly their relatives, family members and neighbors.¹² Children living in the streets are vulnerable of sexual abuse by foreign pedophiles as they are attracted to the prospect of money, food or clothing and ultimately fall victim to sexual abuse.

The Nepali media reports different cases of sexual violence including rape and killing after rape by members of political armed groups, criminal gangs and individual perpetrators. A culture of silence exists among majority of survivors of sexual violence and their family members due to the fear of stigmatization, ostracization, inaction by the State and a lack of support for survivors of rape. Thus many cases remain unreported or are kept a secret.

⁷ A Study on Violence due to Witchcraft Allegation and Sexual Violence, INSEC, March 2012

⁸ National Plan of Action fir Year Against Gender Based Violence 2010, Office of Prime Minister and Council of Ministers, Government of Nepal, November 2009

⁹ A Study on Violence due to Witchcraft Allegation and Sexual Violence, INSEC, March 2012

¹⁰ Human Rights in Nepal; One year after the Comprehensive Peace Agreement, OHCHR, December, 2007

¹¹ Published on The Kathmandu Post <http://www.ekantipur.com/the-kathmandu-post/2010/11/11/nation/girls-between-13-16-sexually-vulnerable-study/214713/>

¹² cited in closed door sufferings-Children-Women in Social Service, Human Rights/Save the Children Norway 2005)

1.3 Legal Framework

Nepal has ratified several multilateral human rights treaties including the Convention on the Rights of the Child (CRC), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Optional Protocol on involvement of children in armed conflict. Nepali law also provides for the obligation of the State in protecting and promoting the rights of the child. The Child Rights Convention (CRC) 1989 clearly states the responsibility for protection of children from sexual abuse and exploitation. Likewise, the Declaration of UNGASS “World Fit for Children” also calls for work on the protection of children from sexual abuse. The ILO Conventions 138, 182 and recommendation 190 calls for actions to end the child workers’ sexual harassment at work.

The Interim Constitution of Nepal, 2007, identifies rights of children as fundamental rights and mentions: ‘Every child shall have the right not to be subjected to physical, mental or any other form of exploitation. Any such act of exploitation shall be punishable by law and any child so treated shall be compensated as determined by law.’

National legal provisions against sexual violence are mentioned in the chapter on intention of sex, rape and incest of Muluki Ain 2020BS (General Code), the Human Trafficking Act, Interim Constitution 2063 BS Section 20 (3), Chapter of Appendix, Children’s Act 2048, Juvenile Justice Procedures 2063, Domestic Violence (Crime and Punishment) Act, 2066, the Comprehensive Peace Agreement 2006 (Regulation 2067, Article 7.6) and the Guidelines issued by the Supreme Court of Nepal regarding the right to confidentiality, 2064. The Government of Nepal has developed a National Plan of Action based on the provisions mentioned in Security Council Resolution 1325 and 1820.

Muluki Ain gives comprehensive definition of sexual abuses/harassment, rape, and incest and provisions of subsequent punishment to a person who commits such acts. The chapter on intention of sex mentions, ‘If a person, without the consent of a woman, touches or attempts to touch her sensitive organ, takes off her inner clothes (under garments), takes her to an unusually lonely place, makes her touch or catch (hold) his sexual organ or uses vulgar or other similar words or indications or shows her such drawing or picture or teases or harasses her for the purpose of sexual intercourse, or treats her with any unusual behavior or holds her with intention of having sexual intercourse, he shall be deemed to have done sexual harassment, and the who commits such an offence shall be liable to the punishment of imprisonment for a term not exceeding one year and a fine of up to ten thousand rupees. The victim of such an offence shall be entitled to a reasonable compensation from the offender.’¹³

Likewise the chapter on rape mentions provision of compensation to the rape survivor. It says if a person is held to have committed rape to a woman, the court shall make an order to provide appropriate compensation to the victim from the offender upon considering the physical or mental loss she has suffered. In the course of determining such compensation, the gravity of offence and pain suffered by the dependent minors, if any, shall also be taken into account if such victim is already dead.¹⁴

¹³ Section 13 (on intention of sex), Muluki Ain (General Code) 2020BS, 12th amendment, 2064 BS

¹⁴ Section 14 (on rape), Muluki Ain (General Code) 2020BS, 12th amendment, 2064 BS

Verbal abuse is dealt under the Defamation Law¹⁵. However, the state does not initiate the case and a victim has to go to the court by herself and follow the lengthy procedures. Chapter on Indecent Assault of the Civil Code, 1963 incorporates certain aspects of physical sexual abuse against women within and outside the domestic sphere. It prohibits touching any organ from head to foot of a woman above the age of 11 years except one's own wife with the intention to have sexual intercourse and prescribes a punishment with a fine up to five hundred rupees or imprisonment of up to one year.

Besides the above mentioned legal provisions, the Government has developed the National Adolescent Health and Development Strategy and the Young People Development Program. These policies have envisaged adolescent and young people as a key target group for integrated sexual and reproductive health services, with interventions planned to increase knowledge on sexual and reproductive health. The National Action Plan against Gender Based Violence and the National Action Plan against Trafficking are other recent initiatives on the part of Government of Nepal to control gender based violence and provide security and protection to women and children victims of violence.

WHO world report on violence and health, 2003 points out that a wide range of sexually violent acts can take place in different circumstances and settings. These include, for example:

- Rape by strangers;
- Rape within marriage or dating relationship;
- Systematic 'war rape' during armed conflict;
- Unwanted sexual advances or sexual harassment, including demanding sex in return for favors
- Sexual abuse of mentally or physically disabled people
- Sexual abuse of children;
- Forced marriage or cohabitation, including the marriage of children
- Denial of the right to use contraception or to adopt other measures to protect against sexually transmitted diseases;
- Forced abortion
- Violent acts against sexual integrity, including genital mutilation and obligatory inspections for virginity
- Forced prostitution and trafficking of people for the purpose of sexual exploitation

1.4 Study Objectives

The assessment survey has been conducted with the overall objective to understand the circumstances leading to sexual violence against girls and foster dialogue to ensure improved policies and programs are in place to protect children and more specifically girls from sexual

¹⁵ Section 3, Defamation and Libel Act, 1959, reads as "anyone with the intention of causing damage to the reputation of another person or knowing that his actions are likely to cause damage to the reputation or with reasons for believing such actions, accuses the person by writing, word of mouth or signs or symbols by communication a meaning or publishing such matters he is considered to have defamed person"

violence. This survey also aims to explore and document information on how communities and more specifically girls are affected by sexual violence. More specifically, the survey aims to:

- develop a continuum of “sexual violence “from verbal harassment through to physical violence and rape, that will allow better understanding of precisely what behavior is referred to as sexual violence;
- assess the situation of sexual violence among girls especially in and out of school settings;
- understand girls, boys knowledge on sexual violence;
- explore different places or persons where girls go to share sexual violence issues;
- explore different supporting factors which enable girls to open up about sexual violence and existing support systems;
- identify challenges and barriers including socio-cultural barriers in making perpetrators accountable;
- recommend ways to ensure appropriate policies and programs are in place to address sexual violence in the communities and at different level.

1.5 Hypotheses

The study also attempts to test these hypotheses that have been generated from the existing literature review on sexual violence among girls in other developing countries.

1. Girls from lower economic status are more vulnerable to sexual violence and harassment
2. Girls who are in-school and out-of-school are equally likely to face sexual harassment and violence
3. Girls who have a supportive family environment are less likely to face sexual harassment and violence
4. Presence of parents at home (migrant status, parental condition) also lowers the risk of exposure to sexual violence and harassment among girls.
5. Girls from rural areas are more vulnerable to sexual violence than girls from urban areas

1.6 Research Design & Methodology

The study was undertaken in three phases:

- Phase one: Desk review, design and pre-testing of research tools
- Phase two: Interviews and implementation of research activities as a pilot program in two districts (Fieldwork: September 2011)
- Phase three: Scaling up of the pilot project in seven districts with recommended changes (Fieldwork: December 2011 to April 2012)

The pilot phase of the research was conducted in Makwanpur and Bara districts. In the next phase it was aimed to carry out the study on larger scale in order to achieve more representative information on the level of understanding of violence among 13-18 age groups and also to assess their experience of various forms of violence. Initially 14 districts were selected to (Kanchanpur, Kailali, Snakhwasabha, Sunsari, Bajura, Baglung, Dang, Surkhet, Kaski, Baglung, Parsa Bara Makwanpur and Dhading) carry out the study. After much discussions between HimRights and DFID /ESP, the seven districts of Terai were purposively selected to represent the Terai belt from the Far-western, Mid-western and Central Nepal (Kanchanpur, Kailali, Banke, Bardiya, Dang, Parsa and Bara) - these Terai districts were purposively selected as these were PPCC

working districts and perceived this will help access to the respondents and to coordinate with the concerned district stakeholders for data generation for the study. The next phase of the study is expected to cover the districts representing the hilly regions of Nepal. This report presents findings from the second phase of the survey conducted in the seven Terai districts.

The field research team coordinated with Government stakeholders, representatives of child rights/human rights organizations, community leaders, and local community to collect information on the status of sexual violence. HimRights also ensured response and follow up services for survivors of sexual violence identified during the course of the research. The project also provided an emergency support to address some of the short term gaps such as providing emergency medical treatment, vocational skill training courses for urgent needs identified. Psychosocial counselling was built in within the project. Referrals to appropriate and available services were made for survivors.

The study comprised of both qualitative and quantitative approaches. Both the qualitative and quantitative data were collected simultaneously.

1.7 Quantitative study component:

The quantitative component of the survey aimed to assess the situation of sexual violence and harassment among girls aged 13-18 years, both in and out-of school, in the seven Terai districts. A structured questionnaire was administered to the girls belonging to 13-18 age groups from the selected household (Annex 1.1). The questionnaire solicited information relating to background characteristics of the girls and their parents, relationship of the girls with parents, problems faced and coping strategies, and knowledge on violence and life experiences of violence.

A brief household screening questionnaire was also filled up and the information required was solicited from the household head or an elderly member of the household who could provide information relating to the household members, assets and possessions.

Quantitative Sample size and sampling procedures

The quantitative part of the survey covered a sample size of 2000 girls from both rural and urban area. 60 percent of the total sample (n=1200) were collected from the rural area and remaining 40 percent (n=800) from the urban area. A village and municipality wards with at least 200 households was considered as a cluster and served as the Primary Sampling Unit (PSU) for this study. Based on the census 2001, the number of households in each ward was listed down. A total of 80 clusters, both urban (32 clusters) and rural (48 clusters) from 7 districts were selected using PPS (Probability Proportional to Size) method.

At the second stage, 25 households were selected using systematic random sampling technique. The research team members conducted listing of the households (location wise) in selected cluster and selected 25 households. In cases where there were more than one eligible girls in a household, only one girl was randomly selected for the interview. In cases where the eligible girls were not at home or denied to be interviewed another household was selected from the same list following the same method of systematic random sampling.

Table 1: Number of respondents from each cluster according to the urban and rural areas

Districts	Rural	Urban	Total
Banke	175	100	275
Bara	225	50	275
Bardiya	125	75	200
Dang	175	125	300
Kailali	225	150	375
Kanchanpur	125	125	250
Parsa	150	175	325
Total	1200	800	2000

1.8 Qualitative study component:

The qualitative component of the study was aimed to explore the context in which sexual violence takes place, understand girls and, boys knowledge on sexual violence and work to elicit a typology of different kinds & levels of sexual violence which is meaningful to them, explore different places or persons where girls go to share sexual violence issues and explore different supporting factors which enable girls to open up about sexual violence. The FGDs with boys was more on their own experience of sexual violence to learn about the pervasiveness of the problem and if a separate study is required. The qualitative component also has tried to identify different existing supporting system including service delivery points for girls who have gone through sexual violence and identify challenges and barriers including socio-cultural barriers in making perpetrators accountable.

Besides these, the in-depth case studies with the survivors have also provided insights regarding sexual violence and harassment; personal experiences of different types of violence faced by girls; the context in which these violence takes place; its impact on the lives of girls; their help seeking behavior-both formal and informal mechanisms and the different barriers they have faced while seeking support. Girls who have experienced sexual violence/harassment were identified during household survey and were approached again, requested to tell her experiences in details. Likewise the girls identified by the focal persons of the district based NGOs and other stakeholders were also interviewed to share their experiences in the form of in-depth case studies.

The respondents were purposely selected based on their demographic characteristics, professional backgrounds, service delivery and willingness to participate. The purposive selection has allowed for an insightful exploration of the topics under investigation. The research team placed emphasis on interviewing respondents representing all caste/ethnic group/communities, urban/rural sector, to have a deeper insight on prevalent forms of violence. Overall 75 in-depth interviews were conducted 31 with district based stakeholders and 44 with survivors of violence, while 37 FGD sessions were carried out, 7 with boys of 13-18 age group, 8 without school girls and 7 with in school girls of the same age group, 8 with community leaders and 7 with district based stakeholders (Checklists in Annex 1.2-1.6).

The following Table explains the number of discussions and interviews by district:

Table 2: Qualitative Survey Participants by District

Districts	Bank e	Bar a	Bardiy a	Dan g	Kailal i	Kanchanpu r	Pars a	Total
FGD with Boys	1	1	1	1	1	1	1	7
FGD with Out school	1	1	1	1	2	1	1	8
FGD In school	1	1	1	1	1	1	1	7
FGD Community Leaders	1	1	1	1	2	1	1	8
FGD Dist. Stakeholders	1	1	1	1	1	1	1	7
KII with District Stakeholders	6	4	5	5	5	5	5	35
IDI with Survivors	7	4	4	6	10	3	10	44
Total	18	13	14	16	22	13	20	116

1.9 Study population

The survey included the following study population:

1. Girls aged 13-18 years, both in-school and out of school
2. Boys aged 13-18 years both in-school and out of school (FGDs only)
3. Community leaders (representatives from mother's group, paralegal committees, teachers, youth clubs, cooperatives, guardians, adolescent groups, elders)
4. Government and non-governmental stakeholders such as CDO (Chief District Officer), LDO (Local Development Officer), WCO (Women and Children Officer), DEO (District Education Officer), District Police Office – Women and Child Service Center, Office of District Attorney, district lawyers and representatives of NGOs working with women and children

1.10 Data analysis

All the completed interview questionnaires were manually coded and edited before entering it into computer. Data were entered into the CSPro 5.0 software program. The data entry software was programmed to check the consistency, skip patterns, non-eligible or out of range variables. Before transferring to the SPSS software for analysis, consistency and range checks were carried out for all the questionnaires. Statistical tests (Chi-square tests) have been carried out to examine the level of associations between the selected background variables and dependant variable. A comparative age, wealth quintiles and other background variables analysis were conducted for the results. Some important indicators have been presented district wise in the Tables in the annexes, however the study design does not allow for the district wise comparative analysis of the findings. Consistency and range checks were carried out and hard copies were checked at for all necessary errors. In the final step, data was cleaned and checked for any kind of inconsistencies. The outliers or any kind of irregularities was flagged and the information re-checked. Data manager was closely monitoring the data entry to maintain accuracy of the entered data.

All FGDs and IDIs were audio recorded. All the interviews were transcribed and translated from local language into English. The FGDs and IDIs were coded using Atlas.ti software package. Each transcript was analyzed according to the objectives of the study and by district and type of violence. All variables were fully labeled along with corresponding value codes in English. As much as possible, the data set was provided enough information so that it was not necessary to refer to the questionnaire. Copies of cleaned data were transferred into SPSS and analyzed as per requirement of report. Descriptive and Bivariate analysis was mentioned in the report.

1.11 Ethical Considerations

The sexual violence research is very sensitive issue. Hence utmost care was taken to avoid any negative impact such as stigmatization and retribution to any respondent. The study has ensured lessons learned from previous research on sexual violence were taken in account, and appropriate responses extended for girls survivors of sexual violence. The research team was thoroughly trained in best practices in research issues on sexual violence including interviewing techniques, confidentiality, informed consent and data protection.

The study adhered to the ethical guidelines for social sciences/behavioural research. The confidentiality and anonymity of the participants, particularly the survivors of sexual violence cases were strictly maintained. All research personnel involved in data collection adhered to non-judgmental and empathetic attitudes towards respondents.

All the participants were fully informed about the project objectives, its relevance/benefits and about the confidentiality of the information provided. Full oral consent to participation in the project was sought. It was clearly explained to them that their participation was voluntary and there would not be at risk or physical harm or physical benefit for them for taking part or declining to participate in the survey.

All interviews and Focus Group Discussions were conducted in a private setting. Researchers were trained and instructed to terminate or change the subject of discussion if an interview or Focus Group Discussion were interrupted by anyone. No individual identifiers (name of participant) were to be mentioned or quoted; pseudonyms were quoted instead, wherever necessary. To ensure the confidentiality all structured and semi-structured interviews were labelled with a study code number which link the interview form to the individual respondent. No name, designation and the organization's name were recorded on the interview forms.

1.12 Data Storage, Security, Access & Destruction

The research team maintained the confidentiality of the data collected throughout the survey. The interviewers submitted the completed questionnaires to the field supervisor on the day of each interview. The supervisor reviewed and kept those questionnaires in separate locked cabinets where no one except for the researchers had access to the collected information. At the central level too, all the data (including filled up tools, notes taken, recorded tapes, field notes, and any other participant lists) questionnaires were kept in a locked file allowing access to only the authorized staff. Throughout the process all data were made accessible only to the research team at central level.

1.13 Study limitation

Conducting a survey on sexual violence especially with girls aged 13-18 was not easy. Sensitivity of the issue itself adds to the problem. There were chances that girls did not talk about their experience of violence or that some girls may be unaware of what happened to them to articulate as such. Additionally, it was a challenging task to convince the parents/guardian of the respondents especially girls to allow them participate in the survey. However, there was no overall non-response in the survey and the trained surveyors were able to build rapport with the family members as well as the respondents before making them participate in the survey.

There were instances when the respondents were not able to understand the term ‘yaun durbyawahar’ (sexual violence). The researchers had to use local dialect to make them understand the question. Although not aware of the term, their understanding of the subject was quite high. However, conducting FGDs amongst out of school girls was a bigger challenge while school going children understood the topic once explained and readily participated in the survey. Firstly, the out of school girls are scattered around the cluster and also had no time to participate in the discussion because of household responsibilities. Some girls were hesitant to share their experiences, in many cases when the researchers were trying to conduct in-depth interviews with them, they would say such and such incident happened to their friend, not as something that happened to themselves or the answers in mono syllable. The enumerators visited the respondents 3-4 times to get detailed information.

Although the survey was originally designed to include 8 interviews with girl survivors, the researchers could not meet the required number of survivors at the time of fieldwork. It was observed in many cases they are either sent away to live with their relatives, or are married outside the village/district. In some instances, the whole family have migrated, thus making it difficult for the research team to find them. It has been further observed that all of the rape survivors from conflict-era have migrated from the districts.

Part of the study was supposed to assess the situation of sexual violence girl survivors with reference to past conflicts (insurgency and other armed conflicts) and in the current transition context. However, the research team could not meet conflict affected girls in the study sites. Such families or girls/women have either been displaced or have migrated to some other locations. The girls and boys taking part in the FGD sessions also could not remember any such incidents as they were probably very young to notice such incidents at the time when the country was witnessing the armed conflict. Therefore, the survey could not collect any information on sexual violence against girls in past conflict situation. The experience of sexual violence by boys was assessed by conducting one FGD with 13 to 18 years old boys in each study districts.

1.14 Project Team and Training

The survey was conducted by a women’s team comprised of a Project Coordinator, a Senior Research Consultant, 3 Psychosocial Counselor, 4 Research Supervisor and 12 female field researchers who were divided into three teams. Besides that, two male field researchers conducted FGDs with boys and district stakeholders and IDIs with Government stakeholders.

Each field team consisted of one supervisor, 3-5 field researchers, and one psychosocial counselor. The team was responsible for collecting quantitative data as well as conducting FGDs

among girls. They conducted interviews with community leaders and other stakeholders. The FGD with boys, and district stakeholders and IDIs with district stakeholders were conducted by male field research.

1.15 Recruitment and Training of Research Team

When selecting field researchers for the study, priority was given to researchers who had been previously involved in similar types of surveys. Furthermore, role plays were conducted to evaluate respect, sensitivity, positive body language and disposition towards respondents during in the selection process because of sensitivity of the issue. After recruitment of the research team, the five days intensive training program was organized from September 8-12, 2011 by the Senior Research Consultant. In the training, the research objectives and the purpose of the research were explained along with the sampling methodologies to select respondents for both individual interviews and focus group discussions. The training session also covered research ethics, research protocols, referral mechanisms to appropriate services when required as well as approaches to avoid stigmatizations, respect confidentiality, build rapport and foster an environment where respondents would feel comfortable to discuss openly issues of sexual violence. Besides, class room lectures, role-play and mock interview exercises also formed an integral part of the training. Stories and pictures were provided to enhance girls to talk and respond.

CHAPTER 2: BACKGROUND CHARACTERISTICS OF THE GIRLS, THEIR HOUSEHOLDS AND FAMILY ENVIRONMENT

This chapter provides an overview of the background characteristics of the girls and their households including information on the age, caste and ethnicity, education, exposure to media of the girls and socio economic status of household, education status of their parents and their relationship with their parents and migration status of parents. The information helps in the interpretation of findings presented on other chapters of the report.

2.1 Background Characteristics of the Respondents

As per the study design, the age of the girls ranged between 13-18 years old. The Table 2.1 shows age distribution of the respondents. Majority of the respondents were 15 years old (18.6%) whereas 13.3 percent of them were 17 years old. The median age of the respondents is 15 years. As the age of respondents was below 18 years old, the majority of girls (90.8 %) were unmarried. 8.9 percent were married and 0.4 percent was divorced/separated or widows. District wise data revealed 14.3 and 11.3 percent of the respondents respectively from Dang and Banke were married despite their young age.

Table 2.1: Background characteristics of girls

Characteristics	Total
Age	
13 years	16.5
14 years	17.9
15 years	18.6
16 years	17.3
17 years	13.3
18 years	16.6
Marital Status	
Unmarried	90.8
Married	8.9
Divorced/separated/widow	0.4
Currently going to school	
Yes	79.3
No	15.5
Never went to school	5.3
Total	100.0
N	2000

The survey also collected information on the educational background of the girls. Education in Nepal is structured as school education and higher education. School education includes primary level of grades 1–5, lower secondary and secondary levels of grades 6–8 and 9–10 respectively. Nepal's first five year plan for education (1956-1961) aimed at achieving 'universalize free and

compulsory primary education by 1985' whereas the Education for ALL (EFA) National Plan of Action (NPA) 2001-2015 has its goal of ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.¹⁶ Although, there has been significant expansion in the number of schools, teachers and students, there are still a large number of school age children out of the school system, particularly those are from marginalized communities and in geographical isolation, are in difficult circumstances, girls and children with disabilities.

Among the 2000 girls of school going age who participated in the survey, 15.5 percent of the girls were presently not going to school and 5.3 percent of them have never attended any formal classes. Those girls who were not going to school at the time of survey and those who never went to formal schools were further asked the level or type of schooling they have ever completed. There were 26.6 percent of the girls who were illiterate; a little over one third (35.3%) of them have not completed primary level or have attended non-formal education, 26.3 percent have completed primary level while 9.9 percent have completed lower secondary level.

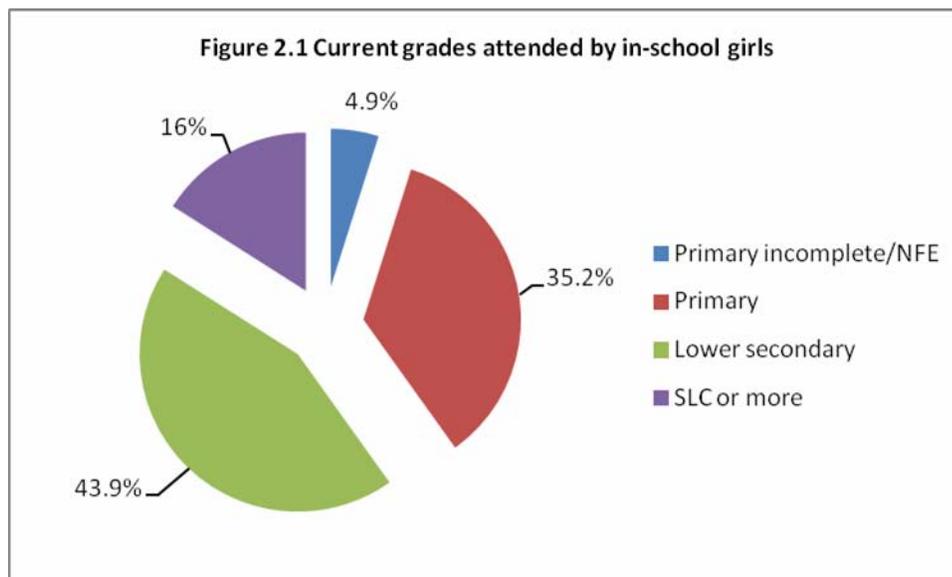


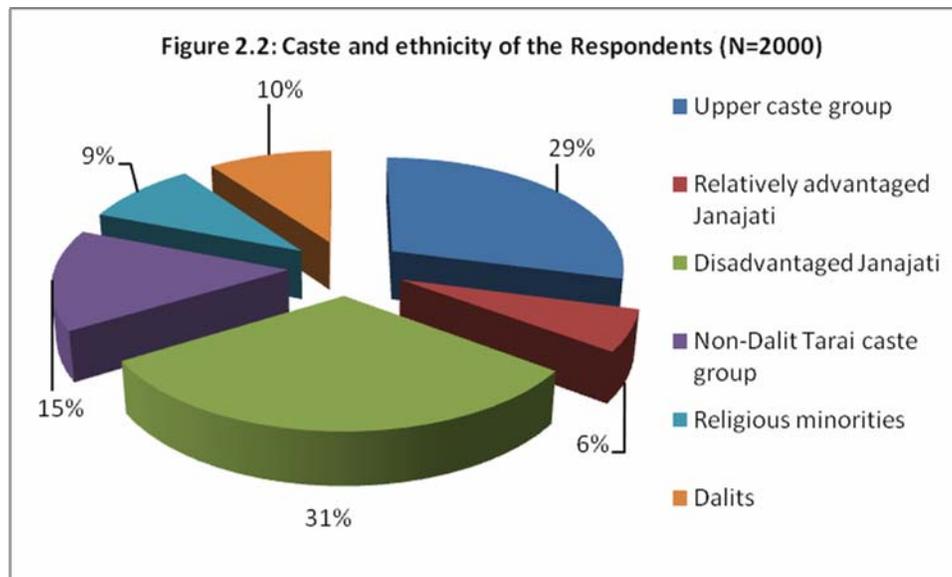
Figure 2.1 shows current grades of the girls who are currently going to school. Overall, 79.3 percent of the girls are currently going to school. 43.9 percent of them are currently studying in lower secondary level, 35.2 percent in primary level and 4.9 percent are attending non-formal education classes or are students of lower primary level. 16 percent of them are pursuing their SLC or higher studies.

2.2 Caste/Ethnic background

The caste/ethnicity background of the girls is presented in the following Figure 2.2. The girls were from different caste and ethnic group who live in the Terai belt. The caste and ethnicity was

¹⁶ Education for all: National Plan of Action, Ministry of Education, Nepal, 2003

classified based on Health Management Information System¹⁷ of Ministry of Health and Population. Around one third of the girls were from ‘disadvantaged Jajajatis’ (31%) which included Tharu, Tamang, Magar etc. 29 percent of them were from ‘upper caste group’ like Brahmin (Hill and Terai), Chhetri, Thakuri etc. 15 percent were from ‘non-Dalit Terai’ caste like Yadav, Kurmi, Sah, Teli, Thakur etc. Girls from ‘Dalit’ constituted 10 percent of the survey population. It included Kami, Damai, Sarki, Badi etc from Hills and Chamar, Mushar, Dhusah/Paswan, Tamta, Dom, Chidimar, Dhobi etc from Terai. Apart from this, 6 percent of the girls belong to ‘relatively advantaged Janajati’ which included Newar, Thakali and Gurung.



2.3 Exposure to Radio, Television and Films

In present context, the media plays an important role in every aspect of human life. Many programs take the help of media to reach to their target group with their messages and required information. In this context, the survey made an attempt to understand the exposure of the girls to mass media like radio, television and films.

Radio listening and film watching are not common practices among girls of 13-18 age group. While only 5 percent of the girls watch films 'most of the times', around 19 percent of them listen to radio frequently. The girls are, however, likely to watch television more as a relatively higher proportion of the girls (40.9%) watch television 'most of the times'. Interestingly enough, the district wise result shows there are larger proportion of girls from Parsa than other districts 'never' listen to radio (49.8%), 'never' watch television (20%) and 'never' watch films (24%) (Annex 2/Table 5)

¹⁷ Categories of Ethnicity/Caste in Health Management and Information System (HMIS) of Ministry of Health and Population, Nepal

Table 2.2: Frequency of girls' exposure to media

Frequency	Radio
Most of the time	18.6
Sometimes	19.5
Once in a week	2.6
Rarely	33.6
Never	22.8
Not applicable	3.1
Total	100.0
N	2000

2.4 Exposure to Pornographic Films

The rapid advancement in information technology has changed dynamics of communication and education. Mobile phone is one of the most popular means of communication used widely. It was observed that mobile phone is popular among youngsters in the study districts too. The survey also revealed that despite their young age, 6 percent of the girls have watched a pornographic film at least once. While few girls have watched a pornographic film recently, most of them have done so few months back.

Table 2.3: Exposure to pornographic films

	Total
Ever watched pornographic films	
Yes	6.3
No	93.8
N	2000
Was forced to watch pornographic film by someone	
Yes	18.4
No	81.6
Total	100.0
N	125

Almost half of the girls (47.2%) of the girls who have ever watched pornographic film have watched it with their girl friends and 12.8 percent with their husbands. While 81.6 percent of the girls watched a pornographic film on their free will, 18.4 percent of them were forced to watch the film by someone else. This finding is important since it suggests that girls are made to watch pornographic contents forcefully which is violation of their rights and itself is a crime. The field researchers further observed that mobile phones are common mediums used to access and share pornographic contents even by school going children.

2.5 Background Characteristics of the Parents and relationship with them

The educational and other background characteristics of the parents also make difference in the way children are brought up and are treated. In this regard, the study made an attempt to understand the educational status of the parents of the girls of 13-18 years. This section presents findings on the girls' parents' educational background, their migration status, family environment and the type of relation shared by the girls with their parents.

2.6 Educational background

A large proportion of the girls' mother are illiterate (63%) compared to their fathers (30.9%). While 24.5 percent of the girls' fathers have completed lower secondary level only 9.1 percent of the girls' mothers have studied up to the level. Very few of the girls have their mother (2.8%) with SLC or higher level degree while 12.2 percent of the girls have their fathers with SLC or

higher degree.

Table 2.4: Distribution of girls by their parent's education

Educational background of parents	Mother	Father
Illiterate	63.0	30.9
Primary incomplete/NFE	14.3	12.8
Primary	8.6	13.8
Lower secondary	9.1	24.5
SLC or more	2.8	12.2
No mother/father	2.4	6.0
Migration status		
Works in another district	1.7	11.8
Works abroad	2.6	23.6
Not been to other districts or abroad	93.1	58.5
Does not have parents	2.7	6.2
Total	100.0	100.0
N	2000	2000

2.7 Migration Status of Parents

Female migration does not appear as a prevalent trend as the majority of the girls' mother (93.1%) has not been to other districts than their home districts or countries outside Nepal. There were 2.6 percent of the girls whose mother work abroad while another 1.7 percent of the girls have their mother working in another district.

Likewise, over one-half of the girls' father (58.5%) have not gone anywhere outside their districts for work. However, 23.6 percent of the girls' father are working abroad while 11.8 percent of them have their fathers working in another district in the country. It is further evident from the data that a relatively higher proportion of males from Kanchanpur and Kailali districts (40.4% and 46.4%) have migrated to foreign countries mostly to India than other districts.

2.8 Family Environment-Relation with Parents

A comfortable family atmosphere and a good relationship between parents and children promote healthy growth and development of children. The girls were asked about the kind of relationship shared by them with their parents. The majority of the girls feel that their parents understand them well. Few girls on the other hand (6.7%) feel that their parents have failed to understand their feelings. At the same time, there are some girls (12.4%) who think that their parents neglect them at home.

It is often seen that daughters share a close relationship with their mothers while sons are generally close to their fathers. The survey has also revealed similar findings as over two-third of the girls (67.5%) cannot talk to their fathers freely regarding their problems while most of them (87.7%) are close to their mothers and can talk freely with them.

Table 2.5: Relationship shared by the girls with their parents

	Percent
Feel that parents understand them	
Yes	91.3
No	6.7
No father and mother	2.1
Feel that parents neglect them	
Yes	12.4
No	85.6
No father and mother	2.1
Can talk freely with fathers	
Yes	26.4
No	67.5
No father	6.2
Can talk freely with mothers	
Yes	87.7
No	9.7
No mother	2.7
Total	100.0
N	2000

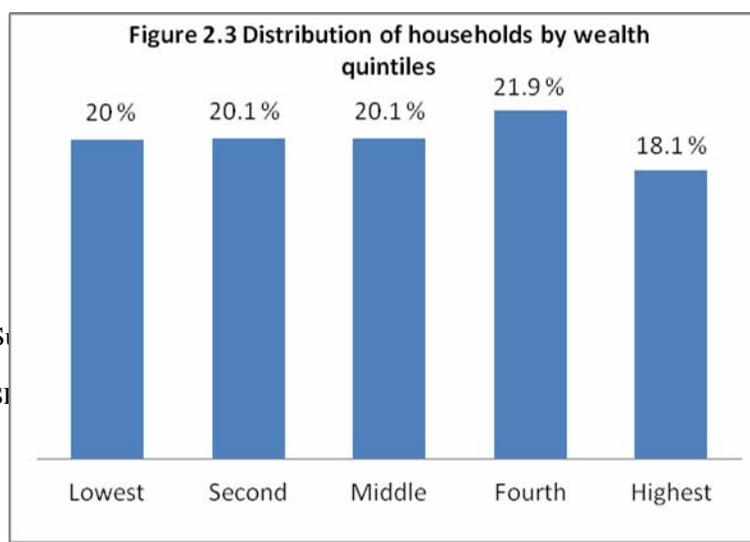
2.9 Socio-Economic Status of the households

Agriculture is the main source of family income for 37.2 percent of the households. The other common economic activities that the households mainly depend on for family survival are daily wage labor (12.5%), business (11.5%) and jobs in private and government sectors (9.8% and 8.7%). District wise, a relatively larger proportion of households from Bardiya (64.5%) than other districts follow mainly agriculture as source of livelihood. Parsa district has the least proportion of households who primarily earn their livelihood through agriculture (17.5%). (Annex 2/Table 2)

2.10 Wealth Quintiles

The socio-economic variables are perceived to have important impact on the life of the people. Therefore the basic indicators required to generate the wealth quintile were incorporated in the household questionnaire of the survey. Based on the principle component analysis the wealth quintiles were defined using variables like household assets including ownership of consumer items ranging from television to bicycle or car, as well as dwelling characteristics like source of drinking water, type of material used for flooring and for roof. (Annex 2/Table 3)

Each asset was assigned a weight (factor score) generated through principal components analysis, and resulting asset scores were then standardized in relation to the normal distribution with a mean of zero and standard deviation of one.¹⁸ Each



¹⁸ Adopted from the Demographic and Health Survey
Sexual Violence Assessment - HimRights/PPCC_ESI

household was then assigned a score for each asset and the scores were summed for each household. The sample was then divided into quintiles from one (lowest) to five (highest). The survey also collected information on household characteristics which have been listed in Table 4 of Annex 2.

The Figure 2.3 provides the details on the distribution of the households according to wealth quintile in the sample districts. The girls' households are evenly distributed from lowest to fourth wealth quintile (around 20% each); while 18 percent belong to highest wealth quintile. District wise, among the seven study districts Parsa has one-third of the households (33.2%) in the highest wealth quintile followed by Banke (31.6%) and Kanchanpur (27.6%). On the contrary, Dang (36.3%) and Bara (33.1%) have similar proportion of the households falling in the lowest wealth quintile.

CHAPTER 3: GIRLS' KNOWLEDGE, PERCEPTION ON SEXUAL VIOLENCE AND VULNERABILITY

This chapter describes girl's knowledge on sexual violence, sources of knowledge and perception on different acts of sexual violence. Though sexual violence was the main focus of the study, the girls were asked about other aspects of violence against women, specifically domestic violence, as an ice breaker. It was assumed that girls would not open up easily and articulate their views on different aspects of sexual violence; domestic violence is something they see in their community daily.

Violence against women and girls are serious forms of gender based violence that can have long lasting harmful impact upon survivors, their family and community. Violence does not only include beatings, rape or sexual abuse, it is anything which infringes on the rights of the person to be treated as human being.¹⁹

3.1 Understanding of Domestic Violence

The survey made an attempt to assess the awareness of girls regarding domestic violence which is pervasive in the society. This issue was focused to familiarize and trust building between the respondents and field researcher to make them more comfortable to talk about sexual violence. Thus, they were asked if they have ever heard about domestic violence and if so, to explain what they understood by it. Notably enough, only 45.9 percent of the girls have heard about domestic violence. District wise, a relatively lower proportion of girls in Bara and Kailali (22.9% and 34.9%) than in other districts (68.3% in Parsa, 54.4% in Kanchanpur) have heard about domestic violence.

Table 3.1: Knowledge and understanding of girls on domestic violence

Understanding on domestic violence*	%
Beating of wives by their spouses	51.1
Fight/scold/threaten/get angry when any boys come to house	41.0
Discrimination between son and daughter (send sons to school)	24.8
Daughter-in-laws being ill treated/looked upon in wrong way	14.5
Not allowing women to go out of home/dominate them	11.5
N	918

* Percentage total may exceed 100 due to multiple responses

Table 3.1 shows that over fifty percent of the girls who have heard about domestic violence (51.1%) understand 'beating of wives by their spouses' as domestic violence while 41 percent of them perceive domestic violence as 'when male members of the house get angry and scold or fight with females whenever any other males visit their homes'. There are some girls (24.8%) who consider 'the practice of gender discrimination whereby sons are sent to schools while girls

¹⁹ Domestic Violence against Women in Nepal: Concept, History and Existing Laws Prof. (Dr.) Rajit Bhakta Pradhananga, Advocate Purna Shrestha,

are made to stay home' as domestic violence. 'Ill treatment meted out to daughters-in-law, mobility restrictions imposed upon female movement' are other forms of domestic violence as understood by the girls. Few girls (3.9%) also consider child marriage as a form of domestic violence. The findings is similar to the definition of 'domestic violence' mentioned in 'Domestic Violence (Offence and punishment) Act, 2066 (2009) of Nepal. It defines 'domestic violence' as 'any form of physical, mental, sexual and economic harm perpetrated by person to a person with whom he/she has a family relationship and this word also includes any acts of reprimand or emotional harm.'²⁰

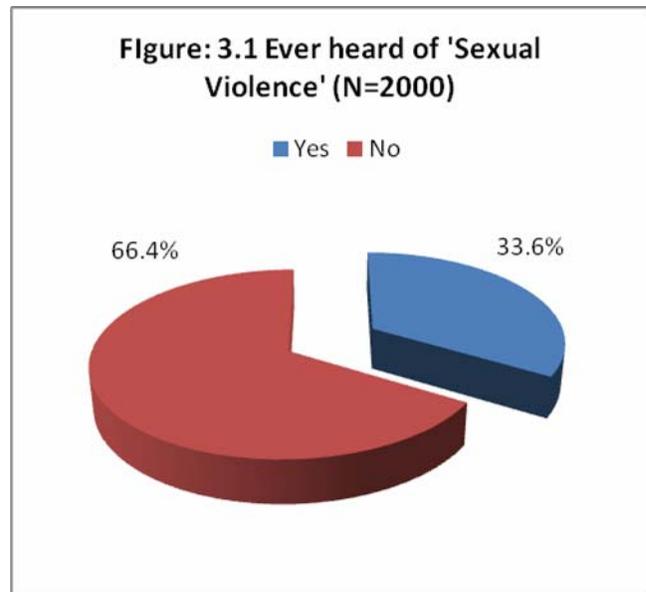
It is very interesting to see the quantitative data in which only 45.9 percent of the respondents said they have heard of domestic violence. Even lesser percentage recognized other forms of violence within their household as domestic violence. 54.1 % of the respondents said they do not know about domestic violence. Nepal Demographic and Health Survey, 2011 in its findings mentioned that 22 percent of women age 15-49 have experienced physical violence at least once since age 15, and 9 percent experienced physical violence within the 12 months prior to the survey.²¹ Although domestic violence is rampant, lots of people and especially younger people have not recognized it as deviant behavior and punishable crime.

3.2 Understanding of Sexual Violence

"We don't talk about sexual abuses in the Muslim community. Father, brother and sister-in-law, no one talks about it at home. So, how can we know anything about it?" – An out of school Muslim girl/FGD/Banke

Survey revealed that two third of the girls (66.4%) have not heard about sexual violence while around one third of them (33.6%) have heard about it. This finding further indicates that many of the girls of 13-18 age group are either unaware of the term 'sexual violence' or have accepted the different acts of violence as normal phenomenon. This also directly links to how family members or teachers do not teach on sexual violence, its preventions and/or capacity to say 'no' or stop it. People just avoid talking about it as sexual or sexuality is not supposed to be publically discussed.

Among those who have heard of sexual violence were asked about understanding of sexual violence. More than two third of them (64.1%) considered the act of making or attempting forceful sexual relationship or rape as acts of sexual violence, thus corroborating findings from qualitative data (Table 3.2). Most of the participants of FGDs with girls mentioned 'rape or

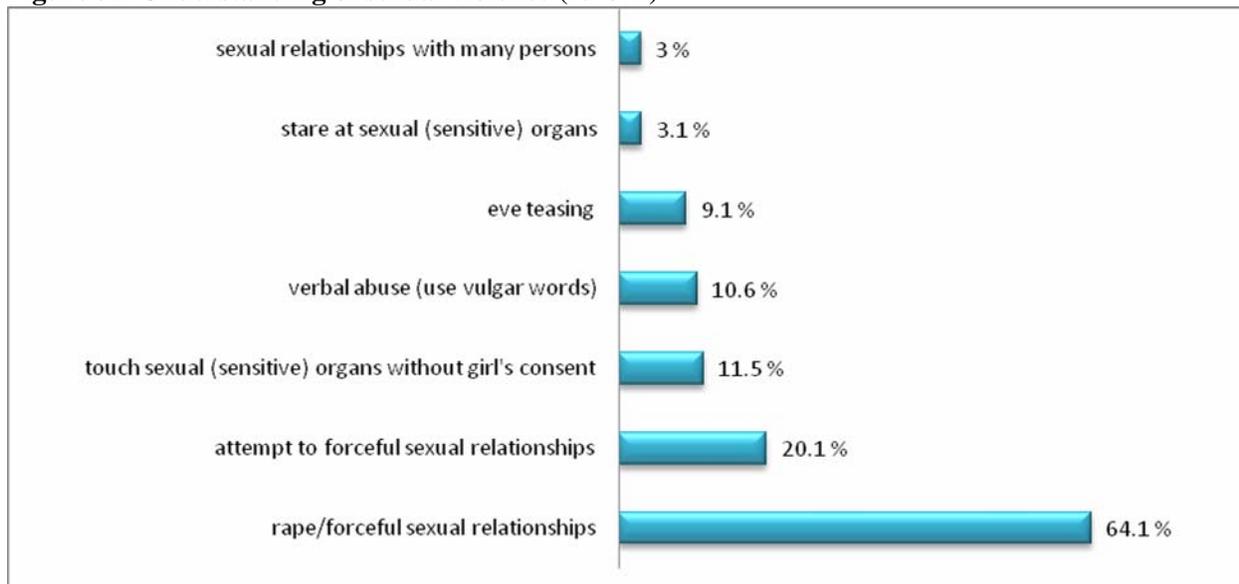


²⁰ Domestic Violence (Offence and Punishment) Act, 2066 (2009), Ministry of Law and Justice (MOLJ), Nepal, 2009

²¹ NDHS, 2011

sexual contact against someone's will' and 'sexual contact between young girls and boys which is illegal/not accepted by the society' as sexual violence. On the other hand, 20.1 percent of them considered 'attempt to forceful sexual relationships' as sexual violence. Relatively low proportions of them considered other acts like 'touching of sexual organs of a girl without consent' (11.5%), and 'verbal abuse' (10.6%) as acts of sexual violence. A mere nine percent of the girls consider 'eve-teasing' as sexual violence and three percent of them consider 'staring at sexual organs' as a sexual violence. Very few of the respondents (0.6%) understood 'showing pornographic pictures' as a form of sexual violence which is more prevalent in study districts. Cell phones are the easiest way to watch pornographic pictures and videos in the study districts. It was observed in some of the clusters in Kailali that children as young as 3 years old are used to watching pornographic video on cell phones with different songs playing in the background. Even where there is no electricity, people are using solar power to charge their cell phones and majority of youngsters, who own cell phones, watch pornography. Not much variation is noticed in the understanding level of the girls regarding sexual violence across the seven districts. More girls in Bara district (81.1%) compared to others have not heard of sexual violence. (Annex 2/Table 7)

Figure 3.2 Understanding of sexual violence (N=672)



Focus group discussions were conducted with girls and boys to understand their knowledge and perception on sexual violence. These FGDs revealed that the boys are more expressive and vocal on issues relating to sexual violence. Eleven different acts of sexual violence were identified by the boys who participated in the FGD sessions. More boys than the girls who participated in the FGD sessions identified acts like teasing girls, using abusive words as acts of sexual violence as they are aware of using it as harassment. Interestingly, there were some boys in a FGD session who consider teasing girls and whistling are common practice. It is mainly because it is fun for them and do not realize its negative impact on the girls. One of them said, *“It is kind of joking or having fun with girls. So, it should not be seriously taken. Besides, what is the use of being born a boy if we don't tease girls?”* On the other hand, girls identified touching body parts, pinching, and indecent acts committed against girls as acts of sexual violence. They do not articulate different acts of violence unless they are as serious as rape. Topics on sexual issues are rarely discussed among family members. Few girl participants in FGD sessions explained why they

could not say anything regarding sexual violence. One of them said, “*We never talk about anything related to sex at home or with anyone else.*” It seems boys are more aware because they are the perpetrators of violence and girls in general are supposed to tolerate violence. They have taken it as a norm because they face it daily and seem endless to fight back and they will be viewed as “characterless” girls if they refute it. Furthermore, it is hard to react with both serious and less harmful sexual abuses and violence due to social perceptions.

Table 3.2 gives different acts of sexual violence identified by in-school and out of school girls in FGDs. ‘Rape or sexual contact against someone's will’ was the most commonly mentioned act of sexual violence. Additionally, eve teasing, passing obscene comments, touching/pinching someone against her will and luring girls with different promises for sexual contacts are some other acts of sexual violence cited by them. Education is likely to affect the level of awareness regarding violence as out of schools girls were comparatively not much aware of different forms of sexual violence than their school going counterparts.

Table 3.2 Understanding of sexual violence (in school and out of school girls in FGDs)

What is Sexual Violence?	FGD with Girls (In school)	FGD with Girls (Out of school)
Rape or sexual contact against someone's will	***	***
Touching girls, pinching them or looking at them with wrong intention	***	*
Luring girls with money or gifts and having sexual contact with them	*	-
Teasing girls on the road and telling them bad things/using abusive words	*	*
Girls trafficking	**	-
Making sex video/pictures and publicizing it	**	-
Sexual contact between young girls and boys which is illegal/not accepted by the society	***	-
Indecent acts done with women and child against their will	***	-

* Few of the participants, ** Some of the participants, *** Most of the participants

3.3 Association between Background Characteristics and Respondents’ Knowledge on Domestic Violence and Sexual Violence

Girls were asked whether they have heard of domestic violence and sexual violence to understand their knowledge on it. Chi-square tests were performed to see the association between background characteristic and respondents’ knowledge on domestic violence and sexual violence. Table 3.3 shows that the older the age of girls, the more they have knowledge on both domestic and sexual violence. Likewise, education plays significant role in increasing knowledge on sexual violence. There is significant difference in knowledge between in school and out of school girls. Around two fifth of in school girls (39.1%) have heard of sexual violence. Only 12.6 percent of out of school girls mentioned that they have heard of sexual violence.

Furthermore, girls’ knowledge was further analyzed based on level of education. 72 percent of the girls with SLC or higher education have heard of sexual violence. On contrary, only 4.5

percent of the illiterate girls have heard about it.

Similarly, around two third of each of Dalits (31.3%), disadvantaged Janajati (31.3) and relatively advantaged Janajati were found to have knowledge on sexual violence. Girls from religious minorities have lowest percentage of knowledge on sexual violence (13%). There is significant variation in knowledge among the girls from different wealth quintiles. Only 20.3 percent of the girls from lowest wealth quintile have heard of sexual violence. On the other hand, 54.1 percent of the girls from highest wealth quintile have heard about it.

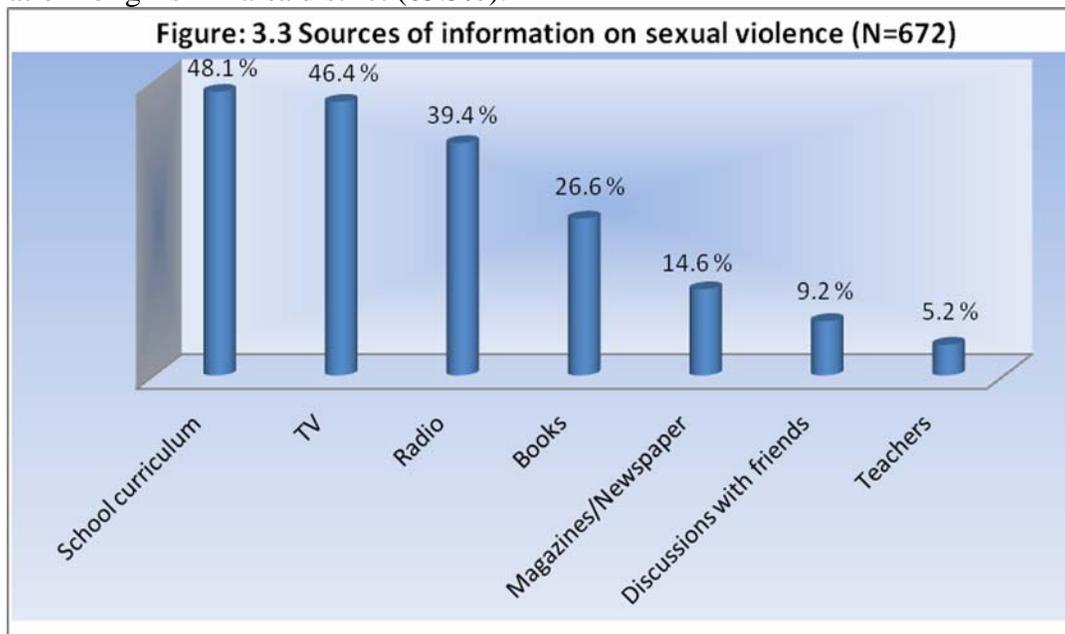
Table 3.3: Knowledge about domestic violence and sexual violence according basic characteristics

	Domestic violence	Sexual violence	Total N
Age group	***	***	
13-14	37.1	19.7	687
15-16	47.1	36.4	717
17-18	54.5	46.3	596
Place of residence	***	***	
Urban	57.1	39.5	800
Rural	38.4	29.7	1200
School going status	***	***	
In-school	50.9	39.1	1586
Out-school	26.8	12.6	414
Education	***	***	
Illiterate	22.7	4.5	110
Primary incomplete/NFE	21.9	5.8	224
Primary	34.0	22.1	958
Lower secondary	69.4	56.8	447
SLC+	79.7	72.0	261
Caste/Ethnicity	***	***	
Upper caste group	60.7	46.0	582
Relatively advantaged Janajati	54.6	32.8	119
Disadvantaged Janajati	33.7	31.3	626
Non-Dalit Tarai caste group	46.7	28.5	291
Religious minorities	34.8	13.0	184
Dalits	44.9	31.3	198
Marital status	***	**	
Never married	47.1	34.5	1816
Ever Married	33.7	24.5	184
Wealth Quintile	***	***	
Lowest	28.6	20.3	399
Second	32.9	23.7	401
Middle	39.7	31.7	401
Fourth	54.5	39.6	437
Highest	76.0	54.1	362
Total	45.9	33.6	2000

Chi-square test was performed at ***= $p \leq 0.001$, **= $p \leq 0.01$ and ns=not significant.

3.4 Sources of Information

School curriculum, radio and television are the three common sources of information regarding ‘sexual violence’ to the girls of 13-18 age-groups. The Figure 3.4 shows that over two-fifth of the girls mentioned that they have come to know about sexual violence through their school curriculum (48.1%) and television (46.4%). Radio and books are other common sources of information on sexual abuses for 26.6 percent and 14.6 percent of the girls respectively. A strikingly low proportion of the respondents in Parsa (17.4%) than in other districts have come to know about sexual violence from school curriculum. Radio is the most reported source of information for girls in Parsa district (65.5%).



The above findings revealed that most of the girls have come to know about sexual violence from their school curriculum. But, the close review of the school curriculum and text books of grade 6 to 10 revealed that only give information regarding sexual and reproductive organs and sex education; it hardly covers anything about sexual abuses and violence. Therefore, it is likely that the girls who claim to have heard about sexual violence may not be only through text books. However, Curriculum Development Center is developing a new curriculum with a chapter on sexual violence since September (2012) which will be in the form of text book after approval by National Curriculum Council.²²

Similarly, curriculum of ‘Health, Population and Environment Education’ of Grade Nine has specific objective on introduction on adolescence; sexual and reproductive health; and reproductive rights.²³ There are no chapters in the text books which focus on sexual abuses, harassment, and violence children could face in school, home or public places.

²² Dr. BK Ranjit, Deputy Director of Curriculum Development Center, MOE, as stated in plenary session of Dissemination Workshop of Sexual Violence Assessment organized by HimRights/ESP in Lalitpur (January 25, 2012)

²³ Curriculum for Secondary Education, Curriculum Development Center, Ministry of Education, Nepal, 2064 BS

School going girls who participated in the FGD sessions mentioned they have heard about sexual violence mostly from school, television and radio. Out of school girls were quite hesitant to talk of issues on sexual violence and few of those who spoke about it said they have heard about issues relating to sexual violence from their parents, neighbors or female health workers. However, the community leaders participating in the FGD sessions explained that *"the school text books do not contain adequate information on sexual violence"*. It was further pointed out by one of the school teachers, he said, *"The teachers prefer to skip the chapters since they too feel uncomfortable teaching the topic."* Figure 3.3 also depicts that only 5.2 percent of the girls mentioned they come to know about sexual violence from teachers, it establishes the fact that teachers skip these chapters. Hence, education on sexual abuses and violence should be integrated into school curriculum and the teachers should be provided adequate and culturally accepted training that ensure teaching of these important chapters.

3.5 The Continuum of Sexual Violence

The general assumption is that rape is a greater harm than, for example, various other acts of humiliation, abuse or threat. This categorical approach however does not take account of the impact on an individual of other form of sexual violence, and underestimates the effects on the survivor. Sexual abuse, verbal abuse/indecent remarks, touching, indecent harassment and unwanted attention are all serious crimes that may have highly negative consequences for those who experience them.

In order to explore the continuum of violence from the perspective of girls of 13-18 age groups, discussions were held on several acts of sexual violence. The participants were asked to define the severity of those acts of sexual violence. The following table shows the continuum of sexual violence:

Table 3.4: Continuum of sexual violence

Source of information	Severe	Mild	Normal
FGD with girls of 13-18 years	Touching private parts, forceful sex, rape, physical abuse, transmission of HIV	Showing pornographic pictures, kissing, touching, using abusing words, alluring girls to have sex, attempt to rape	Winking, whistling, using abusive words

The girls of 13-18 age groups consider forceful sexual advances including touching body parts, rape and forceful sex, physical abuse as severe acts of violence. On the other hand, they consider acts like whistling, teasing, winking as normal acts. In Kanchanpur, the girls pointed out that acts like whistling and winking are usual phenomena, and the girls should ignore them as they are not *"serious acts"*. The girls in Kailali further remarked that making *'vulgar'* pictures in the toilets, watching pornography on mobile phone *"in front of girls"* are other usual practices, and are not considered serious. One girl participant of FGD in Bardiya considered kissing as *"normal"* and added *"It is happening everywhere now a days and it's normal."* At the same time, many girls considered acts like touching of breast as *'not a very serious activity because they face daily'*. There were some girls who categorized *'attempting rape or forceful sexual contact'* as moderate act of violence and explained, *"...because it is just an attempt"*. It was further pointed out by the

girls in the FGD sessions that “Boys and men try to touch them or be physically close to them in any place and it is a 'normal' phenomenon.” An in-school girl from Kailali shared in FGD,

"Touching is normal - boys touch us when we are in crowd. When we are queuing up at temple, even policemen arrange boy's line with a stick whereas they use hand for our lining the girls. Similarly, if a boy or a male is beside us on a seat while travelling by bus, he tries to touch here and there. It is not safe to travel alone as they try to touch more while we are alone."

The information collected from the discussions with the boys and girls of 13-18 age groups therefore suggest that women/girls often come across males who touch and tease them or pass verbal comments or make vulgar gestures. Such incidents take place everywhere, seems to have convinced the girls that these are norms and they should rather avoid being in crowd or traveling alone than trying to raise their voices against the perpetrators.

3.6 Attitude towards Violence

The structured questionnaire administered to the girls between 13-18 years also collected information on their attitude toward violence using six issues. The girls were asked if they considered it acceptable for the boys to eve-tease, pass offensive sexual comments, touch body parts of a female against her consent, pinch a female against her wish, hit a female and force their girlfriend for sex. As seen in the following Table 3.5, over 99 percent of the girls considered these acts as unacceptable. However, in the earlier section, girls in both quantitative and qualitative interviews said many of these acts are acceptable and do not much harm. It is interesting to note here that although almost all of the girls find these acts unacceptable, a relatively lower proportion of them mentioned they have heard about sexual violence. The findings further reiterates that the girls know certain acts are offensive for female and are not acceptable but they do not consider and/or share/report them as acts of sexual violence as such.

Table 3.5: Girls’ attitude towards violence (N=2000)

Statement	Acceptable	Unacceptable	Don't know
Eve-teasing	0.2	99.4	0.5
A man/boy passing an offensive sexual comments on a female	0.2	99.4	0.5
A man/boy touching the body parts of a female against her consent	0.2	99.4	0.5
A man/boy pinching a female against her wish	0.2	99.4	0.5
A man/boy hitting a female	0.1	99.5	0.5
A boyfriend forcing his girlfriend for sex	0.2	99.4	0.5

3.7 Perception on where a Survivor of Violence Can Go to Report or Share their Experiences

In this section, the respondents were asked to list the places where survivors of sexual violence could visit for help to understand their exposure to the existing services and programs available in their community. More than one third of the girls (36.3 %) said that the survivors of sexual violence should go to ‘police’ to seek help and report the case and 6.5 percent of them were of them suggested to go to ‘Court’ for legal action and seek justice. Large proportion of girls (69.2%) in Parsa was of the opinion that the survivors should go to police – in contrast, 61

percent of the girls in Dang were not aware of any such places to recommend. However, there are only few cases reported to police. An out of school girl from Banke shared how cases of sexual violence should be reported,

“First we should collect the neighbors and the people from the society, if that doesn't work we should go straight to the police. If the police don't do anything, we should go to the Women's Office.”

The Table 3.7 shows that 15.6 percent of the girls felt that they should talk to their family members and meet different organizations (11.1%). Although one-third of the girls (36.3%) responded that they should go to the police and report cases of violence, a majority of such cases go unreported or are only shared by the survivors to either mothers or friends. In Makwanpur, the police women said no cases of sexual violence are filed within her working period. The representative of Women and Children Service Center of Banke highlighted on community perception on reporting cases of sexual violence especially rape,

“Social factors are the main reason behind this. Many factors are also associated with cultural practices. If such cases come out to public, there is fear of losing social respect and dignity. Victims are not easily accepted by the society. That is why rape cases are settled first at family level and then at community level. There is bargaining for monetary compensation or other properties.”

More than that, the resources available at Women and Children Service Center is very minimal. During In-depth Interviews (IDI) at Women and Children Service Center, the police women admitted that, they lack resources and skills for investigation process and protection of evidences. Moreover, people’s lens towards police is not very positive. The Chief District Officer of Banke also admitted that people do not have positive attitude towards police. He said,

The first agency to report the case is the police. So, it is very important to have access to the police. In the present condition, the police mechanism is also operating on in traditional manner. Even the people don't believe that the police are nation's service provider. (...) The police have not been able to convince people that they will get justice if they go to the police. People also feel that if they report to the police, they will ask for money, it will be problematic and it will take a long time.

Table 3.6 Girls’ perceptions on places to report or person to share experiences of violence

Perception on places that victims of sexual violence could visit to seek help	Percentage
Police station/Police	36.3
Family (mother, father, brother)	15.6
Organizations	11.1
Paralegal Committee/child clubs/women’s groups	9.6
Traditional practices	8.3
Court	6.5
Don’t know	36.2
N	2000

Total percentage may exceed 100 due to multiple responses

In FGD sessions with girls, the moderator shared a story of a girl who faced sexual violence and then asked participants what she should do to seek help and justice. Amongst school girls in four

out of the seven FGD sessions pointed out that the survivors of sexual violence should talk to their friends, parents/guardian and teachers whenever they face any acts of violence. Some girls in Dang suggested that the survivors of violence should seek help from different social organizations. These responses indicate that family and community play an important role in encouraging the survivors to report the cases of violence experienced by them and access to justice process.

3.8 Vulnerable Situation

The vulnerability of girls increases when the traditional protection mechanisms within families and communities are non-existent. Several studies have concluded that certain family situation also make girls more vulnerable to violence. For instances, girls living with a stepfather; girls living in a dysfunctional family with poor relationship between family members and alcoholic parents; girls who are left alone at home when family members all go to work in the field; girls who go to forest to collect wood or graze cattle; homes which are frequented by visitors without restriction are generally considered vulnerable to violence. At the same time, the role of poverty or economic status of the girls and their parents also cannot be undermined in the occurrence of sexual violence. The poor girls may be easy targets of the perpetrators as they would not have strong support system to financially support them or to voice their grievances. The study tried to explore the association between the vulnerability of the girls to sexual violence and these factors with the help of qualitative as well as quantitative data. One example of how dysfunctional family increases vulnerability of sexual violence as shared by a survivor from Banke,

"After my father passed away, my mother got remarried. My step-father is 29 years old and my mother is 35. I am staying with my mother. The incident took place four days ago. My mother wakes up at 5 in the morning and went to her shop (she sells tea and snacks). That day, I and my five years old sister were sleeping in one bed. After my mother left that step-father came and slept with me. He held both my hands and started kissing me and opening my clothes. He came on top of me and tried to rape me. I started crying and beating him. I told him that I would scream and tell mother. But he said that it wouldn't matter as my mother couldn't do anything. I started screaming aloud and called my mother and he left me. Then, I went outside and he slept with my little sister." She further added, "My sister is also beautiful and young and she is also closer to step-father. So, I am very worried he will do the same thing to my sister."

Furthermore, the community leaders as well as the stakeholders who participated in the FGD sessions mentioned that girls from poor economic background and Dalit castes are mostly vulnerable to sexual violence. However, in the quantitative data, girls from higher economic quintile are more vulnerable and/or face more sexual violence. A community leader in Kanchanpur added that Dalit girls are vulnerable, ***"It is mainly because they are uneducated and are economically weak."*** One of the FGD participants in Dang stated, ***"People from high caste visit Dalit community to drink alcohol and have sexual relations***

"That day, I went to buy a pair of shoes for myself. The shopkeeper asked me to look at some nice shoes in the inner room. He took me to a dark store room. As soon as I entered, he caught me from behind and then carried me to a bed (Khatiya). He raped me, and I became unconscious. Later, he sprinkled water on my face and I woke up after that. Later, he tried to console me by saying that he would marry me. He told me to take any shoes I liked. I could not stay there and fled home. I could not talk to anyone." – A survivor of sexual violence/IDI/Kailali

with the women/girls. We have seen such incidents taking place in the community." The general assumption is poor and Dalits are more vulnerable for sexual exploitation but the quantitative data contradicts to it. Moreover, people are not delving into what they face as their daily reality.

Uneducated girls or girls who are not aware of the various incidents taking place are considered vulnerable even by the boys and girls of this age group. A FGD participant in Parsa explained *"Most of the uneducated girls are lured by gifts, promises of marriage and a good life. Girls are won over, have fake marriages and are trafficked to another country."*

A participant of FGD with community leaders in Banke highlighted on how girls perceive different acts of sexual violence,

"Due to lack of awareness, girls are more vulnerable and the cases go unreported. A 17 years old girl studying in school was not aware of sexual harassment. When she was taught about it, she immediately responded that a teacher was doing the same thing to her."

In FGD with community leaders, the participants unanimously identified some contributory factors like traditional beliefs and practices, poverty, patriarchy, and child marriage which add to the vulnerability of girls to sexual violence. In Far-western region, 'Chaupadi' is still practiced, in which girls/women are kept in a hut outside the house during menstruation. Here is how 'Chaupadi' system puts girls into vulnerability. A participant of FGD in Kailali shared,

"We have a traditional practice of 'Chaupadi' in which a girl is kept outside the house during her menstruation period. An incident occurred in our village when group of boys gang raped a girl studying in grade 8 while she was sleeping at night."

The qualitative information collected by the study has revealed that gender inequality is rooted in patriarchal Nepalese society and culture. Some girls may accept certain level of gender based violence and discrimination at home or in school because they have learnt to accept them as 'normal' thereby fail to raise their voice against it. Hence, they are not safe from relatives and neighbours as well. A survivor from Banke shared how she was abused by neighborhood 'uncle',

"I was eight years old at that time. There was this uncle (neighbour) who used to love me very much. I used to sleep with him. He really loved me and he used to bring many things for me. One day, he was drunk and did something unusual with me. He caught me and started to touch my breasts. I tried to walk away from there. After sometime, I was able to free myself and went to my mother."

The qualitative data further points out that lack of awareness on sexual violence, existing legal provisions and the rights of the survivors largely attribute to cases of sexual violence against girls. While it cannot be denied that factors like low social status and lack of education add to the vulnerability of the girls to sexual violence, the other links between other social norms, practices and perception is also key to understanding their vulnerability. Girls of all ages and from all socio-economic backgrounds are vulnerable to sexual violence. The causes are deep rooted in male dominated cultures whereby violence is used as a tool for imposing male power.

CHAPTER 4: EXPERIENCE OF VIOLENCE, PERPETRATORS AND IMPACT

This chapter describes the findings on girls' experience of sexual violence and other forms of violence; the places where girls face sexual violence with specific focus on in-school and out of school settings; perpetrators of sexual violence; impact of violence on survivors and coping strategies; support sought; and barriers faced while seeking support.

4.1 Personal Experience of Sexual Violence

The survey included questions relating to experience of certain specific acts of violence. This provided the girls a space to disclose any experience of violence faced by them. The acts included:

1. Eve-teased
2. Pinched/touched in an inappropriate way
3. Abused using vulgar words
4. Pushed, shoved or pulled hair (at home)
5. Pushed, shoved or pulled hair (in school)
6. Pushed, shoved or pulled hair while going somewhere
7. Touched in a way that made uncomfortable
8. Exhibited his private parts
9. Exhibited pornographic pictures against wishes
10. Attempted to rape
11. Forced to have sexual intercourse with him

For every question that a girl answered 'Yes' she was asked if the incident took place within 12 months preceding the survey and also the perpetrators of the acts. Among the different acts of violence covered by the survey, eve-teasing appears to be the most common act that girls faced. Table 4.1 shows that around one third of the girls (32.3%) have been eve-teased. Sixteen percent of the girls have been pushed, shoved or pulled hair in school (16.2%) and at home (10.9%). Nine percent of the girls have been verbally abused while 4.5 percent of them have been touched in a way that made them feel uncomfortable. Around one percent of the girls have faced attempt to rape and forced sexual intercourse. Those who faced the violence were asked whether they have faced it within the past 12 months or not. The majority of the girls have experienced these acts of violence within the past 12 months.

District wise, there is not much variation noticed in types of violence experienced by the girls. However, a relatively higher proportion of girls in Bara and Parsa districts than other districts had experienced physical violence at home and school.

Table 4.1 Experience of violence

Type of acts of violence	Lifetime experience of violence (%) (N=2000)	Experience of violence in past 12 months (%)	n
Eve-teased	32.3	93.4	646
Pushed, shoved or pulled hair in school	16.2	64.1	323
Pushed, shoved or pulled hair at home	10.9	51.4	218
Abused you using vulgar words	9.1	84.0	181
Pushed, shoved or pulled hair while going somewhere	6.0	86.7	120
Touched to make uncomfortable	4.5	81.1	90
Pinched/touched in an inappropriate way	3.0	75.0	60
Exhibited his private parts	2.1	85.4	41
Exhibited pornographic pictures against wishes	1.4	82.1	28
Attempted to rape	1.4	82.1	28
Forced to have sexual intercourse with him	0.9	82.4	17

The ‘Yes’ answer to any of the acts mentioned above were further analyzed to categorize them under acts of verbal, emotional, physical and sexual violence (Table 4.2). Further, the girls who answered at least one ‘Yes’ have been categorized as ‘those who faced at least one acts of violence’. Overall 49.4 percent of the girls have faced at least one act of violence in lifetime. 36.3 percent of the girls have been abused verbally that include being abused using bad/vulgar words, eve-teased and being called names. Twenty seven percent of them have faced physical violence like beating, shoving, hair pulling while 9.8 percent of them have faced sexual violence including indecent touching, showing of vulgar pictures/movies, attempt to rape and rape. 3 percent of the girls reported experiencing of emotional violence; it included pressure for child marriage, discrimination/humiliation, and accusation of being witch. Nepal Demographic and Health Survey, 2011 revealed that 12 percent of women of age 15-49 report having experienced sexual violence at least once in their lifetime. There is notable variation in the experience of sexual violence by age. Younger women (age 15-19) are less likely to report sexual violence than older women (age 30-49). The study further revealed that 4.6 percent of the younger women have faced sexual violence in their lifetime.²⁴ It was very challenging for the study team to get respondents to talk and/or fill the questionnaire which is affirmed by this NDHS study too, especially with adolescents and young women to report and share their experiences of sexual violence.

Table 4.2: Type of violence experienced by the girls

	Lifetime
Verbal abuse	36.3
Physical violence	26.9
Sexual violence	9.8
Emotional violence	3.0
Any Violence	49.4
N	2000

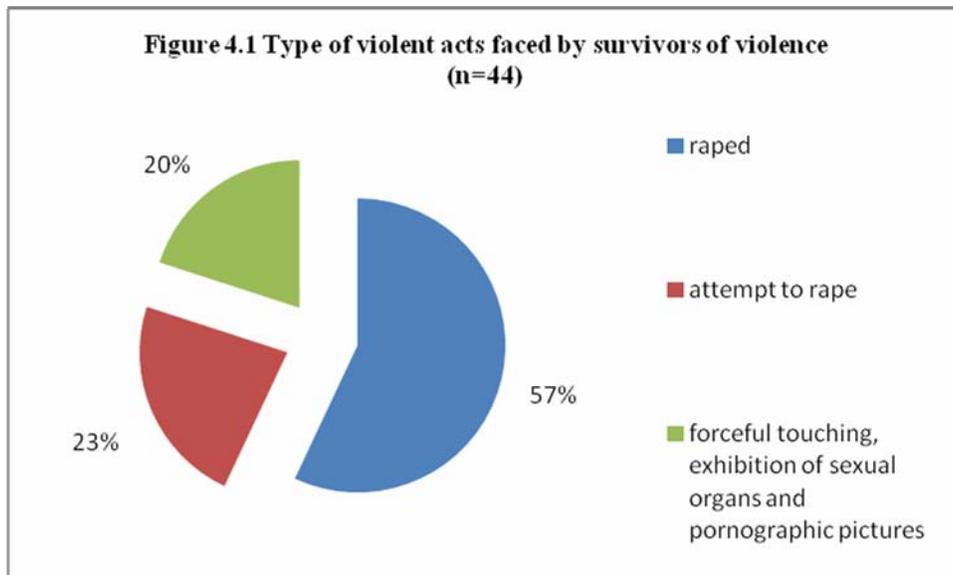
²⁴ Nepal Demographic and Health Survey, 2011, Population Division, Ministry of Health and Population, Government of Nepal, Kathmandu, Nepal (March, 2012)

The Table 4.3 gives different acts of sexual violence that girls have faced from friends, teachers, boys in the neighborhood, relatives and unknown persons. 7 percent of the girls were touched by boy/man in a way that made them feel uncomfortable, whereas, 4.1 percent of them have faced exhibitionism. Around 2 percent of the girls have been forced to watch pornographic pictures, attempted to rape, raped or faced contact form of abuses.

Table 4.3 Acts of violence

Acts of sexual violence	%
Exhibited male sexual organ	4.1
Touched by boy/man that made uncomfortable	7
Forced to watch pornographic picture	2
Attempt to forceful sexual relationship	1.7
Forced sex without consent	1.3
Contact form of abuse	1.2
N	2000

The study conducted In-depth Interviews (IDIs) with 44 survivors of sexual violence. Most of them had been raped or had faced an attempt to rape. As mentioned above, rape or attempt to rape is viewed as the most serious act of sexual violence. Thus cases are reported or exposed in the society. Therefore, the study team was taken to survivors of sexual violence who were publicly known survivors of rape and attempt to rape.



Source: IDIs with survivors of violence

The following Figure 4.1 explains the type of violence faced by 44 survivors of sexual violence with whom In-depth Interviews were conducted. More than half of them (57%) were rape survivors and 23 percent of them were attempted to rape in different places. One of five (20%) faced forceful touching and exhibition of sexual organs and pornographic pictures.

15 years old from Kailali, was raped by her best friend's father. She had gone through series of hardships after that incident. She shared,

“My house was under construction. One night, I went to the new house where I fell asleep while doing my homework. I was startled and scared as there was a hand on my body. It was my best friend's father (Meetbau); he closed my mouth with his hands and said that if I shouted he would kill me. Then he raped me. He said that if I told anyone he would kill my mother. I was so scared. I couldn't tell anyone. After some months of the incident, I realized that I was pregnant. I was so worried and took a bus to Dipayal. I got unconscious on the bus itself and the driver took me to the police. I gave birth to a baby while returning home. My parents were not happy and did not accept me back. Later, I was kept in a safe house in Dhangadhi. No one comes to meet me. Once in a while my mother comes to see me. I feel so lonely.”

Many of the rape survivors from the armed conflict period and others have been displaced. Finding survivors willing to talk to the field researchers was difficult. Many of them felt what is the point to share their experiences with the researchers who only come to ask and have nothing to give back.

4.2 Experience of Sexual Violence by Boys

The study was also aimed at understanding boys' knowledge on sexual violence and whether they face any form of sexual violence. FGDs were conducted with boys aged 13 to 18 years old in each of the study districts. Those FGDs were conducted with both in-school and out of school boys from urban, rural, semi-urban areas. The participants of FGDs have comparatively better knowledge about different acts of sexual violence. But, when asked whether they faced such acts of violence, majority of boys from rural areas were surprised and said, *“No, boys don't face such violence. It only happens with girls.”* Very few of them agreed that boys can face such violence. A boy from Kanchanpur also shared he was molested by a middle aged man in a teashop while he was going home from school.

A participant of FGD in Bardiya shared an incident of rape survivor boy in a village, *“There was one small boy. He is 12-13 years old just like some of our small friends out here. He was there to collect grass with some cattle, and then he went to a cornfield to take some cucumber. After taking some, an older boy aged about 17 years old came and did that forcefully to that small kid blaming that he stole a cucumber from his field. Then that small kid complained it to police and after some police men came. A case was filed against the rapist with the police. But, the perpetrator fled to India. The boy still feels humiliated when local boys call him with the perpetrator's name.”*

CWIN/UNICEF had conducted similar study with girls and boys in 2005. The findings revealed that 13.5 percent of the boys reported fondling over or under clothes and 7.6 percent of the boys have experienced serious sexual abuse including kissing of private parts, oral sex and penetration.²⁵

²⁵ Violence against Children in Nepal: “No More Suffering” Child Sexual Abuse in Nepal: Children's Perspective, CWIN/UNICEF Nepal, 2005

.3 Places where Girls Face Sexual Violence

The girls were asked whether they have seen or heard of any of their close friends being touched by a boy or man that made her uncomfortable. 17.6 percent of them have seen or heard of such violence to their close friends. Such incident occurred in different places.

Table 4.4 Places where girls face sexual violence

	Percentage (%)
Street	34.5
School	34.2
Bus	20.5
Fair/bazaar	11.4
Home	10.8
Jungle	6
Cinema hall	4.3
Field	4
N	351

Table 4.4 shows that more than one third of the girls face violence on road while walking and in schools. It shows that girls are most vulnerable while walking on road and in school. Shockingly, girls are not safe even in their home; 10.8 percent of the girls face sexual violence at home. An Action Aid Nepal study on ‘violence against girls in educational institutions’ (2008) conducted in five districts has similar data too; it revealed 31.8 percent of the girls face sexual violence on street and 13.6 percent of the girls face sexual violence in school.²⁶ Women Development Officer of Banke also agreed that girls are not secure in schools. She added, *“Likewise, we are working in coordination with school management, teachers, and guardians. School girls are prone to sexual violence and trafficking. Similarly, school teachers can sexually abuse girls in school.”* A representative of an NGO from Parsa said, *“In the name of checking the homework, the teachers touch sensitive body parts of girls and sit close to them. If complained, the teachers and school management committees do not listen to them.”*

Likewise, 20.5 percent of the girls face violence while travelling on bus. They face bullying, touching body parts by boys/men and rapes as most severe case.

“I was waiting for the bus to go to Tulsipur to my maternal home, the driver stopped the vehicle and told me that his house is there too and he would drop me. I got inside but he drove elsewhere, when I asked him where he was taking me, he told me to sit quietly otherwise he would kill me. (...) He was drunk and raped me. He threatened me not to tell anyone. Next day, he dropped me in a nearby village. The rapist’s wife blamed me for whatever had happened. She even beat me. I shared about the incident with one of my school teachers. He filed the case in police. He is now in jail.

Furthermore, a survivor from Bardiya was abused by a boy when she was walking alone. She shared, *“One evening, while I was returning home from my uncle’s house, I saw this boy from*

²⁶ Violence against girls in educational institutions, Action Aid Nepal, 2008

the neighborhood. He grabbed my hand from back side. I fell in nearby stream. He said, “Let me have sex with you or I kill you.” He punched me on my jaw. Then, I bit his finger. It must have hurt his finger. So, he beat me with a stick. I somehow succeeded to escape from his clutch. I was so frightened and fled to my home.”

4.4 Experience of Sexual Violence in School Setting

The prevalence of violence against girls in schools is a serious problem that affects their rights to education and overall development. Violence against girls can take place in schools, on the way to school and around school in many forms like sexual harassment, forced exposure to pornography, intimidation, teasing and threat of violence. One of the primary objectives of the study was to understand the types of violence experienced by the girls in the school setting. Sixteen percent each of the girls reported that they had faced some sort of violence from their teachers and the school boys. However, there are chances that this could be under-reported as the girls who took part in the survey had difficulties in sharing any kind of sexual violence committed by teachers in school; moreover, they are not aware about acts of sexual violence. Many girls finger pointed teachers who sexually harassed them and their friends; shared how they were abused during the informal talks in the follow up meeting. The field researchers had made as many as three visits to quantitative respondents to get them to talk about their and their friends’ experiences.

Table 4.5: Perpetrators of sexual violence

Perpetrators	Percentage
School teachers	16.2
School boys	16.2
Friends	7.2
Neighbors	1.6
Relatives and family	8.0
Unknown persons	28.6
Others	3.0
N	2000

In-depth interviews with the survivors of violence also pointed out that school going girls are subjected to different forms of violence in school at the hands of male teachers. A 14 years girl from Banke, along with her seven friends and a boy were made to stand and take off their skirts/pant when they failed to answer a question asked by the teacher. The humiliation felt by these adolescents must be incredible which is vividly shared by the respondent.

“He asked all of us to keep our hands up. First, it was my friend’s turn. As her hands were up, sir pulled her skirt down. He did the same with some other girls but I held my skirts tightly and did not let it fall. Then he hit me on my back 2-3 times and then I was thrown out of the class. All the friends were present in the classroom when this incident happened. I did not share the incident with my parents but later they came to know about it and all the parents went to the school and complained to the Principal. However, no action was taken against the teacher although he came after few days and asked us to forgive him.

Worse still, a 17 years girl from Dang shared that she was not promoted to grade nine because she denied spending time with the school teacher. She shared,

“He called me and said if I wanted to pass the exam, I had to go to the mill in nearby village to meet that teacher. I denied and I failed the exams. My parents blame me for failing and they said it would've been better if I had died. They said that I should have sold my body so that I could pass and not waste their money. All of my classmates passed and they call me with bad names”

This clearly indicated for her not to be sexually violated was more important but her parents felt otherwise. This is also indicative of what is happening in their society, meaning the prevalence of sexual abuse within school and its acceptance as a norm. Furthermore, due to lack of support and blaming the victim many such incidents are neither shared nor reported, which prevents any legal action, access to justice or compensations.

The instances of violence in schools were cited during FGD sessions with girls and boys. One of the boys explained how male teachers target girls in the classroom, *“They only do it to the girls, not the boys. They call the girls to the blackboard, hold their hands and teach them. They touch the girls.”* Some of the girls also mentioned that there have been such instances when they felt uncomfortable when their male teachers had touched them on the pretext of teaching something or when their male teachers looked at them in an inappropriate manner. A participant of FGD with community leaders also shared a case of a Chaudhary girl from Kanchanpur. She was raped by a teacher. She explained,

“She went to the school’s hostel for her tuition classes with a male teacher. She was raped by this teacher. She was very scared and did not speak to anyone for two days. Later, she told one of her friends about the incident. Then, we came to know about that. The teacher paid certain amount to the student and settled the case.”

Violence against girls in schools is linked to socio-cultural traditions and community practices. Male teachers, school boys are the primary perpetrators of sexual exploitation in schools. Some male teachers exploit their students and give good marks or good reports in exchange for sexual favors or rape. The findings from the study further suggest that in some cases the parents are not supportive and turn their blind eyes towards such incidents. There are also some parents who are reluctant to send their girls to school because of such instances heard or seen by them. Thus sexual violence and abuse against girls in schools may delay the girls’ right to education and opportunities.

4.5 Experience of Sexual Violence in Out of School Setting

Besides the school premises, the girls can be subjected to acts of violence anywhere and anytime. The following case stories explain further how the girls are at risk of violent acts at other places like on the way to school/market, while traveling (bus, *Tanga*, rickshaw), at home, jungle, field, hotel, highways, toilets, office, fete, market place, and/or religious festivals/functions.

16 years old girl from Dang was raped by six men when she was returning home from school.

“I was in grade 8. It was around 5 o’clock in the evening when we got out of school. There were some guys in a shop close to our school at that time. I knew Rawal, one of the guys who own CD shop in the highway. The other boy was Kuwar, I didn’t know him. They both were around 20 /22 year old. They insisted that they would drop me home. They had motorbike, they put me on it. They later gave me an egg to eat, I felt little strange and drowsy after eating that as they had put some medicine in it. They later took me in the jungle nearby. I knew what was going on but I was

not able to defend. I was repeatedly raped and later in a hotel in highway. Their motive was to sell me but couldn't do so as I was rescued by police. Two of the rapists are in jail."

18 years old girl of Kailali was molested twice by a stranger. These men molested her and frightened her. She explained the incident

"I had to reach the school early in the morning. This man got hold of me while on my way. He pulled me from the back and held me. The place was empty, he bit my cheeks and neck from the back, I had marks from it. I saw two people on the bike so I started crying out for help. When they saw my condition, they were amused by my situation and said 'wow' and they left. I screamed louder but they paid no attention and went their way. The man held my head, bit my neck and cheeks and finally let me go. I picked up the books and ran to the school."

Likewise, a 13 years girl from Bardiya was raped while on her way back from nearby village. She narrated the incident.

"It was Sunday. I spent the night in town and the next day, I walked home early in the morning. On the way I saw two men. They were walking ahead of me. I was frightened and alone. So, I decided to speed up in order to get ahead of them. Suddenly, after few minutes, they just came from behind and shut my mouth with a scarf. The older man who was around 40 closed my mouth while the other who was about 20 years was lifting my leg. They took me to a cleared piece of corn field. He shoved the scarf in my mouth and the other younger man held my legs. He then took off my stocking and raped me. Few minutes later, hearing my scream few people came towards us. I immediately put on my stocking and while they were busy talking, I fled away. The two men told others that I owed them some money that's why they were treating me that way."

These case stories speak for themselves and point out the vulnerabilities of the girls under different circumstances to violent assaults in the hands of men of all ages, both known or unknown to the girls and at any place. Even their own homes are not safe for them. On the other hand, it is difficult for the girls to voice against these horrendous crimes for fear of being viewed as 'bad girls' or blamed for the incident. These situations continue to perpetuate as the perpetrators are not scrutinized and ostracized by the community and made legally accountable. Even rape was not taken seriously enough to be stopped and criminalized by society. For many, it is amusing to watch the crime against girls.

4.6 Perpetrators - Sexual Violence

The survey tried to explore further on the kinds of people who commit such acts of violence against girls. The qualitative findings suggested it could be anyone – teacher, boy friend, neighbor, strangers, school boys, driver/conductors, step fathers or even fathers to name some. A participant of FGD with in-school girls in Bara said, *"Boys with rich parents, who are given more freedom than daughters, are spoilt and have lots of money to commit sexual violence crimes."* An out of school girl from Bardiya (FGD) said, *"Eve teasing is common practice and rickshaw pullers, thelawalas and even police are involved in it."*

The quantitative information also corroborates with these findings. The following Table 4.6 lists the perpetrators who committed different acts of violence faced by the girls. In most cases, boys not known to the girls have committed such acts of violence. Other perpetrators of sexual violence reported are village boys, driver/conductor/rickshaw pullers, relatives/family members, neighbors and even boyfriends/lovers.

Table 4.6: Girls' experience of violence (by persons committing such acts)

Perpetrators	Acts of violence							
	Eve teased	Touched Pinched	Verbally harassed	Touched body part	Exhibitionism	Showed vulgar pictures	Forcefully tried to have sex	Raped
Unknown boys	72.4	60.0	39.8	46.7	48.8	45.6	10.7	5.9
Friends	10.5	10.0	11.0	2.2	0.0	0.0	0.0	0.0
Boys in village	21.7	15.0	22.1	7.8	0.0	6.7	25.0	11.8
Boys in school/friends	13.8	8.3	22.1	0.0	2.4	0.0	0.0	0.0
Elder/younger brother	0.2	0.0	.6	1.1	0.0	1.1	0.0	0.0
Driver/conductor/rickshaw puller	4.0	5.0	5.5	15.6	22.0	14.4	0.0	0.0
Neighbor	1.2	1.7	2.8	8.9	12.2	8.9	0.0	0.0
Relatives/family member/in laws	0.9	1.7	3.9	2.2	2.2	1.1	7.1	0.0
Police	0.9	0.0	0.6	0.0	2.4	0.0	0.0	0.0
Teacher	0.2	1.7	0.0	6.7	0.0	5.6	0.0	0.0
Husband	0.0	0.0	1.1	0.0	2.4	0.0	46.4	70.6
Neighborhood brother	0.0	0.0	0.0	13.3	0.0	11.1	0.0	0.0
Boy friend /lover	0.0	0.0	0.0	5.6	7.3	3.3	7.1	11.8
Others	0.0	3.3	1.7	3.3	7.3	2.2	3.6	0.0
N	646	60	181	90	41	28	28	17

Total percent may exceed 100 because of multiple responses

4.7 Association between Background Characteristics of the Respondents and Experience of Violence (Test of Hypothesis)

It was hypothesized that certain socio-economic status of the girls make them more vulnerable to violence like: their young age, poor economic status, compulsion to work to make a living, absence of parents at home, compulsion to leave home to work in field or graze animals and home in rural areas. It was further hypothesized that girls who are in-school and out-of-school are equally likely to face sexual harassment and violence and that girls who have a supportive family environment, have their parents with them are less likely to face sexual harassment and violence. These factors were selected on the basis of literature review conducted by the survey team. The association between the experience of violence and these background characteristics of the girls were assessed using chi square test.

Table 4.7: Association between Background Characteristics of the Respondents and Lifetime Experiences of Violence

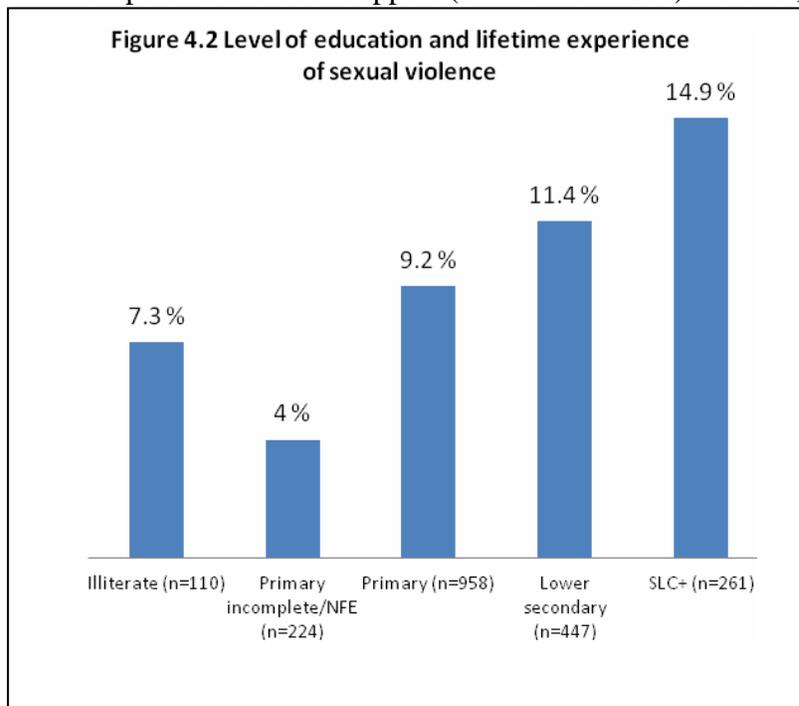
	Any forms	Sexual	Total N
Age group	*	ns	ns
13-14	45.9	8.4	687
15-16	52.3	9.1	717
17-18	48.8	12.1	596
Place of residence	*	ns	ns
Urban	52.3	10.0	800
Rural	46.9	9.6	1200
School going status	***	**	
In-school	52.5	10.7	1586
Out-school	35.7	6.3	414
Education	***	***	
Illiterate	21.8	7.3	110
Primary incomplete/NFE	37.9	4.0	224
Primary	49.8	9.2	958
Lower secondary	51.2	11.4	447
SLC+	63.6	14.9	261
Caste/Ethnicity		*	
Upper caste group	47.3	9.1	582
Relatively advantaged janajaties	48.7	9.2	119
Disadvantaged janajaties	51.8	13.1	626
Non-dalit tarai caste group	51.9	5.2	291
Religious minorities	47.3	7.1	184
Dalits	43.4	10.6	198
Marital status	*	ns	
Never married	49.9	9.6	1816
Ever Married	40.2	10.9	184
Wealth Quintile	***	ns	
Lowest	42.9	7.8	399
Second	47.4	11.5	401
Middle	43.6	9.0	401
Fourth	53.1	10.1	437
Highest	58.8	10.5	362
Family Environment*			
Supportive	42.5	7.1	492
Not supportive	52.4	11.9	1355
Mother not at home			
Mother died/migrated for work	55.8	15.2	138
Mother at home	48.9	10.4	1862
Father not at home**			
Father died/migrated for work	52.1	13.0	831
Father at home	47.5	9.1	1169
Total	49.4	9.8	2000

Chi-square test was performed at ***= $p \leq 0.001$, **= $p \leq 0.01$, *= $p \leq 0.05$ and ns=not significant.

As mentioned in the previous section, the survey included questions relating to experience of certain specific acts of violence. The girls who answered ‘Yes’ to at least one form of violence are those who have been subjected to ‘any one’ act of violence either physical, emotional, sexual or verbal abuse. As seen in Table 4.7, among the different background characteristics, age group, place of residence, school going status, education caste/ethnicity, marital status and wealth quintile are significantly associated with experience of violent incidents. Among the school going and out-of school girls, the survey has revealed that those girls who are enrolled in schools are significantly more vulnerable than girls who do not attend school (52.5% and 35.7%). Contrary to the hypothesis, the survey found that girls from better economic background are more likely to face acts of violence than those who belong to less economically sound families.

A good family environment with understanding parents with whom the girls talk to and find support can also play an important role in decreasing the vulnerability of the girls. As seen in the above table the proportion of girls who have been subjected to violence is quite high among those girls who cannot talk freely with their parents and seek support (52.4% Vs 42.5%). Further, the proportion of girls who have been subjected to at least one form of violence is quite high (although statistically not very significant difference) among those girls who do not have their mothers at home (55.8% Vs 48.9%) and those whose fathers have died or migrated for work (52.1% Vs 47.5%) than their counterparts.

Table 4.7 further reveals that school going girls are more vulnerable than out of school girls (10.7% vs. 6.3%) despite the fact that there is significant difference in level of knowledge on sexual violence between in and out of school girls (39.1%



vs. 12.6%). It is further supported by the finding that 14.9 percent of the girls whose education is SLC or above have faced sexual violence in their lifetime in comparison to 7.3 percent of illiterate girls. This significant difference could be due to the fact in-school girls are more in public spaces and exposed to people from different walks of life. The Figure 4.2 shows association between lifetime experiences of sexual violence and their school going status and level of education.

Likewise, the girls from ‘disadvantaged Janajatis’ are most vulnerable than other caste/ethnicity – 13.1 percent of them have experienced sexual violence and 10.6 percent of ‘Dalits’ have faced sexual violence. The girls from ‘non-Dalit Terai caste group’ faced least sexual violence (5.2%). Respectively 9.1 percent and 9.2 of the girls from upper caste and relatively advantaged Janajatis faced sexual violence in their lifetime. The participants of FGD also highlighted that girls from

Dalit and Janajati face more sexual abuses and violence. The representative of Women and Children Office, Kailali said, *“In this district, the population of Tharu out numbers the population of other caste and ethnic group. Compare to other caste groups, the problem related to sexual harassment is also observed maximum in Dalit community as well.”* A participant of FGD with district stakeholders of Banke also shared his observation in the district. He said, *“It is seen mostly in Dalit community.”* Similarly, the girls from highest wealth quintile face more sexual violence than those from lowest wealth quintile (12.7% vs. 7.8%). Again, as hypothesized the absence of parents affect the vulnerability of the girls since a significantly higher proportion of girls who did not have their mothers at home had faced act of sexual violence (15.2%) than those girls who lived with their mothers (10.4%). Absence of father also makes it vulnerable. 13 percent of the girls who did not have their father at home faced sexual violence and 9.1 percent of the girls with fathers at home.

It can be thus be concluded on the basis of survey results that girls who go to school; girls who belong to economically sound family background; girls who leave their homes to graze animals or to work in the field; girls who have to work to make living; and those who do not live with their parents are at higher risk of facing violence than their other counterparts. The vulnerability is also high amongst girls of 16-18 age groups and from urban areas.

4.8 Impact of Violence

Any form of violence has far reaching negative consequences upon the survivors as well as her family. Besides immediate physical harm, it exposes the victims to severe physical risk and medical problem resulting in depression, fear and low self esteem including suicidal tendency. This could have long term impact not only on her but her children too which is yet to be studied. In many cases, the girls blame themselves for the incident of sexual violence. Furthermore, they are blamed for shame, marginalized and ostracization for herself and her family. There may be cases of pregnancies, abortion causing serious risk to the health of the girls. This section highlights on the impact of sexual violence upon girls and the practice of sharing of such experiences with other people.

The girls who have faced one or other forms of violence were also asked whether they have sustained any form of injuries/other problems as a result of physical or sexual violence inflicted on them. As seen in the following Table 4.8, a large proportion of girls who have gone through experiences of violence have faced psychological problems (63.8%). Almost one third of them (31.5%) mentioned that they have faced psychological problems like fear (75.4%), tension (25.7%), quick temper (23.8%) and depression (12.1%). Few have even attempted to commit suicide (2.1%). A rape survivor from Banke shared, *“This entire situation made me very depressed. I took poison to kill myself but my father saved me. I tried again to commit suicide by hanging myself but I was saved again.”* The impact of sexual violence, especially rape is immeasurable and long lasting. The Women Development Officer of Banke suggested to provide psychosocial counseling in schools to lessen the psychological impact to the survivors. She said, *“It would be more relevant to provide psychosocial counseling training to any of the female teacher. In such cases, girls can easily approach their female teacher if they get into some problems.”*

Table 4.8: Impact of violence faced by the girls

Impact of violence	Psychological problem	Physical problem	Reproductive health related problem	Social problem
Yes	63.8	5.0	0.6	2.0
No	36.2	95.0	99.4	98.0
N	988	988	988	988

Five percent of the girls have sustained physical injuries/problems. Most of them have scratch marks (46.9%), sustained wound or injuries (16.3%), had cut marks (14.3%) and have also fractured body parts (12.2%). A rape survivor from Banke said, *“My body still hurts. I still have wounds in my body; it can't be seen as it is healed externally. My aunt took me for medical checkup that cost a lot. I don't know how I will continue my studies after SLC. My life is ruined, nor I am in good health, neither do I have money for my studies, I feel so frustrated.”*

2 percent of the girls who have undergone the experience of violence have faced social problems like: people talked bad about them and made snide remarks (35%), they were blamed for what they experienced (30%), were humiliated by others (20%) and people looked down upon them (10%). A rape survivor from Kailali finds it very difficult to stay in same locality with the perpetrator. She said, *“I feel scared and insecure after the incident, the man who raped me lives next to my house and I feel scared whenever I think of the incident and always fear meeting him again someday.”* The impact of violence is similar in all the study districts.

The research team observed the impact of the violence still looming large over the lives of the survivors. The survivors were depressed and fidgeting, did not talk much and cry or abruptly stop talking. Moreover, many did not have anyone to support them. The qualitative data collected from survivors of violence also substantiates the fact that survivors of violence undergo tremendous mental pressure.

Sexual abuses and violence affects girls' life in various ways. The findings revealed that it is not always possible for survivors to find the much needed support and care within her family, community and government justice system. This may further push her towards other vulnerabilities and increase the impact of violence. Many families of survivors of rape are forced to displace or migrate to some other places because they lose social dignity. Often the survivors of violence are also forced to marry the perpetrator, but according to some key informants such forced marriages often lead to divorce. Life of those who get pregnant after rape becomes hellish with no family and financial support to take care of their babies. However, a rape survivor from Kailali, who gave birth to a baby girl, spent several months in a shelter home. She did not get any support from the family. With response mechanism of this study, she started a snacks stall in Dhangadhi. Now, she lives in a rented house and is economically independent. Participants of FGDs and KIIs shared that increasing violence and abuses against girls discouraged parents to send their daughters to school or other places due to security reasons. A 14 years old girl from Parsa was teased by a boy living next door while she had gone to terrace to dry clothes. After that incident, she was not allowed to help in them and walk alone in the marketplace. She was not allowed to talk or meet any boys. Her parents were much concerned about her future. They were afraid if other people in the community know about that boy's misbehavior, they would treat her daughter negatively. It would be difficult for her to get married. So, her parents are

looking for a groom for her marriage. She is worried that she may not be able to continue her studies too.

4.9 Support Sought and Coping Strategies

It has been observed that girls usually hesitate to talk about experiences of violence. The quantitative findings have revealed that although two third of the girls (65.8%) have shared their experiences of violence with someone, one-third (34.2%) of them have kept it to themselves. When asked why they have not talked about it with other people and sought help, 22.8 percent of them replied that they did not consider it necessary. Interestingly enough, 18.6 percent of the girls consider the acts of violence as ‘normal’ and hence did not consider it necessary to file a complaint while 17.2 percent of them got scared of being rebuked by their parents and kept silent. On the other hand, 15.1 percent of the girls presumed that they had been subjected to such acts of violence because of their own fault. Such findings clearly suggest that fear of being given bad name, stigmatized and ostracized, shamed are other reasons why the girls are not able to share their experiences with other people or demand for justice. They are unable to see themselves as victims where their rights have been violated in a major way. They directly and indirectly blame themselves for what happened and hide whatever happened to them. Even parents tell girls not to make it public as it has negative impact on the whole family. There are, however, some parents who have taken the cases to the court but most are unsuccessful which proves the innocence of the rapist/perpetrator but also give negative disposition to the survivor. Furthermore, many of them realized the futility of justice system which discouraged them to take legal action for justice.

Table 4.9: Distribution of girls by their experience sharing with others

Shared incident of violence with someone	Total
Yes	65.8
No	34.2
Total	100.0
N	988
Reasons for not sharing	
Didn't think it was necessary	22.8
It was a normal case	18.6
Scared of parents	17.2
It was their own fault	15.1
Fear of accusation	10.7
Feeling of shame	9.8
Nothing would happen even if it was reported	5.3
Don't know	3.8
N	338

Percentage total may exceed 100 due to multiple responses

Those girls who have shared about their experiences of violence mostly talked to their relatives (38.9), friends (35.8%) and teachers (1.9%). Though large proportion of girls share about their experiences with above mentioned persons, very few (0.9%) of the girls mentioned that they went to police, child clubs and paralegal committees to report the case. The Table 4.8 shows reporting of violence according to selected characteristics and experience of violence for legal action.

Table 4.10: Place/persons for sharing/help seeking of violence according to selected characteristics and experience of violence

	Other officials Police/child club/paralegal etc.	N
School going status		
In-school	.7	839
Out-school	2.0	149
Education		
Illiterate	4.2	24
Primary incomplete/NFE	2.4	85
Primary	1.0	482
Lower secondary	-	231
SLC+	.6	166
Caste/Ethnicity		
Upper caste group	.4	278
Relatively advantaged Janajati	-	59
Disadvantaged Janajati	1.5	324
Non-Dalit Tarai caste group	.6	154
Religious minorities	-	87
Dalits	2.3	86
Wealth Quintile		
Lowest	1.7	173
Second	1.0	192
Middle	1.7	175
Fourth	.4	233
Highest	-	215
Sexual violence		
No	.6	793
Yes	2.1	195
Total	0.9	988

The Table 4.10 also shows that more out of school girls report the cases of sexual violence than in school girls (2.0% vs. 0.7%); interestingly 4.2 percent of illiterate girls report the cases of sexual violence to police, child clubs and paralegal committee for legal action. However, not much variation is observed in reporting pattern in girls from different wealth quintiles. Caste wise, girls from Dalit community were found to have reported the most (2.3%) compared to 0.4 percent of upper caste groups. Family honor and prestige might have discouraged upper caste girls to make it public.

In-depth interviews conducted with survivors of violence also support these findings. Most of the survivors of violence had shared the incidents with their friends or their mothers and few had sought help from NGO workers or taken legal action.

4.10 Barriers Faced

The Table 4.11 shows the perception on barriers in reporting cases by survivors. The girls reiterated such cases of violence go unreported mostly because of fear of getting exposed

(36.5%) in the community. Around three in ten girls also consider factors like shyness (28.6%), fear of accusation of wrong doings by the community (24.7%), and fear of being ostracized by the society (23%) as important factors that restrict the girls from reporting such cases. The view of ‘good’ and ‘bad’ girl, family honor and prestige is the most important barriers in reporting the cases.

Table 4.11: Perception on barriers faced by the girls in reporting cases of violence

Barriers faced	Total
Don't want to share about the experiences	14.9
Fear that others will find out	36.5
Shyness	28.6
Fear of being boycotted	23.0
Fear of social accusation	24.7
Fear of retribution by the perpetrator	10.9
Others	4.0
Don't know/no response	32.4
Total	100.0
N	2000

Percentage total may exceed 100 due to multiple responses

The qualitative information from some of the key stakeholders pointed out that lack of awareness among general people especially the survivors of violence and their family act as constraints. In the words of one of the police, *"In case of rape, the medical report is strong evidence to prove the incident but people come to seek support after several days of the incident. They do not realize that the case could be stronger if the cases are reported immediately and medical reports are produced too"*. One of the police officers stated that the cases are reported *"quite late"* to them. It was further pointed out that there is no availability of medical labs for verifying the evidences in most study districts. They are sent to Kathmandu or Nepalgunj for testing. Sometimes medical reports are negative which render it difficult for the police to file the case.

Many key stakeholders were also concerned over confidentiality of the survivors during the court hearing. They agreed that the court hearings also discourage the survivors *"during the hearing of the case the survivor is further victimized as they are repeatedly asked the same questions, which is very painful and humiliating for a survivor."* Many respondents shared that those persons who handle the cases of violence, especially law enforcement agencies, should realize the difficulty, sensitivity and confidentiality of these cases. However, District Attorney of Kailali remarked, *"Although we are equally concerned, it is not possible to follow the confidentiality norms all the times. According to the court procedure the survivor's name, father's name, grandfather's name is to be kept confidential and fake names are to be used. However, if we have to call the person for court hearing, it is very difficult to find that person with fake name and address. It is not possible. So, confidentiality is just a moral responsibility for the court. We say closed court session but it has not been able to be fully closed sessions."*

Furthermore, the survivors and their family are forced or threatened by the perpetrators not to take legal action against them. When they do file the case with police, they are threatened to withdraw the case. A representative of an NGO from Parsa shared an incident of the district in which even family members withdrew cases for their own convenience.

“The girl was raped by her step father for the last 9 months. Her mother was abroad and the step father used to lure her with clothes and biscuits, One day her grandmother saw it and came to us to report the case. They were from Dalit caste. After that the mother returned from abroad. She told us not to register the case. She was more concerned about her husband than what her daughter had gone through.”

This shows that sexual violence and rapes are still not considered as serious crime and perpetrators are released without any punitive measures. Furthermore, rape cases are settled at community level in exchange for money or some properties. One of the district stakeholders in Parsa shared,

“Few months ago, a 12 year old girl was raped by a 75 year old man. We kept the girl in our shelter home. The government lawyer and the police registered the case in the court. During the interrogation, the guardians said that they wanted to withdraw the case. The police and the concerned agency couldn't do anything about it. In fact, they got some money from the perpetrator and settled the case. This is why the criminals who rape little girls are getting away, scott-free.”

The stakeholders also mentioned that the fear of getting exposed, fear of losing social dignity, fear of non-acceptance for marriage prevent many survivors of violence and their family members from accessing justice. Moreover, the FGD participants shared the survivors who are usually financially weak have to fight for justice by themselves without support which discourages them from access to justice. It was also pointed out by both the community leaders and the government stakeholders that the perpetrators escape because they have political backing and have money to bribe the concerned persons. Many stakeholders agreed that the cases of sexual violence do not go to the court for hearing or are withdrawn as money plays an important role.

A 14 years old girl from Kailali has different story to tell. Her father attempted to rape her. The case was reported to the police, and he was jailed. Her mother died when she was quite young. She along with two of her younger sisters and a brother lives in her maternal uncle's home. But, her maternal uncles blame her for putting her father in the jail. They want to withdraw the case and release him out of the jail so that they do not have to take responsibility of four children.

Likewise, the lengthy legal process is the other factor that discourages reporting of violent acts as pointed out by some of the district stakeholders. A lawyer from Kanchanpur said, *“A survivor is discouraged with unnecessary and repeated questions. The legal process is not cooperative either. It takes years to punish the accused person. So, where can they go during this period?”* In many cases local based organizations convince the survivors and their families to file the cases. However, the community leaders mentioned even if they do so, the court process is lengthy and strenuous for the survivors. That is why there are instances when the survivors and their family members prefer to drop the cases. Representative of Office of District Attorney, Dang remarked *“At first they file a case, there are several rounds of hearings and in the middle we hear that the parties have settled the case. They sort it out themselves, reach to an agreement and withdraw the case.”*

4.11 Perception on Possible Community Support System

The girls were asked to give their opinion on who could provide assistance to survivors of violence. However, two-fifth of the girls (40.2%) could not give any such opinion. Two in ten girls (20.6%) feel that the village leaders, respected person, elderly person could be appropriate persons who could help survivors of sexual violence. Likewise, respectively 15.4 percent and 12.9 percent of them perceives that their mother and father could provide support. 13.1 percent of them thought that police could be helpful in such situations and seeking justice. Whereas, 5.6 percent of the girls mentioned the different social organizations could be helpful.

CHAPTER 5: REPORTING AND INVESTIGATION PROCESS

The study attempted to explore on the existing practices of reporting cases of sexual violence. The survivors of violence were asked if they reported their cases to the police and legal processes beyond it. At the same time, information regarding reporting and investigation procedure, existing practices, support mechanisms and barriers faced by the survivors of violence were solicited from the district based stakeholders as well as the community leaders.

5.1 Reporting and Investigation Process

The quantitative data clearly point out that very few cases of violence are reported to the police. Less than one percent of the girls who have undergone the experience of violence have reported it to the police or to some other organizations. Similar findings were resulted from interviews too. The community leaders, NGO representatives and government officials agreed very few cases of sexual violence are reported to them. Some community leaders and NGO representatives shared the survivors of sexual violence feel hesitate to go to police as *“the police are not always helpful”*. Many also believe the politicians support many abusers/perpetrators, whereby it is difficult for the survivors to get justice- that is why they do not want to file a complaint. One of the police officers interviewed gave his opinion, *“There is indeed strong political pressure at every level. Even I have personally received such threats while handling important cases. However, we try to collect evidences and carry out proper investigations to punish the criminals.”*

On the contrary to what police has to say, a girl from Banke was raped by three boys while she was grazing cattle. Her family filed a case against the boys, but she is yet to get justice. The three boys were arrested but released soon after. Now, these boys roam around the same village. *“They are rapist and they are roaming around freely. I feel so bad when I see them. They bully me and I cannot do anything about it.”* She is very upset with the existing law and does not understand why these boys could not be punished. Two of the boys study in the same school and she explains, *“I have to face them every day. I was hurt in my neck and breast, they threw me down on the bush and I got wounds and cuts. I feel very frustrated seeing them moving around freely. I feel so angry that I want to kill them.”* Although she has supportive parents who courageously tried to criminalize the rapists, the legal system failed her.

Another difficulty is delayed filling of the case with police. People first try to address the case within families and community only it does not work they take it to formal justice system. One of the representatives of District Child Welfare Board briefed how cases of sexual abuses and/or rapes reach the police, *“First, it is discussed among the community leaders. Then, they choose an appropriate way out. Whether that should be solved in the community or it requires further action like reporting to police and so on. Then, it goes to our VDC level paralegal committee and is forwarded to District Resource Group, a lawyers’ team. Then from the lawyers’ group, they register the case with the police. Finally, the case is advocated by the Office of District Attorney in the court.”*

In-depth interviews with official from police department also highlighted that many cases are reported to the police very late. A police representative from Bardiya said, *“If such cases take*

place, first they try to settle the case within the families. If they are not able to settle at family level, they move to community level. At that point of time, local level leaders play active role in bargaining. They fix the amount of compensation and due date for it. Local leaders are actively involved in that. If victim do not receive promised amount from the perpetrator, they go to police station. Since such cases are not reported to police as soon as the incident takes place, it is very difficult for collecting evidences. There is high probability of losing evidence during the period of attempt to settlement. Generally, evidences of rape cases are lost within 7-10 days'. In some instances, the perpetrator is asked to pay certain amount to the girl and her family. In some other cases, they are forced to marry the girls. One of the district stakeholders of Kailali shared in FGD, "The political leaders and community elders come forward to solve such cases with their own ideas. In some cases, the girl is forced to marry the same person who raped her. In this way, her rights are violated time and again and she is forced to live all her life with a perpetrator." For a girl, it is traumatic to live in same community or neighborhood with her rapist; the situation only worsens with a rapist as a husband to live with her whole life.

The girls cannot complain cases of eve-teasing or verbal abuses since they know they would not be able to produce evidence. Furthermore, law enforcement agencies will not take it seriously either. In Bardiya, one of the government official said, "Cases of bullying and verbal abuses are not taken seriously even by victims. They are reported only if there is excessive abuse." He further mentioned "In case of bullying and using abusive languages, we file case under defamation law and proceed accordingly. Otherwise, we file case under 'intention to rape". However, cases of eve teasing and verbal abuse are rarely reported to the police.

When asked how they investigate cases relating to rape or attempt to rape one of the officials from the police department informed, "Based on the facts reported by both the parties, we start investigation. Then, we file the case in the court. Notwithstanding the inevitable political pressure we take side with the genuine party and work for them. Evidences are our main assets, based on which we can move to the courts. Even after that we visit the site of incident and prepare case report. The perpetrator is kept in custody for about one month and we continue the routine investigation." Although the government officials mentioned that there are women cells that primarily deal the cases relating to women and children, they are not provided with necessary resources and authority to conduct independent investigation. Some of the representatives of NGOs agreed with this situation, they also mentioned many of the local police stations do not have women officers and they lack trained women police force to conduct investigation process. However, the Muluki Ain mentions that 'In the course of an investigation or inquiry of a case mentioned in this Chapter, a woman police shall record the statement of the victim woman and if a woman police is not available, any other police may record her statement in front of a woman social worker.'²⁷ In practice, this is hard to be implemented as not all police units at community level has a women police which creates difficulty in reporting of cases of sexual violence to police.

5.2 Compensation

The Muluki Ain (General Code) 2020BS on chapter on rape mentions a person who commits rape shall be liable to imprisonment of 5-12 years depending on the age of the survivor. It further says, 'the court shall make an order to provide appropriate compensation to such a minor from

²⁷ Muluki Ain (The General Code) 2020BS, 12th amendment, 2064 BS

the offender, upon considering the age and grievance suffered by the minor.’²⁸

The in-depth interviews with key stakeholders further revealed that there is a provision of compensation to be paid to the survivors by the perpetrator for the physical and mental damage done by the incident. The provision of paying compensation to the survivor has lots of practical difficulties as pointed out by key stakeholders. It is very difficult to find the property owned by the perpetrator. The representative of Office of District Attorney, Dang said, *“First there was a provision that the perpetrator would give property to the survivor but due to some reasons it couldn't be implemented. In some cases, the perpetrator has no property, so there is no question of giving property. Now, there is a provision of giving appropriate compensation to the survivor. But the problem is, it is not clearly stated about limit of compensation. Hence it is still difficult to implement.”* He further added, *“The present legal provision is not focused on giving justice to the survivor. Sometimes people raise their voice saying that the state should give compensation to the victim but that is not practical and it is impossible. State cannot provide compensation in criminal cases.”*

Likewise, according to the key stakeholders the problem also arises when the *“perpetrator does not have any property”*. At the same time, it was further pointed out by some key stakeholders that there is no clear cut provision regarding how much compensation is to be paid to the survivor. They further pointed out that there are provisions whereby if the victim wins the case, the State is responsible for providing compensation to the survivor. However, one of the government officials said, *“Till now, there hasn't been a single case where the decision of providing half the property has been implemented”*. *It is easy to understand that there is no immediate support available for the survivors of violence and even if the General Code speaks about the provision of compensation, it is not hard to presume that the actual implementation of the provision has faced many practical difficulties.* In a country where utmost activities are done to prevent any alimony to wives and children who would give them half the property to a victim. However, perpetrators have to be made accountable. At the same time, there is a serious need to provide shelter, legal and health care, reinstate with dignity in her own community.

5.3 Program/Service Delivery Points

There are no programs from both government and non-government sector that are specifically focused on issues of sexual violence. However, the past years saw a marked increase in political will when Office of Prime Minister declared the year 2010 as year to Combat Gender Based Violence (GBV) and announced the establishment of a unit within his office to monitor GBV-related complaints and subsequent government action. Sexual violence is mostly addressed as a part of gender based violence, awareness and prevention activities. The FGD sessions and IDIs with key stakeholders and community leaders collected information regarding such programs in the study districts which have been presented below:

The key stakeholders mentioned due to lack of coordination among different organizations, their programs are not effective. There are different paralegal committees and child clubs, youth clubs and girls clubs which have been doing commendable jobs in handling cases of violence in their communities. The in-depth interviews with the stakeholders also highlighted various such

²⁸ Muluki Ain (The General Code) 2020BS, 12th amendment, 2064 BS

instances when the culprit has been pushed behind the bars because of the active initiation of such clubs.

In Dang and Parsa districts, the paralegal committees have been able to raise awareness among people on important social issues and as pointed out by one of the community leaders from Dang, *“It has also decreased the frequency of clashes between different wards.”* He further added, *“The good aspect about paralegal committee is if there is injustice and the case is to be referred to the district, the committee gives an application and provides free legal services.”* The other respondent credited the paralegal committee for encouraging the girls to speak against early marriages. *“In one of the VDC of Parsa, one girl stopped her marriage with the support of the paralegal committee.”*

In Parsa district, HimRights had lobbied and rallied to register rape cases with the police. There are child clubs in every VDC. These clubs conduct monthly meetings and take initiative to stop child marriage, school dropout cases, and conduct counseling sessions. The key stakeholders pointed out that various NGOs are forming groups and providing counseling to target population. Besides, there are youth clubs like Arunodaya Youth Club which works on raising awareness among youths on important social issues.

In Bara, the Alliance of Human Rights Organizations is strongly working to provide legal and other support to the survivors of sexual violence and gender based violence, HimRights is one of the most active members.

The community leaders in Kailali however expressed their dismay over not having an effective organization to work at the village level. According to them, the organizations are all concentrated in the district headquarters which make it difficult for the community people to get quick and easy access to justice. WOREC, BASE Nepal runs programs related to violence against women. WOREC has counseling centers and a safe house for survivors of violence. The counseling center which is located in Dhangadi is too far from the community and it is difficult for the villagers to access its service when they need it.

In Bardiya, there are organizations like Dalit Sewa Sangh and Shiva Shakti Youth Club. They conduct social awareness raising programs. Besides that, mothers’ groups ‘Aama Samuha’ are also quite effective in advocacy. In-depth interviews with the key stakeholders further revealed that there are child clubs in Bardiya working on the issues relating to children with specific focus on child marriage. However, as one of the interviewees pointed out, *“These clubs cannot do more than giving out information regarding cases of child marriage or convincing the family members not to do it”*.

In Kanchanpur, there is a district level child club network of 19 VDC level and 1 municipality level child clubs in Kanchanpur. The concerned stakeholders aim to bring every VDC under the network and conduct programs on child rights. There are other programs which address the issues relating to violence against women. SAATHI conducts awareness programs against human trafficking, safe migration, foreign employment and domestic violence in the district. Maiti Nepal and Center for Legal Research and Resource development (CELLRD) have programs against human trafficking and CELLRD also runs community reconciliation programs and provides legal support to prisoner.

Similarly in Banke, there are many programs run by organizations like CWIN, BASE Nepal, Banke UNESCO Club, Social Awareness Centre Nepal, B-Group, Maiti Nepal, HimRights and Advocacy Forum. These organizations have been very involved reporting and response of human rights violations with specific focus on child rights violations. It was further mentioned that there are paralegal committees and Village Child Protection Committees (VCPC) in different VDCs and Village Mediation Groups run by HimRights.

PPCC (HimRights, Advocacy Forum and BASE Nepal) monitored, documented, provided emergency response support to and advocating for children's right violations which is sub categorized as: abduction of children, sexual violence against children use and attacks against schools, use and recruitment of children and killing and maiming of teachers and students in Bara, Parsa, Banke, Bardiya, and Dang.

Ministry of Health and Population (MoHP) has set up seven hospital based One-stop Crisis Management Centres (OCMC) to help female victims of gender based violence including trafficking and sexual harassment. Trained staffs provide all the care needed in one place, including treatment of injuries, shelter, psychological counselling, help with rehabilitation or negotiation with the family, legal advice and protection.²⁹ Currently, there are OCMCs in three of the study districts they are, Kanchanpur, Bardiya and Dang.

5.4 Reintegration

In-depth interviews with different stakeholders revealed that they try to reintegrate survivors of violence back to the family and society. However, this is not an “*easy job*” as pointed out by one of the NGO representatives actively working with this issue, “*The problem is the family, society and people blame her. That constantly reminds her of the past event of sexual abuse or rape. She is also discriminated. People don't talk to her. There are very few girls who are living a respectful life after facing such violation.*” The stakeholders also have common understanding that they also have to take care of safety of the survivor once she goes back to her family. A district stakeholder from Parsa added, “*The organizations should take initiative to educate people that it is not the survivor's fault. What happens in the village is, the news soon spreads like a wild fire and people often spread negative message about the survivor and tell their relatives and friends not to marry the girl. This makes the life of the survivor very difficult.*”

Reintegration of the survivors of violence is indeed quite a challenging task. The stakeholders emphasized on making the survivor economically independent. One of the government officers realized that they are unsuccessful. “*We wanted to re-integrate a woman survivor but we could not do so. But for how long can we keep her in our temporary shelter homes, we can't keep her for more than 15 days. We provide support of Rs. 12,000 to the survivors who cannot be reintegrated into their society. They are encouraged to attend income generating trainings. She further mentioned that they are also provided with skill development trainings like bamboo craft, growing and selling henna. A representative of a NGO in Parsa also added that it is very difficult to reintegrate trafficked women/girls and survivors of violence in the society.*”

It was observed by the field team members that survivors of sexual violence often prefer to

²⁹Nepal Health Sector Programme, Ministry of Health and Population, Kathmandu
http://www.nhssp.org.np/what_works.html

migrate or leave their communities to be able to live a new life. In some cases, whole family members of the survivors have left their village to escape the negative attitude of the community members, the sufferings and social disrespect. A survivor from Dang shared, *“The villagers say that I have committed a sin and if I return they will kill me. So, I haven't gone back to my village and I will never do. My mother frequently comes here and asks me to go home.”*

5.5 Services/Support Required to Help Survivors of Violence

When asked to give their opinion on what kind of services/help is necessary to end violence against girls especially the sexual violence, the girls came up with varying responses. Table 5.1 shows, almost two-fifth of them said that the girls should be made aware of different forms of violence and how they could raise their voice against it. They suggest to conduct awareness raising programs through different media especially radio. Twenty four percent of them pointed out that the perpetrators should be punished with maximum years of incarceration and should be ostracized in the community. Four percent of the girls believe that the police should help in reducing crimes against women by effective processing of such cases. Few others suggest that equal treatment of girls and boys (2%), establishment of organizations to help people raise voice against violence (1.9%) and raising voice against violence by each and every citizen (1.8%) would contribute in putting an end to violence against girls.

Table 5.1: Perception on kind of service necessary to end violence against girls

Type of Services Needed	Total
Aware and educate girls/ adolescent on violence issue	39.2
Strong action should be taken against perpetrators /should be humiliated	24.0
Police should help and facilitate reporting of such cases, should conduct intensive checking at border points	4.1
Girls and boys should be treated equally	2.0
Different organizations should be established to help people fight against violence	1.9
Each individual should start raising voice against violence	1.8
Don't know	49.1
Total	100.0
N	2000

Percentage total may exceed 100 due to multiple responses

The community leaders as well as the district stakeholders reiterated that raising awareness would be key factor to end different forms of violence against women and girls. Many added that parents should be made aware on dealing with problems relating to their children and be empathetic towards their problems and experiences.

They also suggested that programs aiming to educate students on sexual harassments should be carried out. It was further pointed out that same sex education should be promoted in school to impart proper understanding of chapters dealing with sex education and the syllabus on sex education and sexual violence should be revised and re-designed with the help of NGOs. At the same time, they suggested that ethical education should form part of the academic syllabus.

The community leaders also want strict laws against violence to be enacted and implemented, as one of the community leaders explained, “*Culprits should be punished severely, only then, it will come under control.*” There are stakeholders who perceive that the laws and policies relating to violence in Nepal are not ‘*survivor centered*’. They feel that survivors should be provided with support and protection rather than sympathy. They suggested counseling services, shelter homes and reintegration package to help them live a normal life.

The qualitative information further highlighted that the program coverage is limited, there is duplication of work, and there is no coordination between different organizations working in a particular district. The respondents suggested that all concerned stakeholders should coordinate with one another and share coverage areas and target population to have larger and uniform impact. Moreover, government stakeholders like the CDO, LDO, DEO, WDO, police, and VDC Secretaries need to work holistically to prioritize and address this issue at all levels. It has been observed that the CDO, LDO, DEO mostly did not feel the issue of sexual violence as part of their ToR. As one of the representatives of a LDO said, “*Whatever annual program is sent by VDCs that become part of the Annual District Program and Budget. So far nobody has sent any program on this issue.*” Some CDOs and LDOs have also said that nobody had come to their office with issues relating to sexual violence; therefore they have never addressed them.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

The assessment of sexual violence among 13-18 years old girls was carried out to assess the situation of sexual violence against girls as well as to explore different supporting factors and to identify challenges and barriers in making perpetrators accountable. With concerted effort from the government as well as I/NGOs and some community based organizations there has been some effort to reach out to the people with general awareness message. There are community based organizations and different NGOs working towards eliminating different forms of violence including sexual violence against women and girls in Nepal. The study also reveals that there are some clubs and committees at the community level that have been doing commendable job in creating general awareness among people and also bringing perpetrators to justice. However, an in-depth assessment of sexual violence has revealed that cases of violence are under/not reported, survivors of violence do not always receive support from the family and/or from the society and in many cases the perpetrators go scot-free.

Continuum of sexual violence

The study aimed to develop a continuum of “sexual violence” that would allow better understanding of what behavior is referred to as sexual violence. There is a range of sexual acts that create a continuum in which each form of sexual assault is linked to the others. At one end of the continuum are behaviors that are generally considered sexually violent, including attempt to rape or rape are categorized as crime. At the other end of the continuum are behaviors that are more commonly accepted, including staring, obscene gestures, sexual comments, and eve teasing/whistling. Besides these acts, the girls are also subjected to obscene jokes, touching dashing against while walking, verbal harassment/use of sexually degrading language, touching body parts/grabbing/ pinching, forcefully showing pornography, pressurizing for sexual favors, forceful fondling, and kissing. The assessment has revealed that the girls of 13-18 years old mostly retain a narrow definition of sexual violence mostly understanding it as rape or attempted rape. The general assumption is that rape is a greater harm than other acts of humiliation, abuse or threat. Eve teasing, whistling, dashing/touching and verbal abuse are considered normal acts while forceful touching and physical assault are considered moderate acts of violence. On the contrary, over 99 percent of the respondents have indicated all these acts of sexual harassment and violence as unacceptable.

Around 34 percent of the girls have heard about sexual violence. In most of the cases the girls are more able to identify acts at the more blatant side of the continuum as problematic, and some even consider other acts as normal and harmless. Only a little over 10 percent of the girls interviewed consider acts like touching of sexual organs of a girl without consent and abusing verbally (10.6%) also as acts of sexual violence. Education is likely to affect level of awareness regarding violence as out of schools girls are comparatively not much aware of the different forms of sexual violence than their in-schools counterparts. The girls have heard about sexual violence mostly from school curriculum, television and radio.

Situation of sexual violence in and out of school settings

The problem of gender discrimination, social practices like early marriage, *Chhapudi*, trafficking of girls, alcoholism exists in the society. The quantitative as well as qualitative data collected by

the survey revealed that eve-teasing and verbal abuse are common day to day problems faced by girls in their communities. There have been cases when girls opt to stay at home and stop going to school because of eve-teasing or boys following them.

The community leaders almost unanimously agreed the problems of sexual abuse persist in the society due to lack of awareness and education. Patriarchal perception guide the people in general and girls are often discriminated and ‘treated differently’ from their male siblings which is one of the reasons that have made girls vulnerable to sexual violence. Overall 49.4 percent of the girls have faced at least one form of violence so far. Verbal abuse and eve-teasing are the most common forms of sexual violence faced by the girls. Touching/pinching of body parts and exhibition of sexual organs are other forms of violence faced by them. The survey findings show that some girls (28/2000) have also faced an attempt to rape while some others (17/2000) have been raped. The girls are vulnerable to violence at any place: at home, at school, on the way to school, while grazing animals or collecting wood/grass in jungle, at marketplace, while walking on the road, and even at fair or festivals. The perpetrators are neighbors, village boys, shop keepers, strangers and even relatives who try to abuse girls when they are at home or in some other places.

In school, girls are subjected to acts like teasing, boys following them, making sexual comments, and touching. The perpetrators are in most cases known to the girls; they are their classmates, boys from other classes, village boys, and even their male teachers. Some cases have been reported when the teachers had asked for sexual favors. Additionally, the girls also reported that their teachers touch hands, pat on the back on the pretext of teaching something. Many girls however had difficulty to share sexual violence by teachers although informally they pointed out how some teachers abused them or their friends. The findings also suggested that both school going and out of school girls are vulnerable to violent acts. The prevalence of at least one form of violence (including sexual, emotional, physical violence and verbal abuse is also high among school going girls compared to their out of school counterparts (52.5% vs. 35.7%). Similarly, the prevalence of sexual violence is also significantly high among school going than out of school girls (10.7% and 6.3%). It should be noted here that physical violence in school is reported by 16.2 percent of the girls and this could also include punishments and other disciplinary actions taken by teachers against them.

There is no significant difference in experience of sexual violence among the girls from different wealth quintiles; girls from second wealth quintile have faced the most (11.5%) and 7.8 percent of girls from lowest quintile faced it. Likewise, the highest of 13.1 percent of girls from disadvantaged Janajati reported that they have faced sexual violence in their lifetime and 10.6 percent of girls from Dalit community have faced it. A good family environment, supportive family members can play an important role in preventing girls from facing violent acts. The proportion of girls who have been subjected to sexual violence is significantly higher among those girls who do not have supportive parents (11.9%) and 7.1% with supportive parents. 15.2 percent of the girls whose mothers have died or migrated for work have faced sexual violence than those who lived with their mothers (10.4%).

Places or persons where girls go to share sexual violence issues

The survey has revealed that the survivors of violence hesitate to talk about their horrific experiences with anyone. Many fear being rebuked, stigmatized or blamed for the incident while

there are girls who do not consider it necessary to tell anyone. A little over one third of the girls who faced a violent situation have shared their experiences of violence with someone. Interestingly enough, there were 15.1 percent of the girls who presumed that they had been subjected to such acts of violence because of their own fault. Some girls are also thrown out from their families and communities after they got pregnant from rape.

Girls, who dare to tell someone about the abuse, are most likely to talk to their friends or their mothers about it. The survey has revealed that around 38.9 percent of the girls have talked to their relatives (mother, father, close relatives) while about 35.8 percent have talked to their friends. Very few of them report to police or different organizations (0.9%) as revealed by the findings of the survey.

The qualitative findings have suggested that when such cases of violence are exposed, they first go to the community leaders. Then they choose an appropriate actions, whether that should be solved in the community or it requires further action like reporting to police, case filing and court process. However, the girls rarely seek support for themselves from formal service centers. Formal service centers are accessed only with the intervention of NGOs, CBOs, or community leaders.

Possible supporting factors which enable girls to open up about sexual violence

The survey has supported findings from other similar studies that girls mostly do not seek support or report cases of sexual violence. They fear losing family prestige or getting scolding and beatings from family members. Under such circumstance, family could play an important role to encourage survivors to report the cases as serious violation of girls' rights. A good family environment, understanding and sensitized parents could motivate young girls speak about their problems and experiences with family members. Some girls also feel that the village leaders, respected persons and elders could be appropriate sources who could help girls facing sexual violence. Quick action on the part of the implementing agencies in providing justice to the survivors of violence could also encourage girls to speak against the perpetrators. Awareness about their rights and places where they could go to seek support in case of sexual violence would also encourage reporting of cases for legal action.

Existing supporting system including service delivery points for survivors of sexual violence

There are no programs from both government and non-government sector that are specifically focused on issues of sexual violence amongst girls. However, the government's Gender Based Violence (GBV) Unit established recently has secured the signed commitment of 11 different ministries to combat GBV and has also closely monitored GBV incidences reported through the media, police, and others. The Unit has also begun providing oversight of the government's GBV interventions, and is taking steps to ensure that concerned ministries are fulfilling their roles in providing resources for women to reduce GBV vulnerability.

Other programs mostly address the issue of sexual violence as a part of gender based violence awareness and prevention activities Paralegal committees with their three fold role; prevention, detection and victim support are quite active in the study districts. In Dang, they have good network of Paralegal Committees (PLC) in all VDCs. The PLCs work under direct support of Women and Children Office (Chaired by Women Development Officer). Besides the Paralegal

Committees, there child clubs, youth clubs and girls clubs which have been doing commendable jobs in handling cases of violence in their communities. There are Safe Houses in Dang, Kanchanpur and Kailali run by Women and Children Office, where women survivors of sexual violence and domestic violence are provided with shelter and food for maximum of two weeks. They are also provided with free legal services, if needed. Likewise, there are Government supported 'One-Stop Crisis Management Centres' in district, zonal and regional hospitals to provide treatment of injuries, shelter, psychological counseling, help with rehabilitation or negotiation with the family, legal advice and protection to survivors of gender based violence.³⁰ There are some shelter homes for children and women run by NGOs where they provides psychosocial counseling as well. However, participants of FGD in Kailali said the organizations are all concentrated in the district headquarters which render it difficult for the community people to get quick and easy access to justice.

Barriers/ challenges faced

The patriarchal society ensuring male domination play important role in making the girls believe that they are inferior to men, accept unequal power relation as norms of the society. This perpetuates the status quo and silences the girls even in situation of grave sexual violence. The Government stakeholders said that the fear of getting exposed prevent many survivors of violence from getting justice. Besides, the survivors who in most cases are financially weak usually do not find a support system to help them go through the long process of legal reporting and hearing of cases. The lack of awareness among general people especially the survivors of violence and their family are the biggest constraints. Additionally, the absence of supportive family environment, trust from parents and other family members also act as barriers for survivors of violence. Some of the available supporting services are not easily accessible or reachable which restrict the survivors' access to justice. The community people also play an important role in deciding the modus operandi of justice. In many cases, they restrict the survivors to go to the police and decide the cases themselves.

Impact of violence

Any form of violence has far reaching negative consequences upon the survivors as well as her family. Besides immediate physical harm, it may expose the victims to severe physical risk and medical problem resulting in depression, fear and low self esteem including suicidal tendency. This could have long term impact on not only her but her children too. In many cases the girl may feel that it is her fault and it could bring shame not just to her but to the whole family. There may be cases of pregnancies, abortion causing serious risk to the health of the girls. The study findings have shown that there is no immediate support for the survivors of violence. Although the Civil Code 2020 has provisions on compensation for rape survivors from the rapist, but it has lot of practical difficulties when it comes to implementation. The court process is lengthy and strenuous for the survivors. Closed hearings are not carried out and the cases are often exposed. Political backings and other influence play key role and the perpetrators often go scott-free making the survivors even more vulnerable.

³⁰ Nepal Health Sector Support Programme, http://www.nhssp.org.np/what_works.html (accessed on December 13, 2012)

Recommendations

The study has revealed that girls are vulnerable to sexual violence at any places; they are not safe in school, streets, public places, market, festivals and even at home in contrary to existing belief no class, caste and ethnicity is untouched by this issue. They face different forms of sexual violence. Thus, it is very important to examine and understand the interconnection between different forms of violence and contributing factors to develop a comprehensive sexual violence prevention program. Based on the findings of this study, the following are the recommendations:

Family/community:

In general, the vulnerability of children, girls in particular, increase in absence of protection mechanisms of families and communities. There is need for families and communities to understand root causes of sexual violence and take action against it, because the attitudes of communities and family are critical in prevention and protection including detection of sexual violence and reintegration of the survivors. Furthermore, the perpetrators are from their society who feels entitled to sexual offence. There is a serious need for behavioral and attitudinal changes.

- Family and community need to understand rape and other sexual violence as a crime and serious violation against the rights of girls which needs to be addressed promptly. They should trust and listen to what girls have to say about their experience of sexual violence and should encourage them to raise their voice against any forms of violence.
- Family is the best place to bring this change both to male and social behavior and to empower girls to resist and voice against it. There is a need for behavioral and attitudinal change to decrease sexual violence against girls including socializing boys on this issue.
- It is necessary for the family and the community to address the negative social attitudes especially gender discrimination right from the family level.
- Local child clubs, adolescent groups, mothers groups and paralegal committee should jointly work to raise mass awareness against different acts of sexual violence. They can play supportive role in reintegration of survivors in the community.

CBO/NGO/INGO and other Stakeholders:

It is necessary to address gender inequality and focus on sexual violence especially of adolescent girls to the general public through strong and effective community awareness raising activities focused on sexual violence especially of adolescent girls. They should work towards promotion and protection of rights of the survivors and prevent impunity by building networks and pressure groups at local and national level. The CBO/NGO/INGO and UN agencies can play a major role to bring attitudinal and behavioral and legal changes to address their issue. Special program focus needs to be with family and social structures or patriarchal value and male vested power/superiority.

- The programs of CBO/NGO/INGOs should be focused on public education through outreach educators with culturally and locally specific information to bring fundamental change in the mindset of the people. They should play significant role in highlighting importance and seriousness of this issue to the family, community and the stakeholders

and work on attitudinal and behavioral change. Their programs should also be targeted to in-school and out of school girls and boys.

- Psychosocial counseling is one of the very important tools to address the needs of survivor in healing process and their access to justice. They should establish and strengthen existing counseling centers for the survivors of sexual violence and their families.
- Researches on sensitive issues should be complemented with empowerment workshops to existing methods to facilitate survivors share their feeling and experiences in safe, trusting and dignified environment.
- Many of the girls as indicated in the study watch TV and listen to radio. They should produce and broadcast TV and radio programs which could be the most influencing medium to disseminate knowledge on various forms of sexual violence, roles of family and community stakeholder to protect girls from sexual violence. This also helps society in general to view sexual violence as a crime done by the perpetrators and survivor who should get justice and not be blamed or stigmatized.

For Schools:

Another important institution that can bring major change in this issue is school. As many of the girls mentioned that they come to know about sexual violence from schools, it could be another place where the boys and girls could be provided with deep understanding of sexual violence, consequences and impacts as well as where attitudinal and behavioral changes take place amongst the students.

- The school authorities should listen to students and be sensitive to detect their problem and behaviors. School policies and regulations should strictly forbid any form of violence in the school premises and should set up procedures to report cases of violence and assist the survivors. Counseling centers should be established to encourage girls to talk about their problems freely (may be female).
- The school should ensure the chapters on sex education are taught in each grade. Chapters on sexual abuses/violence and its impact should be integrated into school curriculum.
- Monitoring Committee should be developed in schools including students, teachers, school management committee and guardians to monitor, report and take action against acts of sexual violence in schools. It could play active role to prevent and protect students from sexual and other violence in school. It also could play an important role in raising awareness among parents/guardians and communities about rights of children especially girls and sexual violence. Regular meetings/interaction should be conducted with the parents/guardians and communities to discuss issues relating to children and their problems.
- Department of Education has banned use of cell phones in school premises. As the study revealed girls are forced to see pornographic pictures in cell phones. Hence, the school

authority should strictly ensure that no students and teachers use cell phones within school premises.

For Department of Education/Ministry of Education

- The schools should set ‘anti-harassment policy’ that prohibits all forms of sexual harassment and it should be explained clearly to everyone so that all students and teachers know what is expected of everyone and it should clearly define disciplinary measures for students and teachers in breach of professional conduct. A board on 'anti-harassment policy' on sexual violence should be set up in public space for both teachers and students where everyone can see. The policy should also urge the survivors of sexual harassment to report their victimization promptly.
- Chapter on sex education and reproductive health are part of school curriculum but does not address specifically on sexual violence; how one could identify acts of violence, safe touch and raise their voices against such acts. Therefore, such curricula that educate and empower students about different types of violence, protection skills and where they can go for support need to be developed and immediately integrated into text books.
- Chapters on sex education are skipped as the teacher feels awkward teaching the topic to adolescent students. Hence, qualified teachers need to be recruited and recruitment of female teachers should be encouraged. Moreover, teachers should be provided with proper training on sexual violence and its consequences and teaching methodologies. They should be adequately trained to detect signs of sexual abuse/exploitation and strategies to handle affected cases of violence.
- Responsible government bodies should follow up on implementation of school rules and regulations. Educational institutions should be constantly monitored and cases of abuse should be strictly dealt with. Existing rules and regulations should be changed especially related to sexual violence to meet the changing needs of times and should be effectively implemented.

For Concerned government bodies:

- Training on gender sensitization and handling of cases relating to sexual violence for the legislative, judicial administration and law enforcement agencies in terms of making complaints, investigation and other processes of law should be in place to ensure justice for the survivors of sexual violence. There should be women officers/staff to handle cases relating to girls, women and children as far as possible.
- The capacities of law enforcement agencies should be strengthened and special units need to be created for dealing cases relating to sexual violence. Specialized judicial cells for 'quick' action on cases relating to sexual violence would encourage many survivors to come forward to seek justice. Provision of closed hearings should be strictly implemented, at the same time, the survivor, their witnesses and any others who contributed in investigation process should be protected and justice is ensured.
- Law enforcement agencies can play crucial role in encouraging survivors to report the cases through criminalization of perpetrators. Their empathetic behavior is crucial. They

should be trained on both knowledge and impacts of sexual violence to this group starting with police – including investigation skill, generation and protection of evidences and interrogation skills including listening to survivors with dignity.

- Victim friendly laws should be made to ensure justice to the survivor and penalize the perpetrators. The survivors should compulsorily be provided with compensation that is to be generated from perpetrator and support with emergency fund. The existing laws need to be amended focusing on the survivor, criminalization of perpetrators regardless of any external pressure.
- The government should establish shelter homes in all districts for survivors of sexual violence where they would be provided with necessary psychosocial counseling, legal assistance and other support. The survivors should be allowed to stay in existing shelter home beyond 15 days and with income generating activities for her to be independent.
- Concrete strategies should be developed for protection of girls from sexual violence. The implementation of the CRC should be strictly monitored at ward, village and district levels. Representatives from local schools and CBOs should be made part of the monitoring body.

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Life experiences of Girls: Study on experiences of violence and their coping strategies
HimRights/PPCC
December 2011 - April 2012

Household Screening Questionnaire

Introduction

“Namaste”! My name is..... I work for Himalayan Human Rights Monitors (HimRights), a non-for-profit organization (NGO) based at Lalitpur. HimRights is working with the women, children and youths for their rights as well as on conflict transformation and peace building. It is founder member of “Partnership for Protecting of Children in Armed Conflict (PPCC). PPCC is network of 6 organizations working on child rights. In this context, HimRights is conducting an assessment on “Life experiences of Girls in Seven districts of Nepal” to explore the life experiences of girls, their problems and coping strategies. HimRights is leading this assessment.

Purpose of the assessment

The purpose of this assessment is to understand the various aspects of experiences that girls in this district face, their problems including violence and coping strategies. We are interviewing around 2000 girl children from 7 districts in Nepal. The interview will be approximately one hour long.

Voluntary participation/Right to refuse or withdraw

Your decision to take part in the study is voluntary. You may refuse to participate/ withdraw from the study at any time.

Who to contact

As a participant in this study you have right to ask any questions at any time of the study. If you have any questions now, you may ask me. If you have any question after the interview/ study, you can contact Mr Purna Shakya on the telephone number 5555111.

Do you agree to take part in the study?

Section 1: Introduction

101	District: 1. Kanchanpur 2. Kailali 3. Dang 4. Banke 5. Bardiya 6. Bara 7. Parsa <input style="width: 30px; height: 15px;" type="text"/>			
102	VDC/Municipality	<input style="width: 15px; height: 15px;" type="text"/>	<input style="width: 15px; height: 15px;" type="text"/>	
103	Ward Number	<input style="width: 15px; height: 15px;" type="text"/>	<input style="width: 15px; height: 15px;" type="text"/>	
104	Cluster No.....	<input style="width: 15px; height: 15px;" type="text"/>	<input style="width: 15px; height: 15px;" type="text"/>	
105	Household Number.....	<input style="width: 15px; height: 15px;" type="text"/>	<input style="width: 15px; height: 15px;" type="text"/>	<input style="width: 15px; height: 15px;" type="text"/>
106	Name of Head of Household.....			
108	Name of Interviewer.....			
	Signature.....	Date of Interview: 2068/.../....		
108	Name of supervisor			
	Signature.....	Date of Interview: 2068/.../....		

109. Number of visits to respondent's house

Number of visits	Date of visit						Number
	Day		Month		Year		
First visit	<input style="width: 15px; height: 15px;" type="text"/>						
Second visit	<input style="width: 15px; height: 15px;" type="text"/>						
Third visit	<input style="width: 15px; height: 15px;" type="text"/>						

Code for 109

1. Completed interviews
2. Incomplete interview
3. Absence of respondent at home
4. Refused to respond
5. Others (Specify).....

Section 2: Household Questionnaire

SN	201 Would you please provide names of all members of your household (PLEASE BEGIN WITH HH HEAD)	202 Completed age	203 Is this person male or female? 1. Male 2. Female	204 Marital status (Only for above 10 years old) 1. Unmarried 2. Married 3. Widow 4. Divorced	205 Does she go to school? 1. yes 2. No (ask only for 5-18 years old)	206 Is she capable to participate in studies? 1. Yes 2. No (Ask only for 5-18 years old)	207 Is she available for interview? 1. Yes 2. No (ask only if she is capable)
1		<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2		<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3		<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4		<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5		<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6		<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7		<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8		<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9		<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10		<input type="text"/> <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

208. ***Number of girls (13-18) who usually stays at home.....

209. Number of family members who usually stays at home.....

210. Head of the Household: 1. Male 2. Female

*** If there more than one eligible girls, select one from lucky draw.

Q. N.	Questions	Coding Categories		Code
211	Does your household have:	Yes	No	
	1. Electricity.....	1	2	
	2. A radio.....	1	2	
	3. A television.....	1	2	
	4. Telephone.....	1	2	
	5. A gas stove.....	1	2	
	6. A kerosene stove.....	1	2	
	7. Private tube well or tap.....	1	2	
212	Does any member of your household own:	Yes	No	
	1. A bicycle.....	1	2	
	2. A motorbike.....	1	2	
	3. A tractor.....	1	2	
213	Type of floor of the house <i>(Please observe)</i>	Clay.....		1
		PCC.....		2
		Tile.....		3
		Other (specify).....		

214	Type of roof (main material) of the house <i>(Please observe)</i>	Mud 1 Thatched 2 Wood 3 Stone 4 Tin 5 Cement/Brick 6 Other (specify).....
215	What is the main source of income of your family?	Agriculture 1 Business 2 Craftsmanship 3 Government service 4 Private service 5 Security forces (Army/Police) 6 Daily wage labor 7 Small business 8 Others (specify)

Thank you so much for giving me your valuable time and talking with me about your family members. Would you like to ask me any questions or want to give any further suggestions?

ID NO

Questionnaire for Individual Interview

Informed consent

Introduction

“Namaste”! My name is I work for Himalayan Human Rights Monitors (HimRights), a non-for-profit organization (NGO) based at Lalitpur. HimRights is working with the women, children and youths for their rights as well as on conflict transformation and peace building. It is founder member of “Partnership for Protecting of Children in Armed Conflict (PPCC). PPCC is network of 6 organizations working on child rights. In this context, HimRights is conducting an assessment on “Life experiences of Girls in Seven districts of Nepal” to explore the life experiences of girls, their problems and coping strategies. HimRights is leading this assessment.

Purpose of the study

The purpose of this assessment is to understand the various aspects of experiences that girls in this district face, their problems including violence and coping strategies. We are interviewing around 2000 girl children from 7 districts in Nepal. The interview will be approximately one hour long.

Risks and discomforts

There is no risk involved for the participating in this study. You may feel uncomfortable, embarrassed while answering few questions. We assure you that all the information shared will be kept confidential. However, you may choose not to answer certain questions or skip the interview entirely and we will respect your decision on that.

Benefits and incentives

There is no direct benefit to you for taking participating in this study, but your participation is likely to help us understand the magnitude and dimensions life experiences of girl child, violence against girl child and coping mechanisms. We hope that the results of the study will help to improve the quality and the accessibility in the services.

You will not be provided any monetary incentives to take part in the study. If you require counselling or any other services we can provide you with immediate services.

Confidentiality and Anonymity

All the information that is collected from this study will be kept strictly confidential and anonymous. We ensure that the information that you shared during the interview will not have your name or any identifying information. The data (information) collected as a part of the study will be kept for two years and will then be destroyed. The findings of the study or any report that will come out of this study will have no information that could potentially identify you.

Voluntary participation/Right to refuse or withdraw

Your decision to take part in the study is voluntary. You may refuse to participate/ withdraw from the study at any time. Your decision not to take part/ to withdraw from the study will not affect you in any

way, including your access to health care and other services. You may skip any question you do not want to answer.

Who to contact

As a participant in this study you have right to ask any questions at any time of the study. If you have any questions now, you may ask me. If you have any question after the interview/ study, you can contact Mr Purna Shakya on the telephone number 5555111.

Do you agree to take part in the study? [Interviewer, please give her some time to make up her mind on whether or not she wishes to take part in the study]

YES [Interviewer: ask the respondent to sign the form (or an acceptable equivalent)] .1

NO [Interviewer: thank the interviewee and leave him/her].....2

Declaration of the volunteer:

I have understood that the purpose of the study and I have read the above information, or it has been read out to me consent voluntarily to participate as a participant in this study and understand that I have the right to withdraw from the study at any time without in any way affecting my access to future medical care.

Signature (or thumb print) of respondent

Signature of Interviewer:

Date:.....

Date:.....

Section 3: Background Characteristics

Q.N	Questions	Coding Categories	Go to
301	How old are you?	Completed age <input type="text"/> <input type="text"/>	
302	Currently, are you going to school?	Yes..... 1 No..... 2 Never attended..... 3	→ 304
303	Completed Grade	Grade..... <input type="text"/> <input type="text"/> Informal education..... 98 Illiterate..... 00	} 309
304	In which grade you are currently studying?	Grade..... <input type="text"/> <input type="text"/>	
305	How do you go to school (mostly)?	Walking..... 1 By Bus..... 2 On Bicycle..... 3 On Rickshaw..... 4 Others (specify).....	
306	How long does it take for you to reach your school?	Minutes..... <input type="text"/> <input type="text"/>	
307	Is there facility of toilet in your school?	Yes 1 No 2	→ 309
308	If yes, are there separate toilets for boys and girls?	Yes 1 No 2	
309	Are you engaged in any income generating activities, apart from your household works?	Yes 1 No 2	→ 311
310	What do you do? (only one answer)	Domestic helper..... 1 Daily wages labourer..... 2 Work at a factory..... 3 Other (specify)	
311	Do you have to go out of your house to collect either firewood, grass, fetch water or herd cattle?	Yes 1 No 2	→ 313
312	How far do have to travel to collect any of this?	Minutes..... <input type="text"/> <input type="text"/>	
313	What is your marital status?	Unmarried..... 1 Married..... 2 Divorced..... 3 Separated..... 4 Widowed..... 5	

314	Caste/ethnicity	Brahmin 1 Chhetri 2 Yadav 3 Muslim 4 Rajbanshi 5 Tharu..... 6 Gurung 7 Mahar 8 Tamang 9 Satar 10 Kami, Damai, Sarki 11 Newar 12 Others (Specify).....	
315	<u>Only if answer is 'yes' in Q. 302, otherwise skip to Q 317</u> Do you ever miss your class?	Yes 1 No 2	→ 317
316	<u>Only if answer is 'yes' in Q. 302, otherwise skip to Q 317</u> What were the reasons for missing the class (most recently)? <i>(Multiple answers possible)</i>	I was Sick..... 1 When family members are sick..... 2 During Menstruation..... 3 I had work at home 4 I had to look after my siblings.... 5 Due to economic problems at home..... 6 Had to help in harvesting..... 7 Absense of teacher..... 8 I had problem with friends at school 9 I had problem with teachers at school 10 School was too far 11 Others (Specify).....	
317	How often do you listen to the radio?	Most of the time 1 Sometimes (2-3 times a week)... 2 Once in a week 3 Rarely 4 Never..... 5 Not applicablè..... 98	} 321
318	What time of the day do you mostly listen to radio?	Early morning..... 1 Morning..... 2 Afternoon..... 3 Evening..... 4 Night..... 5	
319	Do you listen to radio program called "Katha Mitho Sarangi ko" from BBC Nepali Service?	Yes 1 No 2	→ 321

320	What is the thing you like most about that program?		
321	How often do you watch Television?	Most of the time 1 Sometimes (2-3 times a week)... 2 Once in a week..... 3 Rarely 4 Never..... 5 Not applicable..... 98	323
322	What time of the day do you mostly watch Television?	Early morning..... 1 Morning..... 2 Afternoon..... 3 Evening..... 4 Night..... 5	
323	How often do you watch movie?	Almost everyday..... 1 Sometimes (2-3 days a week).. 2 Once in a week..... 3 Rarely..... 4 Never 5 Not applicable..... 98	
324	Have you ever watched pornographic films?	Yes..... 1 No..... 2	Section 4
325	When was the last time you watched pornographic films?	Months ago..... <input type="text"/>	
326	Who did you watched pornographic film with?	Girl friend..... 1 Boy friend..... 2 Husband..... 3 Others (specify)	
327	Have anyone made you forcefully watch pornographic films?	Yes 1 No 2	

Section 4: Parents background characteristics and relationship with their parents

Q.N	Questions	Coding Categories	Go to
401	What is your mother's education?	Grade..... <input type="text"/> <input type="text"/> Informal education..... 98 Illiterate..... 00 Does not have mother..... 99	
402	Has your father ever been to other districts or abroad for work?	Grade..... <input type="text"/> <input type="text"/> Informal education..... 98 Illiterate..... 00 Does not have father..... 99	
403	Has your mother ever been to other districts or abroad for work?	Mother works in another district..... 1 Mother works abroad..... 2 Not been to other districts or	

		abroad 3 Does not have mother..... 4	
404	Has your father ever been to other districts or abroad for work?	Father works in another district..... 1 Father works abroad..... 2 Not been to other districts of abroad..... 3 Does not have father..... 4	
405	Do you feel you are understood by your parents?	Yes..... 1 No..... 2 Does not have parents..... 9	
406	Do you feel that your parents neglect you?	Yes..... 1 No..... 2 Does not have parents..... 9	
407	Can you talk freely with your father about your problems?	Yes..... 1 No..... 2 Does not have father..... 9	
408	Can you talk freely with your mother about your problems?	Yes..... 1 No..... 2 Does not have mother..... 9	
409	In comparison to your brothers, do you feel your parents/family have invested in your education?	Yes, they have equally invested in my education..... 1 No, they have not equally invested in my education..... 2 No they have not invested..... 3	
410	Has your mother ever been hit by a stick or anything else, slapped, kicked, punched, hair pulled by your father?	Yes..... 1 No..... 2 Parents do not live together... 3 Don't know..... 8	
411	Has your mother ever faced any violence from other family members (MIL, FIL, others) apart from your father?	Yes..... 1 No..... 2 Don't know..... 8	

5: Problems and coping strategies

The following questions are about your future aspirations, your problems and the coping strategies.

Q.N	Questions	Coding Categories	Go to
501	Have you thought about your future?	Yes 1 No 2	→504
502	If yes, what would you like to do/be in the future?		
503	What have you been doing to achieve this?		
504	Currently, are you facing any problems?	Yes 1 No 2	→ 506

505	Who would you approach for help if you face any kind of problems in near future? <i>(Multiple answers possible)</i>	Friends..... 1 Families..... 2 Mother..... 3 Sisters..... 4 Teachers..... 5 Neighbors..... 6 Paralegal committee..... 7 Child club..... 8 Women's group..... 9 Organizations (Specify)..... 10 Others (Specify)	Section 6
506	If yes, what kind of problems are you facing? <i>(Multiple answers possible)</i>	Health problems..... 1 Problems relating to love affairs..... 2 Family pressure to get married..... 3 Problems with friends..... 4 Problems in studies..... 5 Problems with teachers..... 6 Household problems..... 7 Problems due to menstruation..... 8 Problems due to familial economic condition..... 9 Problems due to violence that take place in community..... 10 Alcoholic family members..... 11 Others (specify).....	
507	Have you ever tried overcoming those problems?	Yes 1 No 2	Section 6
508	Have you sought help from anyone to solve those problems?	Yes 1 No 2	Section 6
509	Whom have you sought help from? <i>(Multiple answers possible)</i>	Friends..... 1 Family..... 2 Mothers..... 3 Sisters..... 4 Teachers..... 5 Neighbors..... 6 Paralegal committee..... 7 Child club..... 8 Women's groups..... 9 Organizations (Specify)..... 10 Others (specify).....	

Section 6: Marriage and knowledge on violence

The following questions are related to your attitude on marriage and violence

Q.N	Questions	Coding Categories	Go to
601	What age do you think is the legal age for a girl to get married?	Right age..... <input type="text"/> <input type="text"/> Don't know 88	
602	What age do you think is the legal age for a boy to get married?	Right age..... <input type="text"/> <input type="text"/> Don't know 88	
603	Have you ever heard of domestic violence?	Yes 1 No 2 → 605	
604	What do you understand by domestic violence?		
605	Have you ever heard about sexual abuse?	Yes 1 No 2 → 608	
606	What do you understand by sexual abuse?		
607	From which materials/media did you learn about sexual abuse? <i>(Multiple answers possible)</i>	Radio 1 Books 2 Magazines/newspaper 3 Documentary/movies 4 TV 5 Video 6 School curriculum 7 Mobile workshops 8 At fair 9 Street drama/meeting 10 Poster/pamphlet/booklet 11 Trainings 12 Others (specify)	
608	Where can victims of sexual violence go for help? <i>(Multiple answers possible)</i>	Paralegal committees..... 1 Child clubs..... 2 Women's groups..... 3 Traditional practices (specify).. 4 Others (specify)..... Don't know..... 8	

609	I would like to know your views regarding the issues on violence	yes	No	Don't know
	1. Do you think it is ok or not if a boy/man eve teases a female?	1	2	8
	2. Do you think it is ok or not if a boy/man passes offensive sexual comments to a female?	1	2	8
	3. Do you think it is ok or not if a boy/man touches a female on her body when she doesn't want him to?	1	2	8
	4. Do you think it is ok or not if a boy/man pinches a female when she doesn't want him to?	1	2	8
	5. Do you think it is ok or not if a boy/man hits a girl?	1	2	8
	6. Do you think it is ok if a boy who loves a girl forces her for sex?	1	2	8

Section 7: Life experiences of Girls

Now I would like to talk to you about some personal matter. If anyone seems to interrupt our conversation, we will talk on other matters. I hope you will talk about it without feeling shy and honestly as this information will be kept confidential.

Q.N	Questions	Coding Categories				Go to
701	Have you ever seen/heard of any of your close friends being verbally harassed?	Yes.....	1	No.....	2	
702	Have you ever seen/heard of any of your close friends being touched by a boy/man in a way that made her uncomfortable?	Yes.....	1	No.....	2	→705
703	If yes, which part of the body was she touched?					
704	If yes, where was she touched? <i>(Multiple answers possible)</i>	On road.....	1	On bus.....	2	
		In school.....	3	At home.....	4	
		Others (specify).....				
705	Have you ever faced any kind of violence from them?	A. (If answer is 'Yes' go to 'B' if no, go to the next question)		B. Did this take place within last 12 months?		C. Nature of violence (Please specify)
		Yes	No	Yes	No	
	1. friends	1	2	1	2	.....
	2. teachers	1	2	1	2	.....

	3. boys from school and community	1	2	1	2	.....
	4. neighbors	1	2	1	2	.....
	5. Family members and relatives	1	2	1	2	.....
	6. strangers	1	2	1	2	.....
	7. Others (specify)	1	2	1	2	.....
706	Now I would like to talk about some of the experiences that you have faced.	A. (If answer is 'Yes' go to 'B' if no, go to the next question) Yes No		B. Did this take place within last 12 months? Yes No		C. Who did that?	
1	Have you ever been teased by a boy/man?	1	2	1	2	.....
2	Have you ever been pinched/touched a boy/man in an inappropriate way?	1	2	1	2	.....
3	Have you ever been verbally harassed at home?	1	2	1	2	.....
707	Now I would like to talk about some of the experiences that you have faced.	A. (If answer is 'Yes' go to 'B' if no, go to the next question) Yes No		B. Did this take place within last 12 months? Yes No		C. Who did that?	
1	Have you ever been physically harassed at home?	1	2	1	2	.....
2	Have you ever been physically harassed at school?	1	2	1	2	.....
3	Have you ever been physically harassed while walking?	1	2	1	2	.....
708	Now I would like to talk about some of the experiences that you have faced.	A. (If answer is 'Yes' go to 'B' if no, go to the next question) Yes No		B. Did this take place within last 12 months? Yes No		C. Where were you touched	D. Who did that?
1	Have you ever been touched by any boy/man in a way that made you uncomfortable?	1	2	1	2		
2	Has any boy/man showed you their sexual organs (private	1	2	1	2		

	parts)?				
3	Has any boy/man ever showed you vulgar picture?	1 2	1 2		
709		A. (If answer is 'Yes' go to 'B' if no, go to the next question) Yes No	B. Did this take place within last 12 months? Yes No	C. Who did that?	
1	Has anyone ever tried to force you to have sex without your consent?	1 2	1 2	.....
2	Has anyone ever forced you into having sex without your consent?	1 2	1 2	.....
710	Have you ever faced psychological problems due to such violence? (fear, anxiety, depression)	Yes..... 1 No..... 2 → 712 Not faced any violence..... 3 → 722			
711	What types of psychosocial problems did you face as a result of such violence? (Multiple answers possible)	Fear..... 1 Tension..... 2 Depression..... 3 Thought of suicide..... 4 Attempt to suicide..... 5 Others (specify).....			
712	Have you ever faced physical problems due to such violence?	Yes..... 1 No..... 2 → 714			
713	What types of physical problems did you face as a result of such violence? (Multiple answers possible)	Cut..... 1 Fractured..... 2 Burnt..... 3 Bone broken..... 4 Teeth broken..... 5 Scratch marks..... 6 Others (Specify)			
714	Have you ever faced problems relating to your reproductive health as a result of such violence?	Yes..... 1 No..... 2 → 716			
715	What types of problems did you face as a result of such violence? (Multiple answers possible)	Unwanted pregnancy..... 1 excessive bleeding..... 2 abdominal pain..... 3 Others (Specify)			
716	Have you ever faced social problems due to such violence?	Yes..... 1 No..... 2 → 722			
717	What types of social problems did you face	dominated by others..... 1			

	as a result of such violence? <i>(Multiple answers possible)</i>	Dominated by parents 2 Blamed by others..... 3 Isolated from the society..... 4 Others (Specify)	
718	Have you shared anyone about the incident?	Yes..... 1 No..... 2	720
719	If no, why?		722
720	If yes, who were they? <i>(Multiple answers possible)</i>	Friends..... 1 Family..... 2 Mother..... 3 Sisters..... 4 Teachers..... 5 Neighbors..... 6 Paralegal committee..... 7 Child club..... 8 Women's group..... 9 Organizations (specify)..... 10 Others (specify).....	
721	If you have shared, what suggestion did they give?		
722	What are the different barriers that girls face in reporting such problems? <i>(Multiple answers possible)</i>	Tendency to hide experiences..... 1 Fear that others will find out..... 2 Shyness..... 3 Fear of being isolated..... 4 Fear of social stigma..... 5 Fear of retribution by the perpetrator 6 Others (specify)..... Don't know..... 8	
723	Who could be the most helpful persons in the community who could help girls facing sexual violence?		
724	In your opinion, what kind of services/help is necessary to end violence against girls like you?		

Section 8: Other information

Q.N	Questions	Coding Categories	Go to
801	Are there any children/women in your community who are facing problems due to the decade long armed conflict?	Yes..... 1 No..... 2	803

802	If yes, what kind of problems are they facing?	Wounded..... 1 Severely disabled..... 2 Drop out of education..... 3 Orphaned..... 4 Capture of properties/displaced 5 Others (specify).....	
803	In your community, are there any conflict affected children/women who are not enlisted in government database of conflict affected persons?	Yes..... 1 No..... 2	
804	Are there any conflict affected children/women who have not received government relief and compensation?	Yes..... 1 No..... 2 Don't know 8	} 806
805	If yes, what have they received?	Relief of 1 lakh to families..... 1 Scholarship..... 2 Allowance to widowed..... 3 Medical treatment..... 4 Allowance for injury..... 5 Others (Specify).....	
806	What kind of programs should be conducted for conflict affected children and women?		
807	Have you heard of Partnerships for protecting children in armed conflict (PPCC)?	Yes..... 1 No..... 2	→ 809
808	If yes, what do you like the most about PPCC's activities?		
809	Have you heard of Himalayan Human Rights Monitors (HimRights)?	Yes..... 1 No..... 2	→ 811
810	If yes, what do you like the most about HimRight's activities?		
811	Are there any people in your community who go to urban centers or abroad for employment?	Yes..... 1 No..... 2	→ 813
812	If yes, what kind of problems have faced?		
813	What kind of programs should be conducted for people who opt for foreign employment/ victim of human trafficking?		

Thank you for your valuable time.

Annex 1.2

Life experiences of Girls in Fourteen districts of Nepal

Himrights/PPCC
Dec 2011-Apr 2012

FGD with in-school girls Consent form (Attached)

Introduction

“Namaste”! My name is I work for Himalayan Human Rights Monitors (HimRights), a non-for-profit organization (NGO) based at Lalitpur. HimRights is working with the women, children and youths for their rights as well as on conflict transformation and peace building. It is founder member of “Partnership for Protecting of Children in Armed Conflict (PPCC). PPCC is network of 6 organizations working on child rights. In this context, HimRights is conducting an assessment on “Life experiences of Girls in Seven districts of Nepal” to explore the life experiences of girls, their problems and coping strategies. HimRights is leading this assessment.

Purpose of the study

The purpose of this assessment is to understand the various aspects of experiences that girls in this district face, their problems including violence and coping strategies. We are interviewing around 2000 girl children from 7 districts in Nepal. The interview will be approximately one hour long.

Risks and discomforts

There is no risk involved for the participating in this study. You may feel uncomfortable, embarrassed while answering few questions. We assure you that all the information shared will be kept confidential. However, you may choose not to answer certain questions or skip the interview entirely and we will respect your decision on that.

Benefits and incentives

There is no direct benefit to you for taking participating in this study, but your participation is likely to help us understand the magnitude and dimensions life experiences of girl child, violence against girl child and coping mechanisms. We hope that the results of the study will help to improve the quality and the accessibility in the services.

You will not be provided any monetary incentives to take part in the study. If you require counselling or any other services we can provide you with immediate services.

Confidentiality and Anonymity

All the information that is collected from this study will be kept strictly confidential and anonymous. We ensure that the information that you shared during the interview will not have your name or any identifying information. The data (information) collected as a part of the study will be kept for two years and will then be destroyed. The findings of the study or any report that will come out of this study will have no information that could potentially identify you.

Voluntary participation/Right to refuse or withdraw

Your decision to take part in the study is voluntary. You may refuse to participate/ withdraw from the study at any time. Your decision not to take part/ to withdraw from the study will not affect you in any way, including your access to health care and other services. You may skip any question you do not want to answer.

Who to contact

As a participant in this study you have right to ask any questions at any time of the study. If you have any questions now, you may ask me. If you have any question after the interview/ study, you can contact Mr Purna Shakya on the telephone number 5555111.

Do you have any queries about this assessment?

Do you agree to participate in this assessment?

ICE BREAKING: What do girls your age in this community like doing during their leisure time?

<i>Topic</i>	Main questions	Probing questions
Needs of young girls	1. What types of changes are seen in the lives of girls who go to school?	Why do such changes take place?
	2. What kind of desires/wishes do girls have?	Any other desires/wishes?
Strategy for problems and its solutions	Show a picture of a happy girl to the participants. 3. This is a picture of a girl of your age and she is smiling. Why do you think she is happy and smiling?	
	Show the participants a picture of a sad girl: 4. This is a picture of a girl of your age and she looks sad. Why do you think she is sad and unhappy? What type of problems do you think she has to face? What might have happened to her in this age?	<ul style="list-style-type: none"> • Problems in school • Health problems • Problems in reproductive health • Problems due to boys • Domestic problems
Scenario 1	5. I will tell you a story about a girl who studies in class 9. She lived in a village. She used to attend school regularly. But recently she was reluctant to go to school. When she was asked why she was reluctant to go to school, she replied that she did not want to go to school because some school boys teased her	<ul style="list-style-type: none"> • When she was teased, what do you think she did? • Are there such types of problems in your community? • Who are the different people that tease girls? • Who do you think Kanchi should discuss with, in order to solve this problem?
Scenario 2	6. Now, I am going to tell you a story about Sannani, a girl like you. She is normal in her studies. She looks cheerful all the time, but recently she looks sad and feels alone. The whole reason behind that was she frequently faces sexual violence.	<ul style="list-style-type: none"> • What do you think has happened to her? (probe on types of violence) • What kind of problems are children in this community facing (as being faced by Sannani)? • From whom do you think they have to face such problems? • Where can these types of incidents happen to

	(Here sexual violence mainly means forceful sexual activities, sexual intercourse)	<p>girls like Sannani? Why are those places unsafe? (If it is school, probe on which place of school?)</p> <ul style="list-style-type: none"> • Why is she facing such problems? • What do you think she will do now? • Whom do you think she will approach for support? • Do you think she could get support from there? If not why? • What kind of support/suggestion do you think she got from them? • What kind of difficulties do you think she faced while seeking such support? • Who could be possible persons in your village where you can go for support? • How easy is it for girls like Sannani to go to such persons or agencies? Why? • What kind of problems do you think she will face after that incident? <ul style="list-style-type: none"> • at school • at home • others • How often this kind of incident occur in your community? • Are there other girls who are facing same problems as Sannani in your community? If yes, can you give some examples? (examples without mentioning their names)
Sexual Violence	<p>7. Now, I want to talk about the views of school going girls on sexual violence.</p> <p>What do you understand by Sexual abuses?</p>	<ul style="list-style-type: none"> • Note for the Interviewer: Probe on all types of sexual abuses and make list them. • Categorize different kinds of sexual abuses into 3 groups (Severe, medium and not severe) • From where you or girls of your age can get information on sexual abuses and sexual violence?
Ways forward	<p>10. What can be the ways to protect girls from such types of violence?</p>	<ul style="list-style-type: none"> • What could be effective medium of conveying information on sexual violence? Why? • What are the ways to support the girls who are facing sexual violence? • What can be done to control such incidents? Where? Who can be helpful?

Thank you very much for coming here and talking with us.

Annex 1.3

Life experiences of Girls in Fourteen districts of Nepal

Himrights/PPCC

Dec 2011-Apr 2012

FGD with out of school girls

Consent form (Attached)

ICE BREAKING: What do girls your age in this community like doing during their leisure time?

<i>Topic</i>	Main questions	Probing questions
<i>Needs of young girls</i>	1. What types of changes are seen in the lives of girls who go to school?	Why do such changes take place?
	2. What kind of desires/wishes do girls have?	Any other desires/wishes?
Strategy for problems and its solutions	Show a picture of a happy girl to the participants. 3. This is a picture of a girl of your age and she is smiling. Why do you think she is happy and smiling?	
	Show the participants a picture of a sad girl: 4. This is a picture of a girl of your age and she looks sad. Why do you think she is sad and unhappy? What type of problems do you think she has to face? What might have happened to her in this age?	<ul style="list-style-type: none"> • Problems in school • Health problems • Problems in reproductive health • Problems due to boys • Domestic problems
Scenario 1	5. I will tell you a story about a girl of your age. She lives in a village. But recently she hardly comes out of her home. When she was asked why she always stay at home, she replied that she did not want to come out of home because boys in her village always teased her.	<ul style="list-style-type: none"> • When she was teased, what do you think she did? • Are there such types of problems in your community? • Who are the different people that tease girls? • Who do you think Kanchi should discuss with, in order to solve this problem?
Scenario 2	6. Now, I am going to tell you a story about Sannani, a girl like you. She is	<ul style="list-style-type: none"> • What do you think has happened to her? (probe on types of violence)

	<p>normal in her studies. She looks cheerful all the time, but recently she looks sad and feels alone. The whole reason behind that was she frequently faces sexual violence. (Here sexual violence mainly means forceful sexual activities, sexual intercourse)</p>	<ul style="list-style-type: none"> • What kind of problems are children in this community facing (as being faced by Sannani)? • From whom do you think they have to face such problems? • Where can these types of incidents happen to girls like Sannani? Why are those places unsafe? (If it is school, probe on which place of school?) • Why is she facing such problems? • What do you think she will do now? • Whom do you think she will approach for support? • Do you think she could get support from there? If not why? • What kind of support/suggestion do you think she got from them? • What kind of difficulties do you think she faced while seeking such support? • Who could be possible persons in your village where you can go for support? • How easy is it for girls like Sannani to go to such persons or agencies? Why? • What kind of problems do you think she will face after that incident? <ul style="list-style-type: none"> • at school • at home • others • How often this kind of incident occur in your community? • Are there other girls who are facing same problems as Sannani in your community? If yes, can you give some examples? (examples without mentioning their names)
Sexual Violence	<p>7. Now, I want to talk about the views of school going girls on sexual violence.</p> <p>What do you understand by Sexual abuses?</p>	<ul style="list-style-type: none"> • Note for the Interviewer: Probe on all types of sexual abuses and make list them. • Categorize different kinds of sexual abuses into 3 groups (Severe, medium and not severe) • From where you or girls of your age can get information on sexual abuses and sexual violence?
Ways forward	<p>8. What can be the ways to protect girls from such types of violence?</p>	<ul style="list-style-type: none"> • What could be effective medium of conveying information on sexual violence? Why? • What are the ways to support the girls who are facing sexual violence? • What can be done to control such incidents? Where? Who can be helpful?

Thank you very much for coming here and talking with us.

Annex 1.4

Life experiences of Girls in Fourteen districts of Nepal

**Himrights/PPCC
Dec 2011-Apr 2012**

**FGD with community leaders
Consent form (Attached)**

Ice Breaking Questions: What are the different health services available in your community?

a. Needs of girls

1. What type of problems do you think are the girls in this community facing?
 - Why are they facing such problems?

b. Security and protection of girls

1. What are the circumstances that cause problems for the safety and security of girls in the community?
2. Are there any traditional practices/behaviors that affect the girls?
What are types of traditional practices/behaviors?
 - How do these traditional practices/behaviors affect girls?

c. Problems related to violence

1. What types of violence occurs in this community?
 - In this community, what types or how many kinds of violence occurs?
 - Where do such violence take place?
2. (Ask if they mention about sexual violence) In this community, what type of sexual violence occur on girls?
 - Why do such violence occur?
 - In what circumstances does such violence occur?

d. Care and support

1. If any girl faces violence, are there any individuals, groups or agencies where she can get support?
 - Who are they?
 - What type of services do they provide?
 - How much effective are those services? Why?
2. What can be done to control such violence?
 - How can it be done?
3. What can be done for girls who have faced such violence?

Annex 1.5

**Life experiences of Girls in Fourteen districts of Nepal
Himrights/PPCC
Dec 2011 - Apr 2012**

**FGD with District level Stakeholders
Consent form (Attached)**

Introduction of participants:

(Their name, organizational affiliation, post, and duration of work experience)

1. Would you tell me about the situation of girls/adolescents in this district? E.g. education, employment, marriage, health and violence against girls

What kinds of problems are they facing in this district?

2. Are girls/adolescents facing any forms of violence?

What kinds of violence are they facing (in this district)?

From whom are they facing such violence (usually)?

Why does such violence take place?

3. We organized Girl Child National Consultation in 2007 and 2010. There were more than 80 girl child from around the country. We have asked them to vote on the most severe problems in their school/ community/ home. More than 50% of them voted on sexual violence. Likewise, data of PPCC shows that sexual violence against girls/adolescents is increasing. In this context, how do you see such violence against girls/adolescents?

- From whom are they facing such violence (usually)?
- Why does such violence take place?
- What kinds of programs should be organized to control such incidents?

4. What kinds of programs are being especially organized to control sexual violence against girls? (At VDC, district level)

- What are the government efforts? NGO's efforts?
- How effective are they? Why do you think so?
- What should be done to make such programs more effective?

5. Where can they go for filling the cases of violence against girls?

- Can you explain about reporting process?
- What can be done to make reporting process more effective and accessible to all?
What about legal process to take action against perpetrator?

6. What should be done at policy level to address this problem?

- What should be done at district level?
- What should be done at community level?

7. What kind of programs should be organized to control such incidents?

- How can it be done?

8. What can be done to girls who are survived from such violence?

Now, I would like to talk about other subject matter.

9. What kinds of programs are being conducted in the field of safe migration and anti-human trafficking in this district?

- What kinds of difficulties are there while addressing such problems?
- What kinds of people are most likely to go for inland/foreign migration for employment?
- What kinds of problems are returnees (of foreign migration) facing?

10. What kinds of programs are being organized for conflict affected children and women relating to distribution of relief/compensation and case registration? What kinds of problems are they facing? (Physical, mental and economical)

Annex 1.6

Life experiences of Girls in Fourteen districts of Nepal

Himrights/PPCC
Dec 2011-Apr 2012

FGD with in-school girls Consent form (Attached)

Ice breaking: What would you like to do in leisure time? (What about other boys in your community)

1. What are the different problems that boys your age face in this community? *[Also ask for in-school boys and out-of-school boys separately]*
 - How do boys deal with and solve such problems?
 - Whose help do they take?
 - Is it common for boys to take help from others? Why not?
2. What characteristics in a boy/man can you think when we talk about masculinity? Is it common for boys your age to have such characteristics? Why

Context:

I am telling you a story of a boy of your age. He works in a restaurant. There is one regular customer of the restaurant. He touches different parts of that boy's body that makes him very uncomfortable.

- Have you seen or heard of this kind of incidents?
- How often do these kinds of incident take place in your society?
- What kinds of sexual abuses do you think boys have to face?
- Why do these kinds of incidents happen with boys?
- Where can boys go for help if such incidents happen to them? Who could be
- What are the impacts of such incidents on boys?
- Who could be prospective victims of such incidents? Who could be the perpetrators? (Police, Teacher, Hooligans)
- Who could be appropriate persons/place where they can approach for help?
- In your opinion, how should be done to prevent such problems?
- In your opinion, what should be done to boys who have faced such problems?

Sexual Violence

Now, I want to talk about your views on sexual violence.

What do you understand by sexual violence/ sexual abuse?

Note to the interviewer: Probe on different kinds of sexual violence/ abuse and prepare a list.

Classify different kinds of sexual violence/abuse into three categories. (Severe, medium, and not severe)

What are the sources of information on sexual violence/abuse available to you and other boys of your age?

Annex 1.7

Life experiences of Girls in Fourteen districts of Nepal Himrights/PPCC December 2011-April 2012

In-depth Interview with Victims of Sexual Violence Consent form (Attached)

Background

1. Would you please tell me something about yourself? (Age, what do you do? And also tell me about your family and friends.)
2. What would you like to do in your free time?

3. Programs related to children

- 3.1 Can you tell me about the programs organized for children in your community?
- 3.2 What types of activities were carried out in those programs?
- 3.3 Have you participated in those programs? How do you find those programs?

4. Their Experiences:

Now, I am asking you about your experiences. I understand, it could make feel uncomfortable. The more you explain about, the more I can understand you. If you feel very uncomfortable, you can stop me anytime. (Make sure that the respondent is whether comfortable or not)

- 4.1 Can you tell me about the problems you have faced in your life? How did you face those problems?
- 4.2 Have you faced any kind of violence? If you have, can you please tell me in detail? (Please ask about all forms of violence. If they have faced any form of violence, ask them in detail)
 - When did this happen? Who was the perpetrator? Where did it happen?
 - Under what circumstances had that incident taken place? (Persons involved or present during the incident)
 - Where were your parents at the time of incident?
 - How many times did that incident happen to you? Are you still facing such incidents?
 - What did you or the others (present at the time of the incident) do when the incident happened? (Did you/they resist or not?)
 - What do you think the reason behind this is?
 - Do you blame anyone for this incident? Why?
 - What happened after the incident? (What happened to the victim, perpetrator and other people?)
 - How do you feel about the entire incident?
- 4.3 What did you do right after the incident?
 - Whom did you tell about the incident? And when?
 - What did he/she say? Was there any support from them?
- 4.4 Did you take any initiatives for support?
Where did you go for support?
 - How did you find the things said by that person?
 - What kind of services were you provided?
 - Did you take any initiatives for legal, medical support or psychosocial support? Where did you do it? How did you find that?
If not, why didn't you take any support?
 - How are you coping with that incident till now?
- 4.5 How has the incident affected your life? If yes, please tell me about all types of problems you have faced? (About physical and psychological effect, suicide attempts or any sorts of bruises)
- 4.6 Have you seen or heard about any type of incidents of violence in your community, during the armed conflict? (You can tell me about such incidents without indicating their names)

5. Suggestion

- 5.1 What should be done in order to control such incidents on girls?
- 5.2 Who should be responsible for that, why?
- 5.3 What can be done for girls like you?

Life experiences of Girls in Fourteen districts of Nepal
Himrights/PPCC
December 2011 - April 2012

IDI with district level stakeholders
Informed Consent (Attached)

Background Information of the respondent

Please ask for name, age, designation, Institution affiliation and number of years s/he has worked in the institution

District Background

1. Could you tell me about the situation of girls in this district (Probe on education, employment, health, marriage and violence)
 - What are the different problems that girls are facing in this district?
2. What are the different programs that are being implemented specifically for girls?
 - How are these programs being implemented?
 - Who is implementing these programs?
 - How effective are these programs?
3. What kind of violence are they facing?
 - What are the different types of violence that takes place?
 - Why would you say that?
 - From whom do they generally face such violence?
 - Why do you think such violence is taking place?
 - In your opinion, should there be any programs to prevent such violence?
4. We have heard in a Girl Child National Consultation (2007 and 2010) and PPCC monitoring data that there is increase in sexual violence against girls. In this context, what is the situation of sexual violence against the girls in this district?
 - From whom do they generally face such violence?
 - Why do you think such violence is taking place?
 - In your opinion, should there be any programs to prevent such violence?
5. What kinds of programs are currently being implemented to control sexual violence?
 - What is the Government doing? What are other organizations doing?
 - How effective are those programs?
 - Why would you say that?
 - In your opinion, what should be further done to improve these programs?
6. Where are the different places that people can go in order to file complaint regarding violence against children?
 - Can you tell me the process after they file a complaint?
 - What happens to the perpetrator?
 - What do you think should be done to make this process more effective and accessible to all?
7. What are the different resources that have been set up for dealing with such cases? (human resources, fund etc)
 - How much fund is allocated for preventing violence against girls?
 - How is this fund being used/distributed?
 - Is that fund sufficient?
 - Why not?
8. What kind of programs should be conducted to prevent such violence?
 - How can this be done?
9. What can be done to the victim of sexual violence?
10. What kinds of programs are being conducted in this district regarding anti-human trafficking and safe migration?
11. What kinds programs are being conducted for children affected by armed conflict specifically for girls?

ANNEX 2

Table.1: Background characteristics of respondents

Characteristics	Kanchanpur	Kailali	Dang	Banke	Bardiya	Bara	Parsa	Total
Age								
13	15.6	13.3	20.0	18.9	16.5	16.7	15.4	16.5
14	19.2	17.6	16.0	16.4	10.5	17.5	24.9	17.9
15	19.2	21.9	15.3	18.2	18.0	16.0	20.0	18.6
16	16.4	20.0	15.3	17.1	20.5	17.1	15.1	17.3
17	13.2	13.3	12.3	13.1	13.0	18.2	10.2	13.3
18	16.4	13.9	21.0	16.4	21.5	14.5	14.5	16.6
Currently going to school								
Yes	96.4	91.2	80.0	75.6	83.0	69.5	60.9	79.3
No	3.2	8.5	18.7	22.5	13.0	19.6	21.8	15.5
Never went to school	0.4	0.3	1.3	1.8	4.0	10.9	17.2	5.3
N	250	375	300	275	200	275	325	2000
Level of education								
Illiterate	0.0	6.1	6.7	13.4	23.5	40.5	41.7	26.6
Primary incomplete/NFE	44.4	45.5	33.3	34.3	20.6	35.7	37.0	35.3
Primary	44.4	30.3	35.0	37.3	35.3	14.3	19.7	26.3
Lower secondary	11.1	18.2	23.3	11.9	14.7	6.0	1.6	9.9
SLC or more	0.0	0.0	1.7	3.0	5.9	3.6		1.9
N	9	33	60	67	34	84	127	414
Marital Status								
Unmarried	97.6	94.4	85.0	88.4	89.5	90.2	90.2	90.8
Married	2.4	5.3	14.3	11.3	9.0	9.8	9.8	8.9
Divorced/separated/widow	0.0	0.3	0.6	0.4	1.0	0.0	0.0	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	250	375	300	275	200	275	325	2000

Table 2: Main sources of Household Income

Main source of income	Kanchanpur	Kailali	Dang	Banke	Bardiya	Bara	Parsa	Total
Agriculture	36.8	43.7	39.3	22.5	64.5	44.0	17.5	37.2
Daily wage labor	13.2	7.5	12.0	10.9	10.0	18.2	16.0	12.5
Business	15.6	11.7	9.3	9.8	3.5	10.9	16.9	11.5
Private service	8.4	7.5	6.7	14.5	4.0	6.5	18.5	9.8
Government service	11.6	5.6	4.7	15.3	5.5	5.8	12.6	8.7
Petty business	4.4	2.7	2.7	13.5	5.0	5.8	6.8	5.7
Foreign employment	4.4	5.6	8.0	4.4	3.5	3.3	2.8	4.7
Others	5.6	15.7	17.3	9.1	4.0	5.5	8.9	10.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	250	375	300	275	200	275	325	2000

Table 3: List of Assets Included in the Wealth Index

S. N.	Variables	
1	Assets	Electricity
2		A radio

3		A television
4		Telephone
5		A gas stove
6		A kerosene stove
7		Private tube well or tap
8		A bicycle
9		A motorbike
10		A tractor
11	Flooring	Clay
12		PCC
13		Tile
14		Others
15	Roofing	Mud
16		Thatched
17		Wood
18		Stone
19		Tin
20		Cement/Brick
21		Others

Table 4: Housing Characteristics by Type of Floor and Roof

	Kanchanpur	Kailali	Dang	Banke	Bardiya	Bara	Parsa	Total
Type of floor								
Earth	57.6	72.3	72.0	40.7	83.5	70.2	37.5	61.3
PCC	42.0	27.7	26.7	58.9	16.0	29.8	61.5	38.3
Others	0.4	0.0	1.3	0.4	0.5	0.0	0.9	0.6
Type of roof								
Earth/wood/stone	2.8	0.8	1.3	1.9	0.5	0.8	0.3	1.2
Thatch	6.0	5.1	35.0	9.5	20.0	8.4	8.3	12.8
Tin	11.6	12.3	36.3	13.5	19.5	0.7	1.5	13.4
Cement/Brick	40.4	23.2	19.0	51.6	10.0	32.4	59.7	34.5
Tile	36.8	57.3	4.0	13.1	29.5	9.5	8.6	23.4
Khapada	2.4	1.1	4.3	10.5	20.0	48.0	20.6	14.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	250	375	300	275	200	275	325	2000

Table 5: Exposure to Radio, Television and Films

Frequency of radio listening	Kanchanpur	Kailali	Dang	Banke	Bardiya	Bara	Parsa	Total
Most of the time	20.8	22.7	18.0	18.2	26.0	15.3	11.1	18.6
Sometimes	26.4	32.3	9.0	13.8	10.5	22.5	16.6	19.5
Once in a week	2.4	0.8	2.3	0.4	0.5	9.5	2.2	2.6
Rarely	16.0	20.0	58.7	54.9	49.0	23.6	20.3	33.6
Never	17.2	22.7	10.3	11.3	12.0	29.1	49.8	22.8
Not applicable	17.2	1.6	1.7	1.5	2.0	0.0	0.0	3.1
N	250	375	300	275	200	275	325	2000
Radio listening time								
Early morning	1.2	1.8	.4	.8	1.7	8.7	4.3	2.5
Morning	26.2	14.4	16.7	10.4	19.2	11.3	8.6	15.0
Afternoon	27.4	29.6	33.3	45.8	31.4	27.2	23.9	31.9
Evening	36.6	41.5	39.0	34.2	30.2	38.5	37.4	37.2

Night	8.5	12.7	10.6	8.8	17.4	14.4	25.8	13.4
Listen to Katha Mitho Sarangi ko								
Yes	26.8	34.2	23.9	13.3	32.0	4.1	3.7	20.6
No	73.2	65.8	76.1	86.7	68.0	95.9	96.3	79.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	164	284	264	240	172	195	163	1482
Frequency of watching television								
Most of the time	41.6	34.7	39.0	60.7	29.5	33.8	45.5	40.9
Sometimes	24.4	31.2	13.0	12.4	22.0	28.7	13.5	20.9
Once in a week	4.0	2.1	2.0	2.5	1.0	5.1	1.8	2.7
Rarely	17.2	21.9	41.3	21.1	40.5	18.5	19.1	25.1
Never	2.4	8.8	3.3	2.2	6.0	13.5	20.0	8.5
Not applicable	10.4	1.3	1.3	1.1	1.0	0.4		2.1
Usual television watching time								
Early morning	0.0	1.5	0.0	0.0	0.0	0.4	0.8	0.4
Morning	5.5	5.3	2.8	2.3	3.2	.8	1.2	3.1
Afternoon	20.2	29.4	32.5	25.6	33.3	31.2	26.2	28.4
Evening	49.5	45.7	53.5	42.9	39.2	25.7	32.3	41.7
Night	24.8	18.1	11.2	29.3	24.2	41.8	39.6	26.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	218	337	286	266	186	237	260	1790
Frequency of movie watching								
Most of the time	1.6	6.1	5.3	10.5	7.0	4.0	2.8	5.3
Sometimes	31.6	26.4	15.7	17.1	12.0	20.7	18.2	20.6
Once in a week	21.2	21.1	4.0	6.2	7.0	19.3	18.2	14.4
Rarely	34.0	36.3	61.7	51.3	59.5	37.1	36.9	44.4
Never	8.0	9.9	13.3	13.8	14.0	18.9	24.0	14.7
Not applicable	3.6	.3		1.1	.5			.7

Table 6: Distribution of respondents by problems faced and type of problems

Have some problems	Kanchanpur	Kailali	Dang	Banke	Bardiya	Bara	Parsa	Total
Yes	10.8	10.7	20.3	24.7	33.5	20.4	11.4	17.8
No	89.2	89.3	79.7	75.3	66.5	79.6	88.6	82.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	250	375	300	275	200	275	325	2000
Type of problems faced*								
Financial problems	55.6	55.0	42.6	27.9	62.7	28.6	29.7	42.4
Health problem	18.5	20.0	23.0	23.5	19.4	32.1	18.9	22.8
Household related	11.1	12.5	39.3	22.1	29.9	3.6	10.8	20.5
Menstruation cycle related	7.4	7.5	11.5	20.6	16.4	32.1	13.5	16.9
Studies related	3.7	5.0	13.1	16.2	6.0	5.4	13.5	9.6
Community violence	11.1	0.0	14.8	8.8	11.9	0.0	2.7	7.6
Alcoholic family members	0.0	0.0	18.0	2.9	13.4	0.0	2.7	6.5
N	27	40	61	68	67	56	37	356

Table 7: Distribution of girls by their awareness on sexual violence

Ever heard about sexual abuse								
Yes	33.6	30.1	38.7	45.1	36.5	18.9	33.8	33.6
No	66.4	69.9	61.3	54.9	63.5	81.1	66.2	66.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
N	250	375	300	275	200	275	325	2000

Table 8: Respondents' experience of violence (by type of such acts)

Type of acts of violence	N	Lifetime experience of violence	N	Experience of violence in past 12 months
Eve-teased you	2000	32.3	646	93.4
Pushed, shoved you or pulled your hair at school	2000	16.2	323	64.1
Pushed, shoved you or pulled your hair at home	2000	10.9	218	51.4
Abused you using vulgar words	2000	9.1	181	84.0
Pushed, shoved you or pulled your hair while you were going somewhere	2000	6.0	120	86.7
Touched you in such a way that made you uncomfortable	2000	4.5	90	81.1
Pinched/touched you in an inappropriate way	2000	3.0	60	75.0
Showed you his private parts	2000	2.1	41	85.4
Showed you pornographic pictures against your wishes	2000	1.4	28	82.1
Attempted to rape you	2000	1.4	28	82.1
Forced you to have sexual intercourse with him	2000	0.9	17	82.4

Annex 3**Table 1: Curriculum on Sex education (Subject: Health and Physical Education)**

Lesson	Grade 6	Grade 7	Grade 8
Chapter 5: Adolescence, sexual and reproductive health	a) Introduction on adolescence b) Changes during adolescence c) Sex education and its importance d) Concept and importance of sexual and reproductive health e) Structure of male and female reproductive organs f) Cleanliness of reproductive organs and its	a) Stages of adolescence b) Sexual orientation c) Importance of reproductive health education and reproduction d) Production of sperm e) Wet dream f) Production of egg and menstruation g) Pregnancy h) Infections on reproductive organs and preventive	a) Responsibilities of adolescent boys and girls b) safe sexual behavior c) Reproductive health d) Introduction to safe abortion e) Introduction to contraceptives, types and procedures f) Reproductive health services and facilities g) Importance of comprehensive sex

	importance	measures	education
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Source: Curriculum of Fundamental Education: Subject: Health and Physical Education, grade 6, 7, and 8 (Curriculum Development Center, Ministry of Education, Nepal, 2068 BS)

Curriculum on sex education (Subject: Health, Population and Environment Education)

Chapter 7: Adolescent, sexual and reproductive health education:

- Adolescence
- Sexual and reproductive health
- Safe motherhood
- Maternal and infant health

Source: Secondary education Curriculum, 2064, Curriculum Development Center, Ministry of Education, Nepal pp 70

Annex 4

Categories of Caste/Ethnicity in Health Management and Information System (HMIS) of Ministry of Health and Population, Nepal

1. Dalit

Hill: Kami, Damai, Sarki, Gaine, Badi, Terai: Chamar, Mushar, Dhusah/Paswan, Tamta, Khatway, Bantar, Dom, Chidimar, Dhobi, Halkhor

2. Disadvantaged Janajatis

Hill: Magar, Tamang, Rai, Limbu, Sherpa, Bhote, Walung, Byansi, Hyolomo, Garti/Bhujel, Kumal, Sunsar, Baramu, Pahari, Yakkah, Chhantal, Jirel, Darai, Dura, Majhi, Danuwar, Thami, Lepcha, Chepang, Bote, Raji, Hayu, Raute, Kusunda, Terai: Tharu, Dhanuk, Rajbansi, Tajpuriya, Gangai, Dhimal, Meche, Kisan, Munda, Santhal/Satar, Dhangad/Jhangad, Koche, Pattarkatta/Kusbadiay

3. Disadvantaged non-Dalit Terai caste groups:

Yadav, Teli, Kalwar, Sudhi, Sonar, Lohar, Koiri, Kurmi, Kanu, Haluwai, Hajam/Thakur, Badhe, Bahae, Rajba, Kewat, Mallah, Nuniya, Kumhar, Kahar, Lodhar, Bing/Banda, Bhediyar, Mali, Kumar, Dhunia

4. Religious Minorities: Muslims, Churoute

5. Relatively advantaged Janajatis: Newar, Thakali, Gurung

6. Upper caste groups: Brahman (hill), Chhetri, Thakuri, Sanyasi, Brahman (Terai), Rajput, Kayastha, Baniya, Marwadi, Jaine, Nuraang, Bengali

Annex 5
List of Clusters

Clusters				
Cluster No.	DIST	VDCNP	WARD	CODE
1	Banke	Banakatawa	4	1
2	Banke	Chisapani	2	2
3	Banke	Kanchanapur	1	3
4	Banke	Kohalpur	8	4
5	Banke	Paraspur	5	5
6	Banke	Rajhena	8	6
7	Banke	Udarapur	9	7
8	Banke	Nepalgunj N.P.	1	8
9	Banke	Nepalgunj N.P.	6	8
10	Banke	Nepalgunj N.P.	12	8
11	Banke	Nepalgunj N.P.	16	8
12	Bara	Banjariya	9	9
13	Bara	Bishunpur	3	10
14	Bara	Dumarwana	8	11
15	Bara	Jhitakaiya(Dakshin)	4	12
16	Bara	Khutwajabdi	6	13
17	Bara	Narahi	8	14
18	Bara	Pipara Simara	6	15
19	Bara	Rampur Tokani	9	16
20	Bara	Umarjan	4	17
21	Bara	Kalaiya N.P.	5	18
22	Bara	Kalaiya N.P.	11	18
23	Bardiya	Daulatpur	6	19
24	Bardiya	Jamuni	3	20
25	Bardiya	Manau	3	21
26	Bardiya	Padanaha	1	22
27	Bardiya	Sivapur	5	23
28	Bardiya	Gulariya N.P.	4	24
29	Bardiya	Gulariya N.P.	10	24
30	Bardiya	Gulariya N.P.	13	24
31	Dang	Bela	4	25
32	Dang	Dhikpur	6	26
33	Dang	Goltakuri	8	27
34	Dang	Lalmatiya	4	28
35	Dang	Panchakule	1	29
36	Dang	Rampur	3	30
37	Dang	Sisahaniya	2	31
38	Dang	Tribhuwan Nagar N.P.	6	32
39	Dang	Tribhuwan Nagar N.P.	10	32
40	Dang	Tribhuwan Nagar N.P.	11	32

41	Dang	Tulsipur N.P.	5	33
42	Dang	Tulsipur N.P.	7	33
43	Kailali	Baliya	4	34
44	Kailali	Boniya	4	35
45	Kailali	Darakh	5	36
46	Kailali	Godawari	6	37
47	Kailali	Kota Tulsipur	7	38
48	Kailali	Munuwa	6	39
49	Kailali	Pawera	9	40
50	Kailali	Sadepani	6	41
51	Kailali	Udasipur	7	42
52	Kailali	Dhangadhi N.P.	1	43
53	Kailali	Dhangadhi N.P.	3	43
54	Kailali	Dhangadhi N.P.	5	43
55	Kailali	Dhangadhi N.P.	9	43
56	Kailali	Tikapur N.P.	2	44
57	Kailali	Tikapur N.P.	9	44
58	Kanchanpur	Daijee	2	45
59	Kanchanpur	Jhalari	2	46
60	Kanchanpur	Laxmipur	5	47
61	Kanchanpur	Rampur Bilaspur	5	48
62	Kanchanpur	Tribhuvanbasti	1	49
63	Kanchanpur	Mahendranagar N.P.	1	50
64	Kanchanpur	Mahendranagar N.P.	5	50
65	Kanchanpur	Mahendranagar N.P.	9	50
66	Kanchanpur	Mahendranagar N.P.	12	50
67	Kanchanpur	Mahendranagar N.P.	18	50
68	Parsa	Basadilwa	9	51
69	Parsa	Bisrampur	4	52
70	Parsa	Jaimangalapur	7	53
71	Parsa	Maniyari	6	54
72	Parsa	Pokhariya	3	55
73	Parsa	Sugauli Birta	4	56
74	Parsa	Birgunj N.P.	1	57
75	Parsa	Birgunj N.P.	5	57
76	Parsa	Birgunj N.P.	10	57
77	Parsa	Birgunj N.P.	13	57
78	Parsa	Birgunj N.P.	14	57
79	Parsa	Birgunj N.P.	16	57
80	Parsa	Birgunj N.P.	18	57