5. What do children value within their school environment?

Word Cloud of School Mapping through Boys' Arts

Washroom Desk/Bench/Chair Classroom
Water/Water Pump Water Filter
Computer Lab/Computer   Science Lab   Temple
Flag **School/School Building**
Star/Heart   Vehicle   Library   Dustbin/Broom
Ball/Bat/Play Materials
Fan/Electricity   Health Post   Board/Smart Board
Flower/Garden/Tree Book/Copy
Fruits/Healthy Food   Playground   Drum Set

Word Cloud of School Mapping through Girls' Arts

Ball/Bat/Play Materials
Science Lab
Canteen Temple **Washroom** Book/Copy
Board/Smart Board   Fruits/Healthy Food   Clock
Flag   **Library**   Swings/Slides
Health Post   Participation
Vehicle **School/School Building**
Computer Lab/Computer   Stage
Desk/Bench/Chair Fan/Electricity Classroom
School Logo
Dustbin/Broom **Flower/Garden/Tree**
Water/Water Pump Water Filter   Filter/Water Tap
Friends/Teachers   Education/Respect

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"Promoting Gender Equality and Social Inclusion in Schools Building on What Children Value and Aspire to Do and Be"

Children's Valued Educational Capabilities

What are Capabilities & a Capability List?

Capabilities represent the fundamental freedoms or opportunities that are requisite for individual well-being. They refer to the ability to achieve various functionings (beings and doings) that individuals value, such as being healthy, being educated, or participating in community activities. A capability list is a structured compilation of these essential capabilities within the Capability Approach (CA) framework. It highlights the key opportunities or freedoms required for a fulfilling life and underscores the importance of providing individuals with substantial choices. The list is designed to ensure that people have the autonomy and agency to pursue a life they have reason to value and achieve meaningful states of beings and doings.

Different Capability Lists

Amartya Sen's List
Instrumental Freedom: Political freedom, Economic facilities, Social opportunities, Transparency guarantee, and Protective security.

Martha Nussbaum's List
Central Human Capabilities: Life, Bodily Health, Bodily Integrity, Senses, Imagination and Thought, Emotions, Practical Reason, Affiliation, Other Species, Play, Control over one's Environment.

Mario Biggeri's List
Children's Capabilities: Life and Physical Health, Love and Care, Mental Well-being, Bodily Integrity, and Safety, Social Relations, Participation, Education, Freedom from Economic and Non-economic Exploitation, Shelter and Environment, Leisure Activities, Respect, Religion and Identity, Time-autonomy, Mobility.

Melanie Walker's List
Student Capabilities of Higher Education: Practical Reason, Educational Resilience, Knowledge and Imagination, Learning Disposition, Social Relations and Social Networks, Respect, Dignity and Recognition, Emotional Integrity, Emotions, and Bodily Integrity.

Ingrid Robeyns's List
Gender Inequality and Relevant Capabilities in the West: Life and Physical Health, Mental Well-being, Bodily Integrity and Healthcare Use, Social Relations, Political Empowerment, Education and Knowledge, Domestic

Work and Nonmarket Care, Paid Work and Other Projects, Shelter and Environment, Mobility, Leisure Activities, Time-autonomy, Respect, Religion.

Sabina Alkire's List
Children's Well-being: Health, Education, Living Standards (subdivided into Nutrition, Child Mortality, Years of Schooling, School Attendance, Cooking Fuel, Sanitation, Drinking Water, Electricity, Housing, and Assets).

Severin Deneulin's List
Gender Equality: Reproductive Health, Bodily Integrity, Political Representation, Education, Mobility, Financial Security, Decision Making, Recognition.

Rachel Sabates-Wheeler's List
Child Poverty: Nutrition and Health, Material Well-being, Participation and Voice, Social Relationship, Education, Social Security, Protection.

Martinetti & Bradshaws's List
Children's Healthy and Fulfilling Life: Access to Health, Adequate Nutrition, Adequate Housing, Adequate Clothing, Access to Water and Sanitation, Freedom of Expression, Freedom of Association, Access to Education, Freedom of Movement, and Protection from Violence.

Sabates-Roelen's List
Children's Work and Labor: Safe and Healthy Working Conditions, Age-appropriate Work, Access to Education and Training, Social Protection, Participation in Decision Making, Freedom from Exploitation and Abuse.

Children's Valued Educational Capabilities

- Life/Physical Health
- Religion and Identity
- Love and Care
- Mental Well-being
- Participation
- Education
- Bodily Integrity
- Social Relations
- Freedom from Economic/Non-Economic Exploitation
- Respect
- Leisure Activities
- Nutritional Well-Being
- Mobility
- Spirituality
- Understand and Interpret
- Time Autonomy
- Plan/Imagine and Think
- Aspiration
- Shelter and Environment
- Personal Autonomy
- Gender Equality and Social Inclusion Curriculum

Capability List and its Connection with Children's Well-being

The Capability Approach is particularly relevant to children as it focuses on their well-being and development. Various lists, such as those by Sabina Alkire, Mario Biggeri, and Rachel Sabates-Wheeler, emphasize domains like health, nutrition, education, social relationships, and protection from exploitation. These domains are crucial for ensuring that children have the freedom to grow, learn, and develop in a safe and supportive environment. The approach also underscores the importance of addressing material conditions, social inclusion, and psychological well-being, which are fundamental for children's development.

Note: The rank indicated represents the level of value or prioritization, with rank 1 denoting the highest value. Subsequent ranks (e.g., rank 2, 3, 4, etc.) indicate progressively lower levels of value.

26 Focus group discussions were conducted engaging 234 students, including 117 boys and 117 girls across 13 different community schools of Bhojpur Municipality between May 24 and June 6, 2024.

1. Do children understand their capabilities?

Capability List	Cumulative Ranking	Boys Ranking	Girls Ranking
Love and Care	1	1	3
Aspiration	2	2	4
Social Relations	3	9	1
Education	4	13	2
Leisure Activities	5	3	6
Respect	6	8	5
Plan/Imagine and Think	7	4	7
Nutritional Well-Being	8	5	8
Shelter and Environment	9	7	10
Understand and Interpret	10	11	12
Participation	11	15	11
Mobility	12	6	14
Life/Physical Health	13	17	13
Religion and Identity	14	19	9
Freedom from Economic/ Non-Economic Exploitation	15	10	18
Time Autonomy	16	12	17
Personal Autonomy	17	14	19
Bodily Integrity	18	16	15
Spirituality	19	18	16
Gender Equality and Social Inclusion Curriculum	20	20	20
Mental Well-being	21	21	21

2. How important are these capabilities?

Capability List	Cumulative Ranking	Boys Ranking	Girls Ranking
Shelter and Environment	1	1	3
Education	2	3	1
Aspiration	3	8	2
Gender Equality and Social Inclusion Curriculum	4	9	4
Respect	5	2	10
Nutritional Well-Being	6	5	5
Life/Physical Health	7	10	6
Bodily Integrity	8	4	11
Love & Care	9	12	7
Freedom from Economic/Non-Economic Exploitation	10	14	9
Understand and Interpret	11	6	12
Mental Well-being	12	16	8
Plan/Imagine and Think	13	7	15
Social Relations	14	13	18
Religion & Identity	15	19	13
Spirituality	16	17	17
Mobility	17	15	20
Time Autonomy	18	18	19
Participation	19	20	16
Leisure Activities	20	21	14
Personal Autonomy	21	11	21

3. Do children find these capabilities in their curriculum?

Capability List	Cumulative Ranking	Boys Ranking	Girls Ranking
Love and Care	1	2	1
Education	2	4	2
Respect	3	1	6
Aspiration	4	3	4
Social Relations	5	7	5
Leisure Activities	6	10	3
Nutritional Well-Being	7	9	7
Participation	8	5	10
Shelter and Environment	9	6	9
Plan/Imagine and Think	10	11	8
Understand and Interpret	11	13	11
Life/Physical Health	12	12	13
Religion and Identity	13	14	12
Bodily Integrity	14	8	14
Time Autonomy	15	16	15
Mobility	16	15	18
Personal Autonomy	17	18	19
Freedom from Economic/Non-Economic Exploitation	18	17	21
Spirituality	19	19	16
Gender Equality and Social Inclusion Curriculum	20	20	17
Mental Well-being	21	21	20

4. Mapping the School Curriculum Contents to the Capabilities

Capability List	Grades									
	1	2	3	4	5	6	7	8	9	10
Life and Physical Health	X	X	X	0	X	X	0	0	X	0
Mental well-being	0	0	X	0	0	0	0	0	X	0
Nutritional well-being	X	X	X	0	0	0	0	0	0	0
Bodily Integrity	0	0	0	0	0	0	0	0	0	X
Love, Care and Support	X	X	X	X	0	X	X	0	X	0
Social Relations	X	X	X	X	X	X	X	0	X	X
Participation, Voice	0	0	X	X	X	X	X	X	X	0
Education	0	0	0	0	0	X	X	X	X	0
Religion	0	X	0	X	0	X	X	X	0	0
Respect	X	0	0	0	X	X	0	0	0	0
Freedom from economic and non-economic exploitation	0	0	0	0	0	X	0	0	0	0
Leisure activities	X	X	0	0	0	0	X	0	0	0
Understand and Interpret	X	X	X	X	X	X	X	X	X	X
Shelter and Environment	X	X	X	0	0	0	0	X	X	0
Mobility	X	X	0	0	0	0	0	0	0	0
Time Autonomy	0	0	0	0	0	0	0	0	0	0
Plan/Imagine/Think	X	X	X	X	X	X	X	X	X	X
Aspiration	0	0	0	0	0	0	0	0	0	0
Spirituality	0	0	0	0	0	0	0	0	0	0
Personal Autonomy	0	0	0	0	0	0	0	0	0	0
GESI Curriculum	X	X	X	X	X	X	X	X	X	X

Note: "X" denotes the presence of a capability list at a specific grade and "0" indicates its absence.