Project Evaluation Report

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Notes:

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing uk_girls_education_challenge@pwc.com.

Girls' Education Challenge

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MARGINALISED NO MORE

Baseline Final Report

Prepared by:
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June 2020

ACKNOWLEDGMENTS

I wish to express my sincere gratitude to the Girls Education Challenge (GEC) /Marginialised No More (MNM) implemented by Street Child of Nepal (SC) for bringing National Institute for Development and Research (NIDR) on board as the External Evaluator for the project. I am indebted to Mr. Ryan Thomson - Evaluation Manager from the Fund Manager team for his assistance from the inception stage to the report preparation stage.

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The evaluation would not have been possible without the rigorous efforts put in by the Study Team. I thank the National Institute for Development and Research (NIDR) Researchers and enumerators for their hard work.

Most importantly, I wish to express my gratitude to all of the respondents and research participants who agreed to share their opinions and experiences with our research team. I sincerely believe that the information will provide deeper understanding around the need for a project like Marginalised No More (MNM) to address key issues outlined by everyone who responded and participated.

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ABBREVIATION

ALP	Accelerated Learning Programme
ASER	Annual Status of Educational Report
CBS	Central Bureau of Statistics
CEs	Community Educators
DEO	District Education Office
EDUTP	Education Transition Programme
EMTP	Employment Transition Programme
FGD	Focus Group Discussions
GEC	Girls Education Challenge
IO	Intermediate Outcome
KIIs	Key Informant Interviews
LSP	Livelihood Support Programme
MNM	Marginalized No More
NFP	Non-Formal Programme
NIDR	National Institute for Development and Research
NNMS	Nepal National Musahar Society
SCoN	Street Child of Nepal
SEA	Sexual Exploitation and Abuse
SPSS	Statistical Package for the Social Sciences
TaRL	Teaching at the Right Level
ToC	Theory of Change

EXECUTIVE SUMMARY

Background

Marginalised No More (MNM) is a three-year Girls Education Challenge initiative funded by United Kingdom's Department of International Development (DFID) through the Leave No Girl Behind (LNGB) funding window. MNM is implemented by Street Child of Nepal (SC) with implementing partners AASAMAN Nepal, Group of Helping Hands (SAHAS) and Janaki Women's Awareness Society (JWAS).

The project works with Musahar girls aged 10 to 19 in five districts (Mahottari, Dhanusha, Siraha, Saptari and Sunsari) of Province 1 and Province 2 to successfully transition them into formal education and sustained income generation. The project aims to reach 7,500 Musahar girls over 3 years, across 3 Cohorts. The project's Theory of Change (TOC) emphasises learning, transition and sustainability outcomes for Musahar girls, captured in the Intermediate Outcomes (IO) to cover attendance (IO1), teacher training (IO2), financial literacy for girls (IO3), increased agency and autonomy of girls (IO4) and stakeholder engagement for collaboration (IO5). As outlined in the TOC, these will be achieved through four key interventions:

(i) a 5/6 months Accelerated Learning Programme (ALP) to rapidly achieve foundational literacy and numeracy for progression for all girls;

(ii) a School Tranistion Programme (STP) to facilitate enrolment into government schools to continue with higher education for girls aged 10-14;

(iii) an Employment transition Programme (EMPTP) to achieve employment or self-employment for girls aged 15 and over;

(iv) a 5/6 months Life Skills Protection Circle (LSPC); and

(v) coordination with government to create more opportunities for collaboration on education efforts for marginalised girls.

Approach

The sequential mixed-methods and longitudinal study design for the MNM project evaluation. The evaluation utilised data from learning assessments, a package of quantitative and qualitative instruments and on-going project monitoring tools. The variety of tools, respondents and methods of data collection allow data to be triangulated and linked across evaluation questions and indicators.

The baseline evaluation was conducted with 406 Musahar girls and their Primary Care Givers in 5 districts (Sunsari, Saptari, Siraha, Mahottari and Dhanusha) of Province 1 and 2, the project's target districts. There were also 20 Focus Group Discussions (FGDs) conducted with Musahar

girls and their Primary Caregivers, 20 Key Informant Interviews (KIIs) with local leaders, head teachers/ school teacher, School Management Committees (SMC), (Rural) Municipality representatives and Educational Coordinators to collect qualitative data to validate key indicators and triangulate with quantitative data . The qualitative data wee collected from January to March 2020.

Educational marginalisation, barriers and project analysis

Almost all girls participating in the project are from Musahar caste and communicate in Maithali. Just over half of the respondents (53%) surveyed were between 10-14 years old and 10.8% had been married. Among those married, half had given birth to at least one child.

The majority of girls (85.2%) reported that their mother was their primary caregiver and 35% of them reported that their mother was the household head. The majority of the primary caregivers (89.1%) and household heads (78.3%) in the survey were found to have never been to school. The majority of the family (68.9%) and primary caregivers' (74.2%) main income source was daily wage labour. More than half of the family house roofs were made from tin/iron sheets (54.5%) and did not have toilet facilities (52.0%), highlighting their socio-economic deprivation. Furthermore, 97% used hand boring as a source of drinking water.

Learning

The Annual Status of Education Report (ASER) tools were used to assess the literacy and numeracy scores of the girls. The majority of the girls were found to be at beginner level in both literacy (nepali-69.7% and english-90.1%) and numeracy (55.9%), meaning that they could not recognise a single letter or number. Girls participating in the FGDs also shared their experience that most of the girls from the Musahar community are at beginner level and cannot recognize a single letter or number because they had never gone to, or dropped out of, school. Findings from this ASER testing demonstrated that there was no difference between the literacy levels of girls regardless of age, marital status and motherhood.

Girls' understanding, attitudes and practice towards adolescent and sexual health[1], family planning[2], menstruation[3], child[4] and civic rights[5], and protection issues[6] (gender based violence, discrimination and child protection) was notably poor at baseline, while their self-esteem and self-confidence (32.5%) were relatively higher.

[1] *Knowledge and attitude- 97.8% and practice-83%*
[2] *Knowledge-73.2%, attitude- 52.3% and practice-44%*
[3] *Knowledge-64.32%, attitude- 52.3% and practice-42.6%*
[4] *Knowledge-92.6%, attitude- 47.3% and practice-36.9%*
[5] *Knowledge-64.3%, attitude- 74.4% and practice-94.3%*
[6] *Knowledge-88%, attitude- 43.1%(medium level) and practice-91.1% (medium level)*

Transition

Most of the girls in cohort 1 (74.7%) attended some level of schooling but had since dropped out. When asked reasons for dropout, 68.9% of girls "needed to work, earn money or help out at home", 42.6% "were not interested to go to school" and 35.5% "did not have enough money to pay for school". Significantly, only 8.8% of the girls had participated in any form of non-formal education such as literacy class.

Only 2% of girls reported that they had been involved in trainings such as vocational or skills training. Furthermore, only 2.3% of the girls were found to be employed, most commonly in informal services, while 18.9% of girls were found to be engaged in self- employment/income-generating activities.

Sustainability outcomes

Findings for community, school and system indicators were drawn primarily from qualitative data and some from quantitative data. The overall score on the sustainability scorecard was 0 out of 4.00.

Almost all of the girls (94.8%), who had birth certificates, had informal and non- formal school enrollment. Only 2 girls surveyed had citizenship, which had been primarily used to acquire marriage certificates. Half of the respondents (50%) were found to have low levels of parental support in transitioning into education, training and employment.

Intermediate outcome findings

Learning centers had not yet begun project activities during quantitative data collection; therefore, attendance data reflects this as zero. Practical skills with financial related issues were found to be at an intermediary status (52.4%) with a good level of knowledge (79.6%) and very positive attitude (86.9%). Amongst unmarried girls, more than two-thirds (69.6%) revealed that they will have no participation in the decision of when they get married and whom to. Amongst girls without children, almost all (95.5%) stated that couples need to decide to have a baby together. Almost all the girls had their birth certificate while almost none had legitimate citizenship cards. Finally, the majority of girls were found completely not confident on the process of and services for vital registration.

Project appropriateness

Baseline findings indicate that Musahar girls have faced barriers in continuously accessing education that results in their low level of literacy because their primary caregivers are also recorded high level of illiteracy. In addition, they are seeking income generating activities to

support their girls for education. It was also found that the low level of knowledge and understanding of key issues relating to their education and health hygiene. Considering key findings, MNM's approach in addressing challenges faced by Musahar girls through ALP and STP (to overcome exclusion from education), EMPTP (to overcome extreme poverty) and LSPC (to encourage self-sufficiency) is considered responsive and holistic that shows the project is appropriateness in the Mushahar community girls. However, for effectiveness, the project must (i) establish a trusted relationship with each working community to ensure engagement throughout all phases of the project (poverty and pre-existing marginalization could cause disengagement); (ii) introduce a comprehensive strategy to maintain attendance of girls (given history of drop out amongst girls); and (iii) carry out strong advocacy with local and regional governments to achieve the sustainability at community, school and system level.

Recommendation

Monitoring, evaluation and learning of the project

- The duration of gap between the cohorts need to be shorten
- Operational definition and strategy of project intervention could be needed for intermediate outcome 4 and all to make clear understanding from central and field level staffs. The school support programme/interventions need to add in project MEAL.
- Parent focus interventions to be needed to aware their girls education and employment.
- Employment transition programme need to be specific and operational plan
- The project should develop a basic vocational training curriculum and provide CTEVT skill test certificates to girls after training
- Frequently monitoring and supervision needed for ALP classes (particularly attendance, learning achievement and drop-out) even girls parents how they perceiving their girls education and transition.

Design

- The capacity of community educators needs to be enhanced in terms of modern technology and pedagogy and they need to boost their skills time-to-time.
- Develop livelihood support intervention for targeted Musahar girl's families and awareness activities for others also if resources are available.
- The project should conduct policy level consultation meetings with federal, provincial and local government to discuss on ALP students enrol in school regarding EMIS number.
- In Life Skills Component (LSC) the project, need to address, vital registration services issues can interact with girls and representative local level government.
- Enhance, encourage and improve attitude towards financial literacy

Sustainability

- Representatives of Ward and Palika levels need to be informed and engaged with project intervention from the beginning.
- The MNM projects need to develop coordination and collaboration mechanism early with schools to facilitate the transition of beneficiaries into formal education and the development of comprehensive SIPs.

PROJECT BACKGROUND

2.1 Socio-Cultural, Geographic and Economic Marginalisation

MNM targets adolescent Musahar girls aged 10-18 in some of the most remote, rural communities in the poorest parts of Nepal. In a nation ranked 144 out of 188 countries in HDI terms, the target districts of Dhanusha, Mahottari, Siraha, Saptari and Sunsari are ranked amongst the lowest, at 0.431, 0.388, 0.408, 0.437 and 0.496 respectively, and include two of the ten least educated districts (NPC 2017).

The target region is susceptible to political unrest, with political resistance against the ruling coalition led by the Madheshi Liberation Front (MLF) resulting in frequent strikes and riots (Bhattachan 2006); proximity to Indian border exacerbates these political tensions. In addition, the project districts are located along the Kamala and Koshi river basins that are amongst those most exposed to climate disaster risk. In a nation that ranks 4th globally for climate change vulnerability [ADRRC 2016], annual monsoons cause catastrophic flooding, damaging Musahar lives and livelihoods, forcing them from their homes each year with little means to rebuild or increase resilience to disaster due to the landless status.

The concentration of Musahars in this region further disadvantages them through dramatic regional disparities. A national average of 65.9% for the literacy rate of lower caste communities drops to 52.4% in hill regions and drops lower to 34.5% in the Terai, where this project is based. A national average of 41.7% for primary completion drops to 24.7% in hill regions and to an alarming 11.8% in the Terai (CBS 2011).

Musahars suffer extreme exclusion from education and employment due to their untouchable status. Despite the abolishment of untouchability in the Government of Nepal Constitution in 1963, and again in 1990, the practice of untouchability prevails all over the country; Musahars continue to be considered as untouched even amongst the untouchables, the lowest of the lower (Action Aid 2012, CBS 2001). Musahar communities are therefore often on the peripheries, in remote, hard to reach areas, isolated from other communities and unable to access water sources; sanitation and hygiene services; or health, education and transport services (Giri 2012).

Musahars are entirely landless (99.4%); most remain trapped in debt bondage, with generations of Musahars born into a tradition of bonded labour that persists despite its criminalization in 2002 (CBS 2011, Giri 2012, UNFCO 2013). Though the Government of Nepal initiated rehabilitation programs for former bonded labourers, studies show that a blanket ban of bonded labour has resulted in a failure to find less exploitative alternatives (Giri 2012). The Musahars are one of many marginalised groups forced back into the physical and psychosocial risks of debt bondage, in the absence of interventions that address exploitative modes of production and poverty (Dhakal 2007, Giri 2012). Over 80% of Musahars lack voter identification, restricting

their political participation and erasing any incentive for politicians or policymakers to address their needs (Street Child 2016).

Musahar girls, struck thrice by caste, class and gender discrimination, bear the brunt of this oppression. Girls are often forced into early marriage, engaged in domestic work and wage labour, and led into bonded labour to support families to pay off impossibly large debts; Almost all Musahars ((100%) are in debt with average interest rates of 40% (Street Child 2017).

Disproportionate Impact on Musahar Girls: Gender Analysis

The project's gender analysis is significantly underpinned by (i) the 18-month research and consultations involving the Musahar community from July 2016 to Jan 2018; (ii) a separate project Street Child is currently implementing within the same community, albeit with an older age group; and (iii) trends from the community mappings thus far. It is important to note that the gender analysis is being carried out on an ongoing basis and will remain active in its compilation and guidance as the project moves forward.

There are four central project designs that have stemmed from the key findings of the analysis and are reflected in the theory of change:

- First, 82% parents felt unable to shoulder the opportunity costs of schooling. Musahar girls, in addition to running the household, bear a disproportionate share of the burden of labour compared to boys. Consequently, 65% parents preferred their girls to stay at home and work. [Addressed through IO1 and O1]

- Second, while Musahar girls attending school pose a higher opportunity cost for the parents, boys still bear many labour-related burdens. Keeping this in mind, the project has included capacity for boys to attend Life Skills Support Circles, along with the girls. [Addressed through IO 4 and O4]

- Third, 78 % of parents feared for their daughters' safety and security, a significant deterrent for parents sending girls to school. In response, the project has established learning centers within their villages to promote locality of learning and training opportunities through the use of community spaces. Inclusive education/classroom training/orientation for school management committee representatives as well as teachers is also incorporated into programme design. [Addressed through IO2 and O2].

- Fourth, it was reported that a significant number of Musahar girls are married by age 15, and among these, most were likely to have two to five children by age 18. As this adds severe limitations to the girls' mobility, these girls will be prioritised for the provision of cash grants and transition into enterprise establishments, rather than employment that requires added mobility. [Addressed through IO3 and O3]

Selection of Direct beneficiaries

The project's primary target group can be defined as out of school Musahar girls aged 10-18; prioritised sub group include (i) married girls; (ii) mothers; and (iii) girls with disabilities.

In order to identify the most marginalised within the target group of Musahar girls aged 10-19 , Street Child prepared, in cooperation with the local government, a list of all known existing Musahar settlements in the three target districts, which was then verified using official Central Bureau of Statistics data. Next, Musahar leaders in each community helped us triangulate this information. A social mapping and a resource mapping were then conducted. Lastly, to determine the number of indirect project participants, the verified settlement list was used to conduct household surveys to generate information across areas including education, livelihood, disability, etc. Following data collection, young mothers, married girls and girls with disabilities were identified as the main priority subgroups among the beneficiaries, recognising the additional unique barriers they endure. This identification system is believed to have been successful in enrolling the most under-reached population.

Disability Inclusion

Among this highly marginalized group are the most disenfranchised – disabled Musahar girls. Disability is thought to affect 15% of the Nepali population, with a disproportionate number of poor people affected, but it is poorly recognised at governmental, institutional, and community levels. Studies show that most disabled people are unidentified and unsupported due to the significant stigma surrounding the issue, creating a considerable challenge in measuring and acknowledging disability among the population. Among Musahars, the challenges experienced due to disability, combined with systematic and comprehensive discrimination and marginalization, leave those affected with limited life opportunities. It is clear that there is a dire need for an intervention for the Musahar, with a specific focus on disability inclusion.

The project applies a disability-inclusive approach, following a centre-based inclusion strategy that aligns with national polices and the global disability network. Girls with disabilities will have access to all project interventions due to them being based in their community spaces. An Inclusion Consultant, together with Street Child's education, life skills and livelihoods team, has adapted learning resources for girls, with a focus on disability. MEL framework has been revised to ensure M&E processes and tools, including contextualised WGQs, reflect a disability-inclusive approach. In addition, a robust service mapping has been conducted informing girls about appropriate support services available. Street Child and partner staff were trained to recognise different categories of disabilities, to understand and exercise sensitivity towards the attitudes and approaches to disability.

Despite this, accurate identification of girls with disabilities remains challenging due to associated stigma and limited awareness of what disability is. To supplement the identification process, project orientations to community members and local government representatives have

integrated information on these issues, as we rely heavily on local knowledge of community members for overall beneficiary identification process. Further activities planned include (i) training of Street Child's inclusion team and partner team by Inclusion Consultant to reinforce inclusion standards within day-to-day project activities; and (ii) stakeholder training for inclusive and conducive learning and work environment for people with disabilities, especially marginalised girls.

2.2 Target beneficiaries group and target numbers

The project is primarily working with out of school Musahar girls aged 10-18. However, the Life Skills Protection Circles will also be extended to Musahar boys of the same age group (Table 1).

Table 1: Summary of direct beneficiaries

Direct beneficiary numbers	**Total figures**
Total number of girls reached in cohort 1	2623
Total number of girls expected to reach by end of project	7500
Education level	Proportion of total direct beneficiaries (%)
Never been to school	60.7
Been to school but dropped out.	39.3
Age banding (The age bandings used should be appropriate to the ToC)	Proportion of total direct beneficiaries (%)
10 to 14	1562
15 to 18	1061

Table 2: Proposed intervention pathways

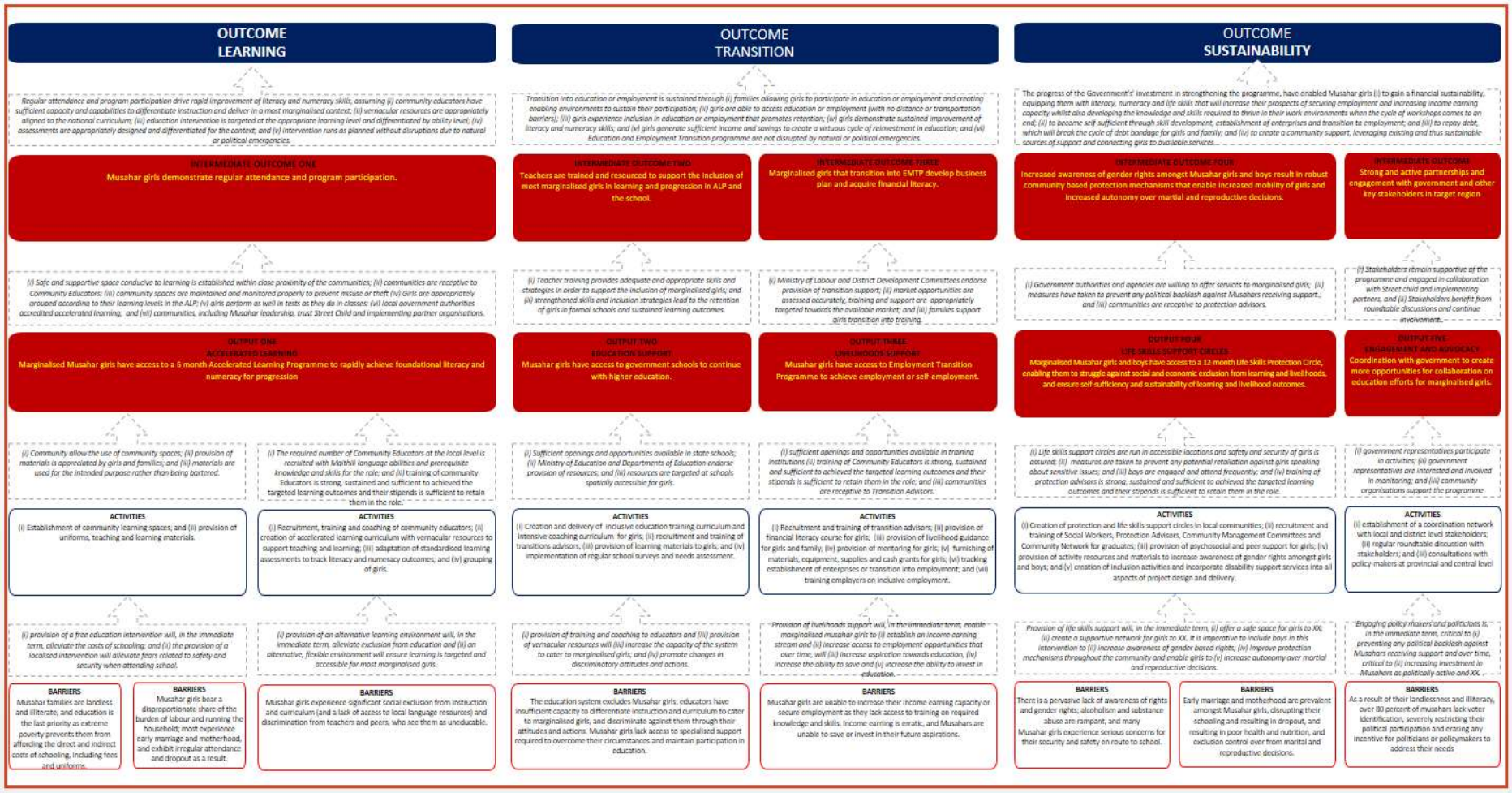
	Intervention pathway		
	Learning Intervention	Livelihood intervention	Life skill intervention
Which girls follow this pathway?	15-18	15-18	15-18
How many girls follow this pathway for cohort 1?	2623	2500	2500
How long will the intervention last?	6 month	6 month	6 month
How many cohorts are there?	3	3	3

What literacy and numeracy levels are the girls starting at?	**1. Literacy** **1.1 Nepali** Beginner-73% Letter-21% Words-5% Sentence- 1% Story/ Comprehension-0% **1.2 English** Beginner- 76.4% Letter-16.7% Sentence-6.8% Story/Comprehension-0.1% **2. Numeracy** Beginner-58% 1-digit No.-33% 2-digit No.-7% 3-digit No.-2% Addition-8% Subtraction-3% Multipication-0% Division-0%	NA	NA
What does success look like for learning?	**1. Literacy** **1.1 Nepali** Beginner-9% Letter-26% Words- 24% Sentence-34% Story/Comprehension- 7% **1.2 English** Beginner-10% Letter-50% Words-25% Sentence-15% **2. Numeracy** Beginner-4% 1-digit No.-25% 2-digit No.-53% 3-digit No.-18% Addition-77% Subtraction-70% Multipication-20% Division-10%	NA	NA
What does success look like for Transition?	70% of girls (10-14 yrs) transition in minimum grade three level of formal schoo	63% girls (15 to 18 yrs) will transition into vocational training and self-employment	70.0% of girls life skill score

Table 3: Indirect beneficiary groups

Group	Interventions received	Total number reached for cohort 1
Boys	Life skills training	1060
Community Educators and Advisors and Social Workers	Technical training as well as ongoing coaching and support	90
Community members: Parents and other family members, community representatives and religious leaders	Orientation and induction for community mobilization Counseling for livelihood	100 communities*25=2500
Schools: Head teachers, teachers, Primary Coordinators, Gender Focal Person	Teacher training on conducive and inclusive training	150 schools*4 attendees = 600
District Education Offices, including circuit-level GESI personnel. (This includes the District Education Officer, Circuit Supervisors, and Girls' Education Officer)	Round table meeting (evidence-based results sharing and advocacy focused)	One every six-months minimum = 6

1.3 Project TOC and Assumptions



The project's theory of change is grounded in the assumption that learning, livelihoods and life skills are linked, following a logic acquired from the previous research and work with the Musahar community. In the first instance, whilst learning is foundational for livelihoods, the lack of livelihoods opportunities creates a lack of incentive to participate in education. In the second instance, both learning and life skills are significant foundations for securing livelihood opportunities, and learning should involve the acquisition of life skills; however, life skills are also required to address social and economic exclusion from learning and livelihoods, trapping girls in a vicious cycle of exclusion.

The logic of the model is based on following assumptions too:

- The acquisition of foundational literacy and numeracy skills is in itself critical to changing lives as the ability to access, analyse and act upon information has a dramatic impact on social, economic and political participation;
- Lack of engagement in education is not an irrational or uninformed decision, but rather one that is informed by its perceived lack of value; increasing engagement in education therefore requires ensuring its inclusiveness and usefulness in linking learning to earning;
- Though there are other interventions in place, in particular through government priorities and policies, these often require a foundational level of capabilities to access; increasing supply requires intensive, targeted and tailored approaches that can be scaled;
- Everyone is aspirational, however, it is often the case that girls have not had the capital or opportunities to strengthen these aspirations.
- The role of our interventions is to enable access, analysis and action upon information and evidence and never to indoctrinate or validate certain choices over others;
- Coping strategies such as early marriage or early motherhood are a result of socioeconomic constraints; as socioeconomic circumstances are improved, it drives cultural consensus and shifts these strategies. Our role is not to evangelize against specific strategies, but rather to enable access to information and encourage analysis of this information in ways that are culturally and contextually sensitive.

BASELINE EVALUATION APPROACH AND METHODOLOGY

3.1 Key evaluation questions and role of the baseline

The Marginalised No More (MNM) project identified the aims of impact assessment in response to the research questions for the Girls Education Challenge, were as follows –

A. What impact did the project have on the transition of most marginalised girls into education or income earning opportunities?
B. What worked in how the project facilitated learning amongst most marginalized girls?
C. What worked in how the project facilitated the transition of most marginalized girls into education or income earning opportunities?
D. How sustainable are the activities and how successful was the programme in leveraging additional interest and investment?

In addition, the impact assessment is intended to respond to questions about the effectiveness, efficiency, and impact of the particular project design and delivery. These include -

A. What impact did the project have on the transition of most marginalised girls into education or income earning opportunities?

A.a. To what extent was the design and delivery of the project relevant and responsive to the needs of the target groups?

A.b. To what extent was the design and delivery of the project relevant to the National Strategy and in what ways did it contribute to the strategy?

A.c. To what extent did the project demonstrate principles of economy, effectiveness, efficiency, and equity in its use of resources?

B. What worked in how the project facilitated learning amongst most marginalised girls?

B.a. How and why have the reading and arithmetic levels of participating girls improved through the intervention?

B.b. To what extent has reading and arithmetic levels improved within the given six-month timeframe?

B.c. How and why has progress in reading and arithmetic levels improved across cohort cycles?

B.d. To what extent is increased attendance correlated with improvements in reading and arithmetic (and vice versa)?

B.e. To what extent is increased retention correlated with improvements in reading and arithmetic (and vice versa)?

B.f. To what extent has the intervention addressed attitudinal, environmental and

institutional barriers to learning for girls with disabilities?

C. What worked in how the project facilitated the transition of most marginalised girls into education or income earning opportunities?

C.a. To what extent has the project facilitated the transition of participating girls into education?

C.b. How has the transition intervention led to increased inclusion in state schools?

C.c. How has the transition intervention led to increased enrolment, attendance and retention of participating girls (including girls with disabilities) in state schools?

C.d. How has the protection intervention provided life skills to support enrolment, attendance and retention of participating girls in state schools?

D. To what extent has the project facilitated the transition of participating girls into income earning?

D.a. How has the transition intervention led to increased income earning opportunities for participating girls (including girls with disabilities)?

D.b. How has the transition intervention led to increased enrolment, attendance, and retention of participating girls (including girls with disabilities) in training?

D.c. How has the transition intervention led to the establishment of income earning enterprises? To what extent are these enterprises sustainable?

D.d. How has the protection program provided life skills to support income earning, savings, and self-sufficiency?

E. How sustainable are the activities and how successful was the programme in leveraging additional interest and investment?

E.a. To what extent has the project led to increased inclusion of most marginalised girls in state schools?

E.b. To what extent has the project led to increased inclusion of most marginalised girls in income earning opportunities?

E.c. To what extent has the project led to increased investments in education at the community level?

E.d. To what extent has the project led to increased investments in education at the institutional level?

F. How effective and efficient was the approach to lesson learning?

F.a. How effective and efficient were the learning and responsive mechanisms and how was evidence used to inform adaptations to project planning and implementation?

F.b. How inclusive were the learning and responsive mechanisms and how

were all participants engaged in the process?

F.c. To what extent did impact assessment adhere to the principles and approaches set out in the monitoring and impact assessment framework?

3.1.1 Outcome and intermediate outcomes

The project has 3 outcomes and 5 Intermediate Outcomes (IOs) which are as bellow:

Outcome 1 - Learning: Marginalized girls supported by GEC with improved learning outcomes (with sub-indicator for boys where reported)

Outcome 2 - Transition: Marginalized girls who have transitioned into and through key stages of education, training or employment (with sub-indicator for boys where reported)

Outcome 3 - Sustainability: Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable: Performance against comprehensive sustainability score card

Intermediate Outcome 1 – Attendance: Enrolment and attendance rates of marginalized girls in classes and project intervention

Intermediate Outcome 2 - Teachers are better trained and resourced to support the inclusion of most marginalized girls in learning and progression in ALP and the school.

Intermediate Outcome 3 - Marginalized girls those transition into EMTP develop business plan and acquire financial literacy.

Intermediate Outcome 4 - Marginalized girls and boys report increase in mobility and autonomy over marital, protection and reproductive decisions for girls.

Intermediate Outcome 5 - Strong and active partnerships and engagement with government and other key stakeholders in target region

3.2 Overall evaluation design

A sequential mixed-method and longitudinal design was applied to conduct the evaluation of MNM project. Both quantitative and qualitative tools were used to capture the information. Baseline data collection was carried out at the outset of the project for Cohort 1 in Year 1, followed by a midline will be carried out at the same cohort and baseline for Cohort 2 later in the year. In Year 2, midline assessment for Cohort 2 and baseline and midline assessment for Cohort 3 will be done. In Year 3, end-line assessment will be conducted for Cohorts 1, 2 and 3. To measure learning, girls will be evaluated at three different points (i) prior to beginning ALP; (ii) Post-ALP; and (iii) in schools using their peers for comparison, for those that transition into formal education.

The baseline evaluation design follows to the current logframe and monitoring, evaluation and learning (MEL) framework. The evaluation design considers gender, disability and other social differences and inequalities. The Gender Equality and Social Inclusion (GESI) standards were maintained from tools designing to data collection.

GESI was mainstreamed throughout the evaluation design to adhere to GESI minimum standards at all times, reflected through an approach which demonstrated the EE and the project's commitment to adopting more transformative approaches to GESI at all stages; including (i) tools development; (ii) tools piloting; (iii) tools delivery; (iv) staff recruitment and training; and (v) data collection and reporting.

This was achieved through (i) input from GESI lead on the EE team during development, finalisation and delivery of all monitoring tools; (ii) specialist support to SC's M&E team from SC's Child Protection and Gender Specialist with extensive experience in inclusive programming; (iii) integration of GESI approach in all training activities for staff across the consortium; and (iv) sufficient feedback mechanisms for the communities to flag concerns about perceived GESI absent, exploitative and unresponsive activities in a timely manner.

The gender and disability friendly with no harm prospective was applied throughout the process of research. Additionally, the female enumerators were recruited and trained (by NIDR and SCoN) on gender and social inclusion and child protection issues for data collection.

3.3 Evaluation ethics

The evaluation ethics were maintained throughout the process of data collection which are below:

(i) The team provided accurate information regarding the scope and intent of the project in local language prior to acquiring participant consent and assent;
(ii) The tools were adapted for language and context;
(iii) There were no intrusive questions or participation coercion used the in evaluation;
(iv) The evaluation team was trained in evaluation ethics before they were sent out to the field;
(v) The evaluation activities prioritised child protection and safeguarding at all levels;
(vi) In addition, any data collected was stored and disseminated in adherence to NIDR Data Protection Policy, with upmost integrity; and
(vii) The research team respected all socio-cultural norms of the Musahar community throughout the data collection process.

3.4 Quantitative Evaluation Methodology

3.4.1 Quantitative evaluation tool

The quantitate survey tools were designed by NIDR by adapting the survey framework provided by GEC. Many of the questions in the framework that were deemed unnecessary were removed while others, which required contextualization were contextualized. The survey framework provided by GEC was very short; questions were added to the survey to capture information related to Indicators and outcomes. The quantitative tools comprised of the following:

- Learning tools - ASER for girls
- Girls survey for girls'
- Primary care giver survey for girls primary care giver
- Teaching at the Right Level [TaRL] Skills Test for Community Educators (CE)

3.4.1.1 Learning tools - Annual Status of Education Report (ASER)

Annual Status of Education Report (ASER) testing tools was used to for learning test Detail is given in learning tests section 3.4.8.

3.4.1.2 Primary care giver survey

The primary care giver survey for girls' parents collected information like - basic information, household information, information pertaining to the household economy, girls' status - including whether they had been working, training or studying in the previous year and current year and awareness level of the parents regarding girls' education. Furthermore, parental support regarding to education, training, employment also assessed.

3.4.1.3 Girls survey

Many of the questions in the primary care giver survey were repeated in the girls' survey to verify the authenticity of the responses provided by parents through the girls and vice versa. Moreover, it also collected information on the girls' decision making skills, life skills, self – esteem, financial literacy (knowledge, attitude and practice) and child function (whether they had any disability).

3.4.1.4 Teaching at the Right Level [TaRL] Skills Test for Community Educators (CE)

Community educators demonstrated the skills to deliver Teaching at the Right Level (TaRL) in ALP was assessed by testing on the six basic elements that are at the core of Pratham's TaRL approach:

i. Assessment
ii. Goals setting

iii. Grouping
iv. Activities combination
v. Learning resource development
vi. Tracking progress

Table 4: Quantitative evaluation tools

Tool name	Relevant indicator(s)	Who developed the tool?	Was tool piloted?	How were piloting findings acted upon (if applicable)	Was tool shared with the FM?	Was FM feedback provided?
ASER tool	% of girls reaching level X in ASER literacy test % of girls reaching level X in ASER numeracy test	ASER Nepal	No	NA	Yes	NA
Primary Caregiver	% of girls who successfully transition (disaggregated into education, vocational training and self employment)	EE and project	Yes	No major issues identified in piloting stage.	Yes	Yes
Life skill survey	Average life skills score	EE and project	Yes	No major issues identified in piloting stage.	Yes	Yes
Girls Survey	Average financial literacy score of girls % of marginalised girls that develop business plans % of girls involved in marital and reproductive decision-making. % of girls having birth certificate and citizenship cards % of girls who are at least somewhat confident to travel to necessary locations	EE and project	Yes	No major issues identified in piloting stage.	Yes	Yes
TaRL	# of community educators demonstrating skills to deliver Teaching at the Right Level (TaRL)in ALP	EE and project	Yes	No major issues identified in piloting stage.	Yes	Yes

3.4.2 Enumerator selection and orientation

A total of 10 local female enumerators, who were fluent in Maithali language, were recruited for the data collection through the vacancy announcement in national daily Newspaper/ NIDR website and social media..

A three days (31st December 2019 to 2nd January 2020) orientation and training was conducted to enumerators on data collection tools and techniques, tablet-based data collection, quality control,

research ethics and rapport building. In addition, the enumerators were trained on taking consent, maintaining data confidentiality and following child safeguarding policy.

3.4.3 Quantitative data collection

The real time tablet-based application 'KOBO Toolbox' was used for data collection. This method of data collection ensured accurate and timely data collection for data analysis.

The KOBO Toolbox has been selected for the following features –

- Open Source: Free for use and fully transparent
- Scalable: Ease of use on multiple devices and ability to aggregate results
- Remote Administration: Automated synchronization of results
- Robustness: Ability to operate with limited internet infrastructure

The quantitative data collection was conducted from 8th to 20th January 2020 in all the five intervention districts. The field supervisors were responsible for supervision and monitoring the enumerators' during the data collection period.

3.4.4 Pre-test of tools

Primary caregiver and girls' survey questionnaire was pre-tested in Mahottari district with a sample of 8 girls (2% of the total sample size) and their parents for finalisation. The pre-test was conducted by senior team members in hard copies to enrich the questions in terms of language, sequential flow and adding necessary and deleting unnecessary questions. This was done prior to uploading tools into the tablets.

3.4.5 Piloting the tools

The research coordinator and field researchers conducted the piloting of tools after uploading questionnaires in the tablets. Piloting was conducted in Dhanusha district with 20 girls (5% of the total sample size) and their parents. This piloting was helpful to identify the skip pattern and how easy and time consuming data collection would be.

3.4.6 Quantitative data cleaning and storage

After the completion of data collection, raw data was cleaned in excel and then exported into the Statistical Package for the Social Sciences (SPSS) software program to undergo a further cleaning process, including analysis of outliers, missing data, or other anomalies, to identify any remaining errors. All changes to the raw data, through cleaning and analysis, were recorded in a platform, which created new cleaned datasets, leaving the raw data intact and ensuring a replicable process.

3.4.7 Quantitative data analysis

Statistical Package for the Social Sciences [SPSS] software was used to analyze data on the basis of indicators of outcome and IOs.

3.4.8 Learning tests

Annual Status of Education Report (ASER) testing tools had been adopted for learning test It has also drawn from testing approaches used by ASER in India, ASER in Pakistan, and Uwezo (conducted in three East African countries). ASER Nepal tests are pegged to the Nepali national curriculum at the Standard 2 and 3 levels. In practice, following steps had been conducted as follows:

- For literacy (i) girls were asked to choose 5 letters and recognise at least 4 correctly; (ii) girls were asked to choose 5 words and recognise at least 4 correctly; and (iii) girls were asked to read four sentences and are allowed up to 3 mistakes for paragraph; and (iv) girls were asked to read a short story and are allowed up to 3 mistakes [speed, comprehension and pronunciation are considered].
- For numeracy (i) girls were asked to choose 6 one-digit numbers and get at least 5 correct; (ii) girls were asked to choose 6 two-digit numbers and get at least 5 correct; and (iii) girls are asked to choose 6 three-digit numbers and get at least 5 correct.
- For operations (i) girls were asked to perform two addition and subtraction sums and they are required to conduct both correctly to pass; (ii) girls were asked to perform two multiplication and division sums and they are required to conduct both correctly to pass. Girls are encouraged to attempt all four operations of appropriate digits [1,2 or 3].

3.4.9 Quantitative sample selection

3.4.9.1 Quantitative sample sizes

The sample size was calculated for learning and transition using STATA software on the basis of the GEC MEL guidelines keeping following parameters.

Table 5: Sample size calculation

Parameter	Value
Variable	Binary
Pa	0.58
P0	0.50
Confidence level	95%
Power (β)	80%
Sample Size	312
Attrition buffer	30%
Final Sample Size with 30% attrition	406

In summary, it has calculated different samples sizes using different parameters to achieve the desired proficiency level. Then, 406 were final sample size for the baseline study due to constraint of time and resources. The sample for the baseline survey was calculated based on the following criteria suggested by GEC in the MEL guideline:

Table 6: Criteria for sample size calculation

Parameter	Value	Logic
Variable	Binary	As per MEL guideline, the proportion of girls who achieved above a desired proficiency (i.e. % of girls who achieve grade 3 level). Therefore, we selected a binary variable
Pa	0.58	We estimate 58% of the sample will achieve the desired proficiency levels
P0	0.50	We require the estimate to be 50% at the given confidence and power value
Clustering corrections	NA	We will take samples from over 50% of the clusters. Thus, clustering corrections is not needed.
ICC (Inter-class correlation – parameter needed for clustering correction)	NA	We will take samples from over 50% of the clusters. Therefore ICC is not necessary to be calculated
Confidence level	95%	This is standard good practice recommended by the FM.
Power (β)	80%	This is standard good practice recommended by the FM.
Attrition buffer	30%	This is standard good practice recommended by the FM.

The STATA software was used to calculate sample size for the baseline study as per MEL guidelines and based on the above parameters; the estimated sample size was 406. :

Significant test for estimated sample size

We used Z-test for testing significant of estimated sample size,

Ho: p = p0 versus Ha: p ≠ pa

Here, it was postulated that 58 % percent of the population will have achieved a given proficiency level

Where,

P0 = 0.50 (it was required the estimate to be above 50% at the given confidence and power value)

Pa = 0.58 (it was estimated 58 % of the sample that can achieve the desired proficiency levels)

Then,

Q= 0.42, which is 1-Pa

Z= (p-Pa)/√PQ/n

= 0.5-0.58/√0.58*0.42/406

=-2.9

|Z| =2.9

Critical value: The tabulated value of Z at 5% level of significance for two-tailed test is 1.96

Decision: Since calculated value of |Z| greater than the tabulated value of Zα, null hypothesis was rejected hence alternative hypothesis accepted. Therefore, we concluded that the estimated sample size found significant to achieve desired proficiency level by 58%.

Then, the total population of Musahar girls for baseline study is 2500 for cohort 1. A representative sample size for 2500 girls at 95% confidence level and +/- 5% margin of error produced a sample of 312 girls. A 30% attrition rate is added to this sample to make the representation the sample during midline and end-line studies. Then the final sample size and sub-group were given below:

Table 7: Quantitative sample sizes

Tool name	Sample size agreed in MEL framework	Actual sample size	Remarks on why anticipated and actual sample sizes are different
ASER learning assessment	406	406	NA
Girls survey	406	406	NA
Primary Care Giver survey	406	396	Some girls had found same primary care giver

Table 8: sample size with subgroups

Cohorts	Population	Subgroups	Sample size	Proportion of sample size as per age group	Subgroup Sample Size
Cohort 1	2500 girls	10-14 age group=1500 15-19 age group=1000	406	10-14 age group=60% 15-19 age group=40%	10-14 age group=244 15-19 age group=162

3.4.9.2 Representative of the sample

As mentioned in section 4.1. (sample size calculation), the calculated sample was significantly tested where sample size was found significant at 5% level of significance. Then total sample size was divided 2 subgroups according to age group i.e. 10-14 year (53%) and 15-18 year (47%).

As mentioned in the sampling framework, since the project used a random stratified sampling approach. Sample was stratified to reflect the two main intervention groups [girls aged 10-14 and girls aged 15-18], rather than the statistically insignificant sub-groups. As per our current sample size, out of the 406 girls for each cohort [as mentioned in the table above], 53% aged 10-14 strata and 47% aged 15-18 strata to reflect the overall project target for girls in those age groups [1500 girls aged 10-14 and 1000 girls aged 15-18 for Cohort 1].

Table 9: Sample breakdown by intervention pathways

Intervention pathway	Sample proportion of intervention group (%)
Education transition intervention (girls aged 10-14 year)	53%
Employment transition intervention (girls aged 15-18 year)	47%
Source: N = 406	Girls survey database

3.4.9.3 Sampling Frame

Sampling frame was designed for five districts (Sunsari, Saptari, Dhanusha, Siraha and Mahotari) of Musahar girls and boys population. Out of 129 total clusters, 60 percent (i.e 77 clusters) were selected by using a Random Sampling (Random table) method. Following this, samples of 406 Musahar girls were selected from the total 77-cluster population by using Probability Proportional to Size (PPS) method. Similarly, the total number girls aged 10-14 selected for samples are 53% whereas the girls between 15-18 age groups are 47%. (A detailed sampling frame is attached in annex 1).

Table 10: Sample breakdown by regions

Region	Sample proportion of intervention group (%)
Sunsari	29.1%
Saptari	35.2%
Dhanusha	11.6%
Siraha	13.5%
Mahotari	10.6%
Source: N = 406	Girls survey database

Table 12: Sample breakdown by disability

Domain of difficulty	Sample proportion of intervention group (%)	Guidance – record as true if they meet the criteria below
Seeing	0.0%	If CF1=1 AND (CF2=3 OR CF2=4) **OR** If CF1=2 AND (CF3=3 OR CF3=4)
Hearing	0.0%	If CF4=1 AND (CF5=3 OR CF5=4) **OR** If CF4=2 AND (CF6=3 OR CF6=4)
Walking	0.0%	If CF7=1 AND (CF8=3 OR CF8=4) OR (CF9=3 OR CF9=4) **OR** If CF7=2 AND (CF12=3 OR CF12=4) OR (CF13=3 OR CF13=4)
Self-care	0.0%	CF14=3 OR CF14=4
Communication	0.0%	CF15=3 OR CF15=4 **OR** CF16=3 OR CF16=4
Learning	0.0%	CF17=3 OR CF17=4
Remembering	0.0%	CF18=3 OR CF18=4
Concentrating	0.0%	CF19=3 OR CF19=4
Accepting Change	0.0%	CF20=3 OR CF20=4
Controlling Behaviour	0.0%	CF21=3 OR CF21=4
Making Friends	0.0%	CF22=3 OR CF22=4
Anxiety	0.0%	CF23=1
Depression	0.0%	CF24=1
Girls with disabilities overall	0.0%	
Source: N = 406	**Girls survey database**	

3.4.10 Challenges in baseline data collection and limitations of the evaluation design

In the baseline data collection and analysis, we have faced several key challenges they are as follow:

Challenge	Mitigation strategy
During the baseline data collection, it was replaced around 20% of the girls (out of 406) due to unavailability of girls who were overage as per MNM project	It was considered 30% attrition rate during the sample size calculation, therefore the replacement of 20% of the girls did not effect on the findings, and it is still statistically significant for baseline evaluation. To maintain the required samples, we had replaced with same age, marital status and cluster of samples.

Some Musahar girls and their caregivers were not available during data collection time due to their daily wage work or went jungle for firewood or grass for their cattles.	To collect their data, field researchers re-visited in early or late hours of those caregivers and girls households who were not found during data collection time.
GPS location could not captured in many places of beneficiaries households	In this case, we did not make mandatory to take the GPS location.
Difficulty in collecting data due to local festival days in the community (like Mage Shakrati and Swastani Puja)	The enumerator collected data in next days of local facitivals
Winter season also affected data collection time.	We had planned data collection in 8th to 20th January 2020

In summary…

3.4.11 Cohort tracking and next evaluation point

After cohort tracking, it was found following things:

- Clear and consistent creation of a unique identification number for each individual sampled;
- Clear and consistent recording of names, ages and genders with verifications for accuracy;
- Clear and consistent recording of addresses and numbers to ensure establishment of contact at subsequent stages of impact assessment; and

Girls need to participate in the intervention for a minimum of nine months (that is, the length of the learning intervention and a minimum length of the transition intervention) in order to be considered for inclusion in the cohort sample. The girls will also have to demonstrate a minimum attendance of at least 70% in order to be resampled for learning following baseline. This is the minimum requirement for a girl to be considered to have completed the ALP, however it is not necessary for them to have actually completed the entire programme to be resampled for transition. All three cohorts will need to be evaluated for learning, transition, and life skills. The two main intervention groups [girls aged 10-14 and girls aged 15-18] were evaluated for learning, life skills, and livelihood [as appropriate] at baseline. For those transitioning into schools, evaluation will be carried out using a comparison group from within the schools they enroll into until the project concludes.

In this regard, girls trangistion will need to have been assessed at the various evaluation points regardless of their transition pathways. The evaluation points are given below:

		Sep – Oct 2019	XX 2019	XX 2020	XX 2021
Cohort	**Groups included**	**Evaluation point 1**	**Evaluation point 2**	**Evaluation point 3**	**Evaluation point 4**
1	Girls aged 10-14	Girls evaluated for learning and life skills	Girls evaluated for learning [including life skills]	Girls evaluated for learning and transition, impact of intensive education course and intermediate outcomes	Girls evaluated for learning (if in school), transition and outcomes
	Girls aged 15-18	Girls evaluated for learning, life skills and livelihood	Girls evaluated for learning [including life skills],	Girls evaluated for learning and transition, impact of financial literacy course and intermediate outcomes	Girls evaluated for learning, transition and outcomes
	Boys aged 10-18	Boys evaluated for life skills		Boys evaluated for impact of life skills	
2	Girls aged 10-14	NA	Girls evaluated for learning and life skills	Girls evaluated for learning [including life skills]	Girls evaluated for learning and transition, impact of intensive education course, intermediate outcomes and outcomes
	Girls aged 15-18	NA	Girls evaluated for learning, life skills and livelihood	Girls evaluated for learning [including life skills]	Girls evaluated for learning, and transition, impact of financial literacy course, intermediate outcomes and outcomes
	Boys aged 10-18	NA	Boys evaluated for life skills		Boys evaluated for impact of life skills
3	Girls aged 10-14	NA	NA	Girls evaluated for learning and life skills	Girls evaluated for learning and transition, impact of intensive education course, intermediate outcomes and outcomes
	Girls aged 15-18	NA	NA	Girls evaluated for learning, life skills and livelihood	Girls evaluated for learning, and transition, impact of financial literacy course, intermediate outcomes and outcomes
	Boys aged 10-18	NA		Boys evaluated for life skills	Boys evaluated for impact of life skills

3.5 Qualitative Evaluation Methodology

3.5.1 Qualitative data collection tools

Table 13: Matrix of qualitative tools

Tool name	Who developed the tool?	Was tool piloted?	How were piloting findings acted upon (if applicable)	Was FM feedback provided?
FGD	Project and EE	Yes	NA	Yes
KII	Project and EE	Yes	NA	Yes

The qualitative methods (FGDs and KIIs) were conducted to investigate sensitive topics and to explore the scope of social issues. These methods were helpful in capturing the broad picture of experiences, knowledge, understandings, and multiple realities from stakeholder's perspectives. Semi-structured guidelines were developed for probing asking sub-questions to get information that supports the validation and anticipate the root causes and effects of findings from quantitative survey.

3.5.2 Sample selection and sample sizes for qualitative study

After analysis of the quantitative data, the qualitative data were collected from 14th to 22nd March 2020 to get deeper level of information, triangulate and rational of quantitative findings. There was used the judgmental strategy to determine the sample size of qualitative studies and purposive sampling process was applied to gather information using Focused Group Discussion (FGD), Key Informants and Interview (KII) methods. The sample size was therefore flexibly regulated and data collected stopped when data saturation was felt. The sample of participants was representative, although not statistically, using a judgmental sampling process.

The insights generated from qualitative work were captured avoiding poor screening and recruiting of participants; it caused biased samples.

Table 14: Qualitative sample sizes

Tool (used for which outcome and IO indicator)	Sub group	Sample size agreed in MEL framework	Actual sample size	Remarks on why there are major differences between anticipated and actual sample sizes (if applicable)
FGD with girls	Aged 10-19	10 FGDs (6-10 respondents in each FGD)	10 FGDs with 80 participants	
FGD with Parents	NA	10 FGDs (6-10 respondents per FGDs)	10 FGDs with 77 participants	
KII with	NA	5	5	

community leaders				
KII with school head teachers	NA	5	5	
KII with local government officials and elected representatives	NA	5	5	

Note: Participants were selected by using non-probability sampling techniques.

3.5.3 Qualitative field researchers

The qualitative field research team was comprised of eight experienced researchers who had more than 3 years qualitative research conducting skills including administering FGDs and KIIs with adolescents on sexual health/adolescent, family planning, menstruation, child right, civic sense, gender-based violence and discrimination and child protection, They were fluent in both Maithali and Nepali language. The team leader and research officer were also involved in the qualitative data collection process.

Before training commenced, NIDR had assigned the qualitative researchers to their expected roles and professional conduct during data collection. Then, the baseline qualitative researcher training was conducted where NIDR had facilitated with support from SCoN from 11 to 12 March 2020 in Kathmandu. Training sessions covered the objectives of the qualitative component of the baseline study, Child Protection and safeguarding policies and qualitative research practices. It also included an overview and practice of each FGD and KII tool. Field researchers were trained on facilitation and note-taking to enable them to rotate roles during the data collection.

The qualitative researchers were divided in two teams of four working across the different districts in pairs comprised of one moderator and one note taker. The researchers were engaged in all stages of the research process including (i) tool development; (ii) tool finalization; (iii) data collection; (iv) transcription; (v) data coding; and (vi) data analysis.

After the quantitative data analysis, the qualitative data collection was conducted in 14-22 March, 2020. Before going to the field we had prepared schedule of each qualitative activity. There were two teams across the five districts in pairs comprised of one moderator and one note taker. FGD questions were asked with primary care givers and girls in Maithali language, while KII questions were asked with community, leader, and government in Nepali language.

All FGDs and KIIs were recorded and taken field notes and reflections during the activities. Researchers were requested to complete an expanded notes template in Microsoft Word in English for each FGD and KII, in which findings, direct quotes and reflections were described and supplemented by the available audio-recordings. NIDR reviewed documents daily for completeness and outstanding questions, concerns or clarifications.

3.5.4 Qualitative data handling and analysis

Qualitative researchers recorded raw data of focus groups, interviews, and observations manually in paper. The note takers had taken field notes of FGDs and KIIs conducted. This included key points, quotes and themes that emerged for each question, non -verbal activity or body language, as well as any big ideas, thoughts or take-always from the note-taker. Then, thematic outlines were developed against research questions/ outcomes/ intermediate indicators for sequential analysis alongside quantitative analysis. A coding process was used to analyse and articulate findings thematically.

3.5.5 Challenges in baseline qualitative data collection, handling, analysis, and limitations of the qualitative aspects of the evaluation design

Challenge	Mitigation strategy
Municipal or school representatives were unaware of project interventions	While conducting KIIs with head teachers and Municipal officials, we found that they were unaware about project intervention. We have coordinated with them, introduce the project intervention, and then collected the qualitative information. In this case, the general overview was collected rather than specific ideas in line with project intervention.
Due to low level of understanding of many caregivers, it was take taken long time to probe the question during the FGD conducting.	The research had provided several examples, and recited question many times in local language without feeling tedious to get required response as per FGD and KIIs questions gravity.
COVID-19 issue was came during qualitative data collection	The researchers were aware for taking precautions of Pandemic of COVID-19 and maintained social distancing for data collection

4. KEY CHARACTERISTIC, SUBGROUPS, AND BARRIERS OF BASELINE SAMPLES

Under this section, the characteristics of the Mushar girls and their subgroups were analysed on the basis of barriers for learning and transition that the girls were faced. This section also covers the intersection between the main barriers and characteristics to determine how the MnM project activities are appropriate.

4.1 Educational Marginalization

4.1.1 Characteristics of the Girls

In line with the GEC-T's objective of understanding and addressing educational marginalization of girls in terms of sub-groups, this section discusses the characteristics of the sample population along with the key barriers they faced.

An intersection of the key characteristics and barriers has also been provided to show how girls with certain characteristics are more educationally marginalized than others. The intersection helps not only understand education marginalization but also provides inputs for the project on how it can tailor its intervention differently for different sub-groups.

The characteristics presented below are suggested by GEC-T in the baseline report template. In addition, some other characteristics, which are not suggested in the template, have also been presented.

4.1.1.1 Religion, Caste and Language

Table 15: Religion, Caste and Language of the sample girls

Characteristic	Number	Percent
Religion		
Hindu	406	100.0
Caste		
Musahar	406	100.0
Language		
Maithali	406	100.0

Based on the distribution of households by religion, caste and language, the entire sample girls were Hindus Musahars who speak Maithali.

Table 16: Age group, marital and pregnancy status of the sample girls

Characteristics of the girls	Number	Percentage
Age group		
10-14 years old	215	53.0
15-18 years old	191	47.0
Marital status		
Married	44	10.8
Unmarried	362	89.2
Mother		
Yes	22	50.0
No	22	50.0

As mentioned in section III, the sample used for the baseline survey was 406 Musahar girls. This was further disaggregated into age group, marital status and motherhood.

Slightly more than half of the respondents (53%) in the survey belonged to 10-14 age group with 47% aged 15-18 years old, the greatest number of which (14.3%) were 14 years old and least number of which were 11 years old (8.1%).

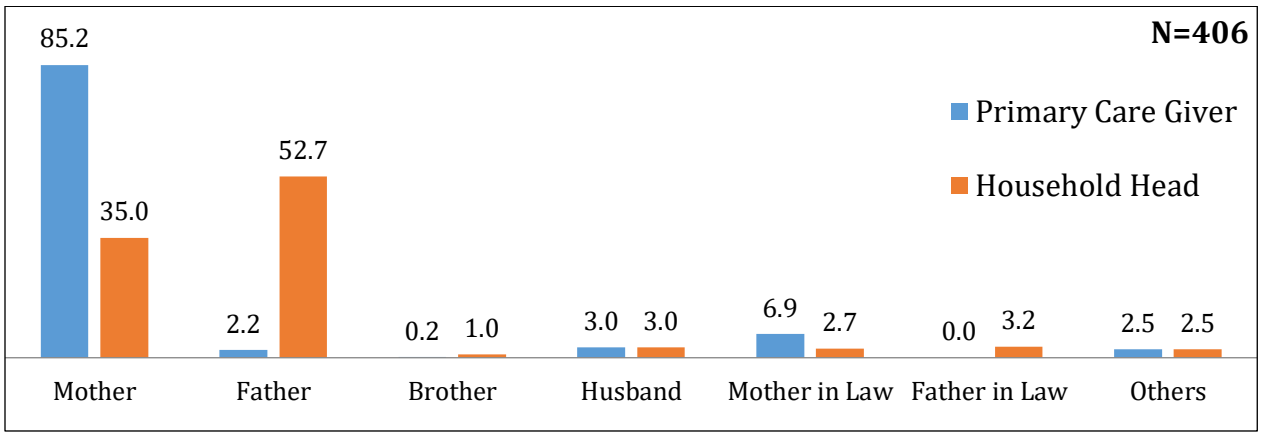
The majority of the girls (89.2%) were unmarried with a 10.8% minority who were married, among whom half were mothers and half were not.

Table 17: Distribution of respondents by age at marriage and birth to first child

Age	Marriage (%)	Birth to first child (%)
13	4.5	-
14	22.7	4.5
15	25.0	13.6
16	20.5	50.0
17	22.7	18.2
18	4.5	13.6

Among those married, a quarter (25%) were married at the age of 15 and more than one fifth of them (22.7%) were married at age of either 17 or 14 years old. Furthermore, among those married, half gave birth to their first child at the age of 16 years old.

Figure 1: Primary caregiver and household head of the girls



In the girl's survey, the majority (85.2%) reported that their mothers were the primary caregivers and 35% reported that mothers were the household head. Slightly above half of the girls (52.7%) revealed that fathers were household head.

4.1.1.2 Educational Qualification of the Primary Care Giver and Household Head

Table 18: Educational qualifications of the primary caregiver and household head

Educational Qualification	PCG		Household head	
	N	%	N	%
Never been to school	353	89.1	310	78.3
Attended some years of primary school	34	8.6	52	13.1
Completed Grade 5	5	1.3	20	5.1
Completed Grade 6	4	1.0	-	-
Completed Grade 8	-	-	11	2.8
Completed Grade 10	-	-	2	0.5
Don't know	-	-	1	0.3

The majority of primary caregivers (89.1%) and household heads (78.3%) surveyed had never been to school while 8.6% of primary caregiver and 13.1% of household heads attended some years of primary school but had not completed it.

4.1.1.3 Family Size, Occupation and Income Source

Table 19: Main income of family and occupation of PCG

Type of employment	Main income source		Occupation of PCG	
	N	%	N	%
Agriculture	36	9.1	52	13.1
Daily Wage Labour	273	68.9	294	74.2

Business	7	1.8	5	1.3
India based seasonal employment	25	6.3	9	2.3
Foreign employment	36	9.1	16	4.0
Livestock rearing	2	0.5	16	4.0
Job/Services	8	2.0	-	-
Others	9	2.3	4	1.0

Regarding to main income source of the family, 68.9% rely on daily wage labour as their main income source, followed by agriculture and foreign employment both with 9.1%. The average annual income of families was NRs. 70,000.00, with a NRs. 500,000.00 maximum and NRs.0.00 minimum (Further detail is given in annex I).

Regarding employment status of primary caregivers, the majority (74.2%) were engaged in daily wage labour with 13.1% engaged in agriculture.

In the family, 22% of the household had 5 family members, living and eating their meals together in a single dwelling and 38.6% of household had 2 adults (people aged 18 or over) living and eating their meals together in a single dwelling. More than half of households (55.1%) have one woman and the average family size was 6 with a maximum of 20 family members and minimum of 2. (Further detail is given in Annex II)

Almost all households (97%) had children aged between 10 and 18 years old, within which almost three-fifths had one girl (58.1%) and over one-third (37.2%) had one boy. Aside from girls within the sample, 55.8% of children were between 10 and 18 years old, among whom 48% were in school and 52% were not. (Further detail is given in Annex I)

Table 20: Number of children age from 10-18 years of old in the household

Variables	Number	Percent
Number of children aged from 10 to 18 in the household		
Yes	384	97.0
No	12	3.0
Number of girls (aged 10-18) in the household		
0	3	.8
1	223	58.1
2	126	32.8
3	28	7.3
4	4	1.0
Number of boys (aged 10-18) in the household		
0	206	53.6
1	143	37.2
2	34	8.9
4	1	.3

4.1.1.4 Household facilities

Within the survey, more than half of respondents (54.5%) revealed that their house roof was made from tin/zinc sheets with a further 26.5% made up from thatch. (Further detail in Annex I)

More than half of respondents (52.0%) didn't have toilet facilities, instead using plots (91.3%), roads (5.8%) and forest (1.9%) for defecation. Of the 48% who have toilet facilities in their home 34.7% are temporary, 32.6% are semi-temporary, and 32.6% are permanent. (Further detail in Annex I)

Regarding water facilities, almost all respondents (97%) rely on hand boring as their only source of drinking water with only 0.3% having access to tapped drinking water. However, 77% of the respondents explained that they had never gone without clean drinking water for home use. (Further detail in Annex I)

Regarding medical services, 12.4% of respondent family had gone more than ten days in need of medical services at one point. Likewise, 1 percent of them reported that their family had gone away for more than ten days at a time when they needed medical services.

About household debt, more than two-third of the respondents (68.2%) reveled that their household had in debt. Likewise, 53.3 percent of the household did not have any saving amount. (See detail in Annex I)

Table 21: Girls have some difficulty to perform tasks

Some Difficulty to Perform Tasks	Number	Percent
Concentrating on an activity that you enjoy doing	107	26.3
Remembering things	99	24.3
Concentrating on an activity	59	14.5
Accepting changes in her routine	103	25.3
Controlling behavior	106	26.1
Making friends	13	3.2

In the baseline survey, no girls were found with seeing, hearing, walking or self-care difficulties. Similarly, none of the girls wore eye glasses or hearing aids and none used any equipment for walking.

When surveyed about difficulties performing tasks a significant number of girls answered affirmatively with only a small minority (3.2%) having difficulties making friends. Approximately a quarter of girls had some difficulties of concentrating on activities (26.3%), controlling behavior (26.1%), accepting changes in her routine (25.3%) and remembering things (24.3%), while 14.5% reporting to have some difficulties on concentrating activities.

4.1.2 Barriers

Table 22: Barriers

Barriers	Number	Percent
Household/Community-level Barriers		
Has to perform household chores (cooking and cleaning)	392	96.6
Has to perform Agricultural work (e.g. guarding livestock, planting, watering or harvesting crops)	254	62.6
Has to taking care of elderly/younger members in the family	232	57.1
Has to fetching water	191	47.0
Whole day for doing household activities	12	3.0
Half day for doing household activities	140	34.5
Quarter day for doing household activities	194	47.8
Educational barriers		
Parents don't believe girls have a right to education	42	10.6
Parents don't want to support girls education	115	29.0
Parents who never been to school (PCG)	353	89.1
Economic Barriers		
Family have food sufficiency for nine months	169	42.7
Gone without cash income for more than ten days	194	49.9
Wage labour as main family income source	273	68.9
Does not have any land	250	63.1

The baseline evaluation indicated that many of the conventional barriers were present for significant numbers of girls. In the household, 96.6% of girls have to perform chores, 62.6% agricultural work, 57.1% take care of the elderly and 47% fetch water. Furthermore, almost half of girls (47.8%) spent a quarter of the day doing household activities while 34.5% spent half.

29% of the parents didn't want to support their daughter's education and 10.6% of parents don't believe girls have the right to education.

"The parents feel that their daughter may take in the wrong action and insult family prestige, so they keep their daughter inside home for assisting in household chores"- Education Coordinator, Siraha

Since, these girls were no longer in school however, the mainly educational barriers were identified as. Parents don't believe girls have a right to education, Parents don't want to support girls education and parents who never been to school. We have also found some other educational barriers were problem of school materials copy, pen and school dress etc) during the qualitative study.

Economic conditions proved a significant barrier for girl's education. At the family level, the largest source of income (68.9%) was daily wage labour. 42.7% of families only have food sufficient nine months and slightly less than half (49.9%) had gone without cash income for more than ten days. Finally, almost two-thirds (63.1%) of families do not own any land.

4.2 Intersection between key characteristics of subgroups and barriers

The intersections between characteristic of subgroups (10-14 and 15-18 age groups, married girls, girls having child, father headed HH, mother headed HHs and brother headed households) and barriers like household activities (household chores, taking care of elder/younger member, fetching water and agriculture work) and school cost are presented in Table 21 and 22. Over half of respondents were 10-14 age group , girls having child and father as HH subgroups reported as a barrier.

Table 21: Key barriers to education by characteristic subgroups

Barrier	10-14 Year of old	15-18 Year of old	Married	Girls having Child	Father headed HH	Mother headed HH	Brother headed HH
Household level Barriers							
Household chores	51.5% of girls who reported household chores as a barrier were in the 10-14 year of old subgroup	48.5% of girls who reported household chores as a barrier were in the 15-18 year of old subgroup	11.2% of girls who reported household chores as a barrier were in the married subgroup	50.0% of girls who reported household chores as a barrier were in the girls who have child subgroup	52.6% of girls who reported household chores as a barrier were in the father headed HH subgroup	34.7% of girls who reported household chores as a barrier were in the mother headed HH subgroup	1.0% of girls who reported household chores as a barrier were in the brother headed HH subgroup
Taking care of elderly/younger members	56.0% of girls who reported taking care of elderly/younger members as a barrier were in the 10-14 year of old subgroup	44.0% of girls who reported taking care of elderly/younger members as a barrier were in the 15-18 year of old subgroup	7.8% of girls who reported taking care of elderly/younger members as a barrier were in the married subgroup	83.3% of girls who reported taking care of elderly/younger members as a barrier were in the girls who have child subgroup	52.2% of girls who reported taking care of elderly/younger members as a barrier were in the father headed HH subgroup	38.8% of girls who reported taking care of elderly/younger members as a barrier.	0.9% of girls who reported taking care of elderly/younger members as a barrier
Fetching water	58.6% of girls who reported fetching water as a barrier were in the 10-14 year of old subgroup	41.4% of girls who reported fetching water as a barrier were in the 15-18 year of old subgroup	8.4% of girls who reported fetching water as a barrier were in the married subgroup	43.8% of girls who reported fetching water as a barrier were in the girls who have child subgroup	52.4% of girls who reported fetching water as a barrier were in the father headed HH subgroup	37.2% of girls who reported fetching water as a barrier	1.0% of girls who reported fetching water as a barrier
Economic barriers							
Agricultural work	51.2% of girls who reported agricultural work as a barrier were in the 10-14 year of old subgroup	48.8% of girls who reported agricultural work as a barrier were in the 15-18 year of old subgroup	10.2% of girls who reported agricultural work as a barrier were in the married subgroup	46.2% of girls who reported agricultural work as a barrier were in the girls who have child subgroup	52.4% of girls who reported agricultural work as a barrier .	37.0% of girls who reported agricultural work as a barrier	.4% of girls who reported agricultural work as a barrier
Involved in household	50.0% of girls who revealed that they involved in household activities more than quarter of day were in	50.0% of girls who revealed that they involved in household activities more than quarter of day were in	12.7% of girls who revealed that they involved in household activities more than quarter of day were in	50.0% of girls who revealed that they involved in household activities more than quarter of day were in	56.1% of girls who revealed that they involved in household activities more than quarter of	30.1% of girls who revealed that they involved in household activities more than quarter	.9% of girls who revealed that they involved in household

d activities more than quarter of day	the 10-14 year of old subgroup	the 15-18 year of old subgroup	the married subgroup	the girls who have child subgroup	day		activities more than quarter of day
School level barriers							
School barriers/cost	54.0% of girls who revealed school cost as a barrier were in the 10-14 year of old subgroup	46.0% of girls who revealed school cost as a barrier were in the 15-18 year of old subgroup	10.0% of girls who revealed school cost as a barrier were in the married subgroup	60.0% of girls who revealed school cost as a barrier were in the girls who have child subgroup	52.0% of girls who revealed school cost as a barrier in the father headed HHs.	38.0% of girls who revealed school cost as a barrier in the mother headed HHs.	0.0% of girls who revealed school cost as a barrier were in the brother headed HHs

Table 22: Key barriers to education by characteristic subgroups (characteristic as independent variable)

Barrier	10-14 Year of old	15-18 Year of old	Married	Girls having Child	Father headed HH	Mother headed HH	Brother headed HH
Household level Barriers							
Household chores	94.0% of 10-14 year girls reported household chores as barrier	99.5% of 15-18 year girls reported household chores as barrier	100.0% of married girls reported household chores as barrier	100.0% of girls having child reported household chores as barrier	96.3% of girls who have father as HH reported household chores as barrier	95.8% of girls who have mother headed HH reported household chores as barrier	100.0% of girls who have brother headed HH reported household chores as barrier
Taking care of elderly/younger members	60.5% of 10-14 year girls reported taking care of elderly/younger members as barrier	53.4% of 10-14 year girls reported taking care of elderly/younger members as barrier	40.9% of married girls reported taking care of elderly/younger members as barrier	68.2% of girls having child reported taking care of elderly/younger members as barrier	56.5% of girls who have father headed HH reported taking care of elderly/younger members as barrier	63.4% of girls who have mother headed HHs reported taking care of elderly/younger members as barrier	50.0% of girls who have brother as HH reported taking care of elderly/younger members as barrier
Fetching water	52.1% of 10-14 year girls reported	41.4% of 10-14 year girls reported	36.4% of married girls reported	100.0% of girls having child reported fetching	46.7% of girls who have father as HH	50.0% of girls who have mother headed	50.0% of girls who have

	fetching water as barrier	fetching water as barrier	fetching water as barrier	water as barrier	reported fetching water as barrier	HH reported fetching water as barrier	brother as HH reported fetching water as barrier
Economic Barriers							
Agricultural work	60.5% of 10-14 year girls reported agricultural work as barrier	64.9% of 10-14 year girls reported agricultural work as barrier	59.1% of married girls reported agricultural work as barrier	54.5% of girls having child reported agricultural work as barrier	62.1% of girls who have father headed HH reported agricultural work as barrier	66.2% of girls who have mother house hold head reported agricultural work as barrier	25.0% of girls who have brother as HH reported agricultural work as barrier
Involved in household activities more than quarter of day	80.5% of 10-14 year girls revealed that they involved in household activities more than quarter of day	90.6% of 10-14 year girls revealed that they involved in household activities more than quarter of day	100.0%% of married girls revealed that they involved in household activities more than quarter of day	100.0% of girls having child revealed that they involved in household activities more than quarter of day	90.7% of girls who have father headed HH revealed that they involved in household activities more than quarter of day	73.2% of girls who have mother headed HH revealed that they involved in household activities more than quarter of day	75.0% of girls who have brother headed HH revealed that they involved in household activities more than quarter of day
School level barriers							
School Cost (school materials, dress)	32.7% of 10-14 year of old girls revealed school cost as barrier	32.9% of 10-14 year of old girls revealed school cost as barrier	37.0% of married girls revealed school cost as barrier	37.5% of girls having child revealed school cost as barrier	31.1% of girls who have father headed HH revealed school cost as barrier	35.5% of girls who have mother headed HH revealed school cost as barrier	0.0% of girls who have brother headed HH revealed school cost as barrier

4.3 Appropriateness of project activities to the characteristic subgroups and barriers identified

1. Are there any additional characteristics subgroups revealed through the baseline data collection that may be at risk of educational marginalisation that are not considered in project intervention planning?

Marginalised No More (MNM) project interventions are a directly response to make a significant contribution to commitment the girls' education and employment. The project provides learning, livelihood, and life skills interventions to support 7,500 Musahar girls for transition into education and employment, which are appropriate in the current scenario. Likewise, project has considered sub-groups as Musahar girls' population by their age groups for instance girls with age groups of 10-14 years and 15-18 years. In this context, the baseline data collection had also captured same girl's subgroups that were mentioned in theory of change, log framework and project planning. It did not reveal any more subgroups that are at risk of educational marginalisation. Detail of selection and prioritization criteria are as below:

Main sub-groups	Selection Criteria	Prioritisation Criteria
Girls aged 10-14	-Musahar -Out of School	-Girls with disabilities - Child mothers - Child married girls
Girls aged 15-18	-Musahar -Out of School	-Girls with disabilities -Child mothers - Child married girls

2. Do the most prevalent barriers identified by the analysis conducted by the EE correspond with the project's ToC? Or are there any additional barriers to learning or transition that were not considered in project intervention planning?

Most of the barriers identified in the ToC are also found in the baseline evaluation. However, the school barriers such as prevalence of discrimination from teachers and peers, school safety and Bullying) were not validated by the valuation findings.

As per the baseline evaluation, the most of the barriers [home/community level (household chores, taking care of elderly/younger members in the family, fetching water, agricultural work, involved in household activities more than quarter of day and school cost), Economic (family have food sufficiency for nine months, gone without cash income for more than ten days, wage labour as main family income source and Doesn't have any land) and parental support] are prevalent across all sub-groups thus the project had design their activities based on the assumption on such barrier (as per ToC of MNM) that will help mitigate those barriers .

3. Do the project interventions address the key barriers for the key characteristic subgroups?

The project interventions appear to address key barriers for key characteristic subgroups, which are describe as below:

School cost: Project intervention like establishment of community learning spaces; provision of uniforms and teaching learning material; and flexible timing and support circles appears to address school cost barrier. Study further explores school fees and fees that would be levied on girls seeking to transition back into the formal school system.

Economic condition: Project intervention like assessment and analysis of employment market; provision of materials, equipment, supplies and cash grants for girls; matching participants to enterprise or employment opportunities; tracking establishment of enterprises or transition into employment; and support to establish village savings schemes appears to address to improve their economic condition.

Parental support: Parental engagement in and support for girls' education should be a focus for girls. To improve the girls' current situation, project necessity to run parents focus program to improve their knowledge, attitude and behavior towards girls education.

4. Do the assumptions in the Theory of Change hold true?

The evaluation findings indicate that majority of the key assumptions regarding barriers within the project's Theory of Change hold true, including (i) extreme poverty prevents Musaahr girls from affording the direct and indirect costs of schooling: (ii) Musahar girls bear disproportionate share of the burden of labour and running the household; (iii) Musahar girls lack access to specialized support required to overcome their circumstances and maintain participation in education; (iv) Musahar girls are unable to increase their income earning capacity of secure employment as they lack access to training on required knowledge and skills; and (v) there is a pervasive lack of awareness of rights and gender rights.

In light of these, the project does not anticipate significant changes or adaptations to established approaches to its learning interventions. Key transition pathways also will remained unchanged for the two sub-groups. As a significant number of girls are recorded as having household chores and agricultural work as barriers to education, the project's retention strategy will strongly factor this in. Class timings, which are already flexible, will further accommodate girls' domestic and economic responsibilities to ensure attendance in class, as part of the programme, does not interfere with these essential routines. Community Management Committees (CMC) will play a key role in engaging parents so that these barriers can be addressed in a timely manner at household and community level. The project notes that successfully overcoming these barriers is critical for girls' retention and achievement within the programme.

Key assumptions in the Theory of Change that do not wholly correspond to the evaluation findings include (i) most Musahar girls experience early marriage and motherhood; and (ii) Musahar girls experience discrimination from teachers and peers. The incidence of early marriage and motherhood is not as high as was assumed (although we believe that 10.8% is still

a high number for girls aged 10-18). The project sees this as an opportunity to prevent any potential cases of early marriage and will tailor the curriculum accordingly for an increased emphasis on mitigating against such practices. Local government and parent engagement through CMCs regarding this can further reduce its prevalence. Transition into higher education and income generation are indirect project pathways for delaying incidences of early marriage, so there will be no changes to the interventions themselves.

In terms of assumptions regarding school level barriers, discrimination from teachers and peers did not emerge as a key barrier. Instead, school cost was identified as the main deterrent to education. Therefore, project will revisit and revise where necessary the inclusive teacher training manual to reflect this. Provision of alternative learning environment to alleviate exclusion from education will still be a priority, as this is necessary to mitigate against attrition level at school. However, based on the finding, project will increase emphasis in supporting girls and families through Social Workers to provide linkages to appropriate provisions and services to help them overcome any school-related costs. This will further be in line with the Province's official 'Beti Bachao, Beti Padhau' (Save daughters, Educate Daughters) campaign. Assumptions on the Theory of Change will also be revised accordingly for the next evaluation point.

5. OUTCOME FINDINGS

5.1 Learning Outcome

All participating girls are expected to acquire foundational reading and arithmetical skills by the time they graduate from the ALP, which is defined in this project as the ability to read and comprehend 'Stories' and/or 'Paragraphs', and conduct four mathematical operations (addition, subtraction, multiplication and division) with two-digit numbers. These learning levels are based on the Teaching at the Right Level (TaRL) methodology, which is used as the main pedagogical approach by the project. Girls aged 10-14 will receive intensive coaching for three months as part of the School Transition Programme to assist them in achieving Grade 3 level competencies (outside of just foundational literacy and numeracy), in line with the national curriculum. Older girls, aged 15-18, will be enrolled into a financial literacy course under the Livelihood Support Programme.

The Annual Status of Education Report (ASER) tools were used to assess the literacy and numeracy of girls within the sample respectively. The ASER testing tools are pegged to the literacy and numeracy skills at the Grade 3 level as per the national curriculum, keeping in mind transition 10–14-year-old girls into formal schooling. These assessments were structured around sub-tasks, which were aimed to categorise participants into beginner, word, letter, sentence and story levels for literacy and beginner, 1 digit, 2 digit, 3 digit and subtraction for numeracy.

Table 23: Foundational literacy gaps (adapt subtasks list to test)

Categories	**Nepali**		**English**	
	N	**%**	**N**	**%**
Beginner	283	69.7	366	90.1
Letter	92	22.7	37	9.1
Word	21	5.2	1	0.2
Sentence	10	2.5	2	0.5
Story	0	0.0	0	0.0
Total	**406**	**100**	**406**	**100**

In the assessment, the majority of the girls were assessed at beginner level in Nepali (69.7%) and English (90.1%). Furthermore, 22.7% of the girls were assessed at letter level in Nepali and 9.1% at letter level in English test.

A schoolteacher from Dhanusha district stated that, "within 220 days of school, the students just come only 22-25 days so they cannot learn effectively. Therefore, currently the literacy rate of Musahar girls is very low". Another teacher expressed that, "school rules dictate that no student

can fail until grade three, but after this most students failed exams due to their careless and irregularity in the classes and as a result dropout of school at the beginner level".

Girls participating in FGDs also shared their experience that most of the girls from the Musahar community are at beginner level and cannot recognize a single letter and words because they have either never gone to, or dropped out early from, school. Most of them are forced to do household chores such as cooking, babysitting, or cattle herding. Participants explained that their family's economic status is very poor and therefore they do not send them to school. Furthermore, girls do not receive support from schools or societies either, making it difficult to pay examination fees, purchase stationary or acquire uniform.

Participants suggested that to overcome such a situation, girls need to be encouraged by their parents to attend school and provide them a learning environment at home and school in order to support their learning. They said that teachers should treat them like other students and not discriminate by caste. Finally, girls said they that should not be responsible for so many household chores and that child marriage and child labor should be strictly stopped in the Musahar society.

Table 24: Foundational numeracy skills (adapt subtasks list to test)

Categories	Number	Percent
Beginner	227	55.9
1 Digit No.	142	35.0
2 Digit No.	23	5.7
3 Digit	9	2.2
Subtraction	5	1.2
Division	0	0.0
Total	**406**	**100**

Nearly three-fifths of the respondents (55.9%) were assessed at beginner level in both numeracy and literacy, followed by 35% at 1 digit and letter level.

Parents who participated in FGDs agreed that the levels of education with girls was very poor and that girls were likely to be at beginner level. They reasoned that the majority of parents from the Musahar community do not send their daughter nor prompt their daughter to go to school. Parents also agreed that there is a discriminant behavior from teachers towards Musahar students and suggested that boys should go to school and girls should stay at home to do chores or babysit.

Parents also emphasised that the economic status in most Musahar families is very poor and that they therefore have difficulty in managing their children's basic needs when there are so many of them. Musahar parents are used to working either outside their community or county. It has therefore become necessary for most girls to look after the household chores, their siblings

and contribute to daily wages in order to fulfil basic family needs. Finally, the majority of parents said they were illiterate and unaware about the importance of education, concluding that they would encourage their daughter to earn rather than learn.

Finally, parents summarised that the reasons for their daughter's lack of education were lack of parental support and lack of guidance and supervision towards their girls, resulting in a lack of time for study and homework. They clarified that teachers punish students for not doing homework and not maintaining their cleanliness and tidiness. Most of their girls were irregular in class and as a result they failed examinations and felt ashamed. Some of their daughters wanted to continue their studies but they felt awkward to study with their junior in age and finally dropped out the school and instead worked daily wage labour. Most the girls drop-out of school at an earlier age and this is why their literacy and numeracy are poor.

The project has targeted Musahar girls aged 10 to 18, recognising that girls within this age group experience different challenges that exclude them from education (as validated by the evaluation). Further, early marriage and motherhood are prevalent, with girls marrying from when they are 13 or 14, and most bearing children soon after (Giri 2012). In a separate research conducted by Street Child from 2016 to 2018, 45% of Musahar parents mentioned that as married girls move into their husband's homes in neighbouring villages, there is little point in enrolling them in education that would be disrupted or lead to dropout. Our research illustrates that older girls, generally married or planning marriage, preferred to earn an income to support their families, and stated that the role of a good daughter-in-law would be to provide for her entire family (Street Child 2017).

Therefore, the project has determined two main sub-groups with younger girls (aged 10-14 transitioning into formal education) and older girls transitioning into financial literacy before setting up an income earning enterprise or beginning employment; all girls (aged 10-18) receive the same learning intervention, as learning level .

Table 25: Literacy level of the girls by subgroup

Subgroup	Beginner	Letter	Word	Sentence
Nepali Test				
10-14 Years	70.7	22.8	4.7	1.9
15-18 Years	68.6	22.5	5.8	3.1
English Test				
10-14 Years	94.0	5.6	.5	-
15-18 Years	85.9	13.1	-	1.0
Numeracy Test				
	Beginner	**1 Digit No.**	**2 Digit No.**	**3 Digit No.**	**Subtraction**
10-14 Years	58.1	33.0	6.0	2.3	.5
15-18 Years	53.4	37.2	5.2	2.1	2.1

Comparing literacy levels of girls by age; in Nepali girls aged 10-14 were assessed at beginner level marginally higher (70.7%) than those 15-18 years old (68.6%). Likewise, in English, girls' aged10-14 was assessed at beginner level marginally higher (94%) than those aged 15-18 (85.9%). In numeracy, 58.1% of girls aged 10-14 were assessed at beginner level than a slightly smaller number (53.4%) of girls aged 15-18. Finally, only 2.1% of girls 15-18 were assessed at the highest level of subtraction and merely 0.5% of girls aged 10-14.

"Due to their poor economic condition, the parents can't spend their time with girls and they have to labor for our raring and caring. Along with this they expect to do all the household chores." - FGD with Girls, Bidhi, Dhanusha

"The girls do not get any support from the family as well as society rather they are suggested to get married earlier even if their parents try to educate them." - FGD with Girls, Siraha

"Teachers and friends at school keep separately to the Musahar student; they say you are dirty and smelling."- FGD with Girls, Dhanusha

"The ALP class girls have better reading and writing the name of persons and basic things than that school going girls who are in grade 3 or 4. Therefore, we are happy to seeing ALP class and teaching pedagogy. These things encouraged us to send these girls to schools, if they want". – KII with Mushar Leader, Siraha.

Table 26: Literacy assessment of the girls who felt very anxious, nervous or worried

Felt Very Anxious, Nervous or Worried	Beginner	Letter	Word	Sentence
Nepali Test				
Monthly	78.3	21.7	0.0	0.0
A Few Times a Year	71.6	23.0	4.4	1.1
Never	67.0	22.5	6.5	4.0
English Test				
Monthly	91.3	8.7	0.0	0.0
A Few Times a Year	91.8	7.7	0.5	0.0
Never	88.5	10.5	0.0	1.0

Comparison of girls who felt anxiety, nervousness, or worries illustrates improved assessment in both Nepali and English for those who never felt these negative feelings.

78.3% of girls who felt very anxious, nervous, or worried monthly were assessed at beginner level in Nepali with a further 21.7% at letter level and none above this. For girls who felt very anxious, nervous, or worried a few times a year, 71.6% of them were in beginner level with a slightly higher number at letter level (23%) and small numbers at word (4.4%) and sentence (1.1%) level. Finally, for girls never felt very anxious, nervous or worried 67% were assessed at beginner level with 22.5% at letter level and the highest numbers at word (6.5%) and sentence (4%) levels.

In English, a similar pattern can be seen with less negative feelings positively impacting assessment results, however there is an anomaly with those who feel very anxious, nervous or worried a few times a year measuring slightly higher (91.8%) than those who felt it monthly (91.3%).

Table 27: Numeracy assessment of the girls who felt very anxious, nervous or worried

Felt Very Anxious, Nervous or Worried	Beginner	1 Digit No.	2 Digit No.	3 Digit No.	Subtraction
Monthly	69.6	21.7	8.7	0.0	0.0
A Few Times a Year	55.2	39.3	3.3	1.6	0.5
Never	55.0	32.5	7.5	3.0	2.0

In numeracy 69.6% of girls who felt very anxious, nervous or worried monthly were assessed at beginner level while more than one-fifth (21.7%) were at 1 digit level. Among those girls who felt very anxious, nervous or worried a few times a year, 55.2% were assessed at beginner level and 39.3% were at 1 digit level. Finally, for those that never experience any type of anxiety, nervousness or worry 55% were at beginner level and 32.5% at 1 digit level.

Table 28: Literacy assessment of the girls who had difficulty on making friend

Difficulty Making Friend	Beginner	Letter	Word	Sentence
Nepali Test				
No Difficulty	69.0	23.4	5.1	2.5
Some Difficulty	92.3	0.0	7.7	0.0
English Test				
No Difficulty	90.1	9.2	0.3	0.5
Some Difficulty	92.3	7.7	0.0	0.0

Comparing girls who had some difficulty and no difficulty in making friends, those girls who had difficulty no making friends were assessed at beginner level in Nepali much less (69%) than those who had some difficulty (92.3%). Furthermore, 23.4% who had no difficult making friends tested at letter level in Nepali compared to 0% of those who had some difficulty.

In English the different was much less pronounced as those girls who had some difficulty in making friends were assessed marginally more often at beginner level (92.3%) than those who had no difficulty (90.1%).

Table 29: Numeracy assessment of the girls who had difficulty on making friend

Difficulty making friend	Beginner	1 Digit No.	2 Digit No.	3 Digit No.	Subtraction
No Difficulty	55.2	35.6	5.9	2.0	1.3
Some Difficulty	76.9	15.4	0.0	7.7	0.0

Regarding numeracy, girls who had some difficulty in making friends were assessed at beginner level significantly more (76.2%) than those who had no difficulty (55.2%).

Table 30: Literacy Assessment of the girls who had difficulty on concentrating activity

Concentrating on an Activity	Beginner	Letter	Word	Sentence
Nepali Test				
No Difficulty	68.9	22.5	5.8	2.9
Some Difficulty	74.6	23.7	1.7	0.0
English Test				
No Difficulty	88.8	10.4	0.3	0.6
Some Difficulty	98.3	1.7	0.0	0.0

Comparing concentration levels of girls, almost three-quarters of girls (74.5%) who had some difficulty concentrating on an activity were assessed at beginner level in Nepali compared to 68.8% who had no difficulty. Similarly, in English, almost all girls who had some difficulty concentrating on an activity were assessed at beginner level (98.3%) compared to 88.8% of girls who had no difficulty.

Table 31: Numeracy Assessment of the girls who had difficulty on concentrating activity

Concentrating on an activity	Beginner	1 Digit No.	2 Digit No.	3 Digit No.	Subtraction
No Difficulty	56.8	32.9	6.3	2.6	1.4
Some Difficulty	50.8	47.5	1.7	0.0	0.0

In numeracy, half of the girls (50.8%) who had some difficulty in concentrating on an activity were found to be in beginner level compared to 56.8% who had no difficulty. Likewise, nearly half of the girls (47.5%) who had difficulty in concentrating on an activity were found to be in 1 digit level compared to 32.9% of the girls who had no difficulty.

Table 32: Literacy assessment of the girls who had difficulty on remembering things

Remembering Things	Beginner	Letter	Word	Sentence
Nepali Test				
No Difficulty	68.1	22.8	6.2	2.9
Some Difficulty	74.7	22.2	2.0	1.0
English test				
No Difficulty	88.6	10.4	0.3	0.7
Some Difficulty	94.9	5.1	0.0	0.0

Comparing memory levels of girls, almost three-quarters (74.7%) who had some difficulty remembering things were assessed at beginner level in Nepali compared to 68.1% of those who had no difficulty. In the other hand, 22% of both those who had some difficulty and those who had no difficulty measured at level. In English, almost all girls who had some difficulty in remembering things were assessed at beginner level (94.9%) compared to much less of those who had no difficulty (88.6%). At letter level this comparison became evident as more than

double (10.4%) the number of girls who had no difficulty remembering things were assessed compared to 5.1% of those who had some difficulty.

Table 33: Numeracy assessment of the girls who had difficulty on remembering things

Remembering Things	Beginner	1 Digit No.	2 Digit No.	3 Digit No.	Subtraction
No Difficulty	58.6	30.0	7.2	2.6	1.6
Some Difficulty	47.5	50.5	1.0	1.0	0.0

In numeracy, however the reverse was true as 58.6% of girls who had no difficulty in remembering things were assessed at beginner level and 30% at 1 digit level compared to 47.5% and 50.5% of those who had some difficulty remembering things at beginner level and 1 digit level respectively.

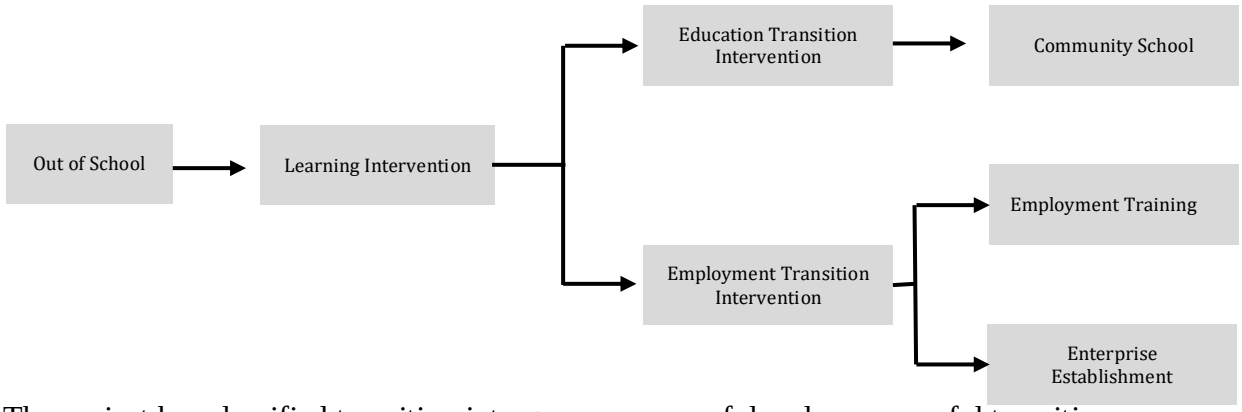
Summarizing the learning outcome section in terms of literacy and numeracy level of the Musahar girls and it is expected in the theory of change, the baseline survey findings revealed that the majority of the girls have lower level of literacy and numeracy. Even that they cannot recognize a single letter and number. Comparing with age, marital status, motherhood, the survey found no significant difference between these sub-groups. This indicates that there is a room for improvement before the next evaluation point.

The baseline findings revealed the low level of learning, seemed the six-month learning duration can improve their literacy however, the pandemic of COVID-19 is barrier for continuing the ALP class, and finished in time. The subgroups are age group, married and unmarried, girls with disparities and household heads, which we had defined specifically. In this regards, the intervention can be similar for learning in ALP class and however, it seems to give more attention for learning and transition in school and employment whose mothers are household heads and girls with disabilities because those girls and parents have burden to run their livelihood in comparison other subgroups of girls. There also need to support to school administrators and teachers, acquisitioning of skills to assure inclusion, to create a conducive learning environment for those marginal girls.

5.2 Transition Outcome

Transition in the GEC is best understood in terms of the pathways that girls follow. These pathways consist of various interventions through which girls acquire the knowledge and skills to transition into education or employment. Qualitative and quantitative research was used to understand and map these pathways. Household surveys with parents of girls generated information on the status of transition rates and focus groups, interviews and observations explored potential enablers and barriers to transition.

Figure 2: Transition Pathways



The project has classified transition into groups; successful and unsuccessful transition:

Table 34 Transition Points

Transition Points			
	Baseline point	**Successful transition at Midline or End-line**	**Not classified as a transition**
Primary School	Registered in ALP classes run in nearby community spaces	• Enrolment in Primary School at Grade 3. • Successive class with conditions (married, working, moved to different school, etc)	• Dropout due to different conditions (marriage, migration) • Moved to NFE (vocational, training, employment)
Satellite Training	Registered in ALP classes run in the nearby community spaces	• Linked with employer for employment • Established an income generating/enterprises after completion of ALP	• Transitioned to schools • Dropout the ALP classes and not completed the course. • Dropout due to migration or marriage and left the village.

The transition pathways were contextual and appropriate for Mushahar girls however, there need sufficient effort to counsel and provide necessary support during the learning and employment generation period.

Table 35 Transition pathways summary

Intervention pathway tracked for transition	**Please describe the possible transition pathways for this group**	**Aim for girls transition for next evaluation point**	**Aim for girls transition level by the time project stops working with cohort**
Transition group A (girls age 10-14 at end ALP class)	(Re)enroll in school at least Grade 3 Return to current situation but with essential life skill for better quality of life	Enroll into formal school If above fails, uses life skills gained through the project to improved quality of life	Enroll into formal school or continues to be in school and progressing through the relevant grades
Transition group A (girls age 15-18 at end ALP class)	Enroll in vocational training. Enterprise or employment transition through skill based training and financial literacy classes	Completion of financial literacy class and skill based trainings will be as per approved business plan	Girls will establish enterprises Girls will engage in self-employment Girls will generate product and start incomes for their livelihood

Pathway analysis

The transition pathways analysis is based on the age groups during the baseline evaluation and presented in Table 6.17 The baseline was conducted prior to 6 month for girls' anticipated transition targeting the age ranges of girls.

At baseline, girls were asked about their intentions to complete ALP and their hopes for themselves after ALP who were participated in the FGDs, they expressed their views that they were very excited to participate and complete ALP classes. After completion of the ALP classes, most of them interested to take on income generating enterprises and employment activities.

MNM project targets, the 60% of the total population will transition into formal school at the end of the ALP classes and project after analysis of the transition pathway which is challenges for the project because slightly above half of the girls (51.7%) did not want to (re)enroll into formal school in the survey (detailing in annex II) Likewise, most of girls who were participated in FDG, they also expressed their similar type of view towards their future planning. This result clearly indicates that the MNM project should focus motivating towards education program.

Transition Feasibility during COVID-19

The project may not currently need any significant changes to the finalized pathways for girls, meaning that the project can continue its approach of guiding girls aged 10-14 towards higher education and girls aged 15-18 towards income generation, following completion of ALP and Life Skills. However, in light of challenges emerging due to COVID-19, the project must (i)

carefully consider the timeline of school transition activities, given schools are unlikely to open before September/October; (ii) adopt measures to maintain girls' learning levels in lieu of transition into schools; (iii) consider alternative ways to carry out financial literacy training as well as to conduct vocational skill training to complete transition to livelihood, as this might be more urgent now as Musahar communities have experienced economic shocks; and (iv) overall interest in project might be negatively impacted due to the lockdown and economic needs of communities so more effort is needed to ensure girls complete transition into schooling instead of engagement in informal or formal economic activities. Finally, protection issues aggravated by COVID-19 and confinement need to be prioritized and addressed by the project for successful transition.

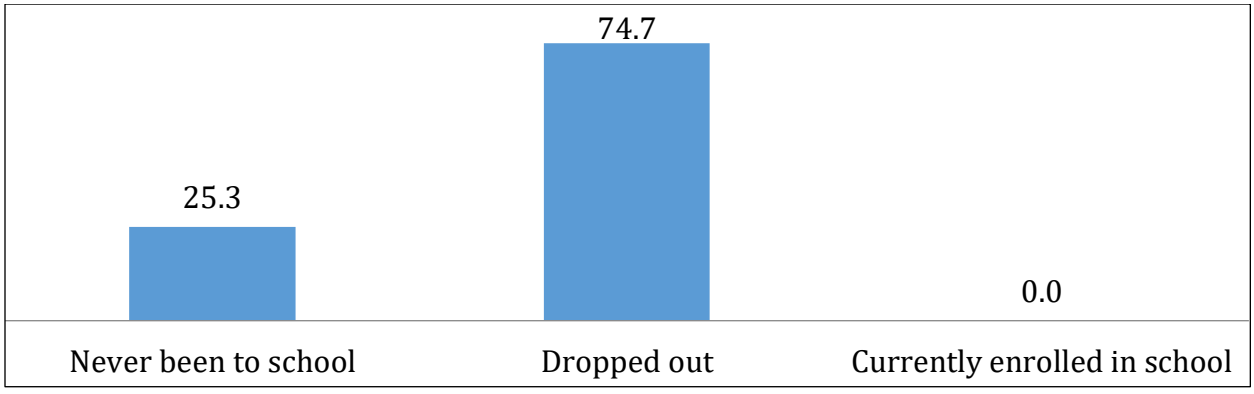
5.2.1 Education Transition

Musahar girls aged 10-14 successfully completing 5/6months ALP will be directed into the Education Transition Programme (EDUTP) which will support their transition into formal education and thereby ensure the continuation of their learning. The aim of educational transition is to prepare girls thoroughly, enroll them appropriately, and support them consistently.

Preparation for the girl's entry into the EDUTP will be rigorous. Foundational literacy and numeracy skills established through the ALP will be developed further and supplemented by coaching sessions conducted during the initial three months of their transition into school to bridge the learning gap and provide tailored support to arising academic needs.

School transition counseling will then develop participant understanding of the EDUTP; gather informed consent, assent, and disclaimers; and provide parents with tools and strategies to support the transition of their daughter into school. Finally, school mapping, school and teacher needs assessment and inclusive and conducive classroom training will gather data on school practices, resources and infrastructure and prepare schools and their staff appropriately in response.

Figure 3: Educational status of the girls



In the baseline survey, a quarter of the respondents (25.3%) revealed that their girls had never been to formal school. Meanwhile the remaining three-quarters (74.7%) reported that their girls had been but had since dropped out. Nearly half of the parents reported that their girls dropped out from formal school 5 years ago while 14.2% reported their girls had dropped out 3 years ago (Annex II).

"One of dropped out girls argued that we have to use different subject wise copies but our parent could not buy. If we do all homework in a single copy, teacher used to give punishment." Moreover, the other girls added "We feel like even the whole society is against the all girls, if family support their girls for education, the society start to pull the parent's legs by question why to spend in girls?"- FGD with Girls. Dhanusha

Furthermore, when asked parents stated that the top three reasons that girls were not going to formal school were; "girls need to work, earn money or help out at home", "there is not enough money to pay for school" and "girls are not interested in going to school".

"Most of the parents go for daily wages and elder girls have to look after her younger siblings, so they do not come to school regularly. Due to irregularity in classes, they missed chapters and the girls cannot learn effectively. Their performance become low compare to other students and they also failed in exam and feel shy to study with their junior friends due to her higher age as a result they drop out from the school and started to work in daily basis"- KII with Head Teacher, Saptari

"Parents want to educate their daughter to see them as the government employer but at the same time they feel unfortunate as they could not spend much amount for girl's education due to their poor economic status ". -FGD with Parents

Almost three-quarters of parents (74%) explained that girls needed to work, earn money or help out at home. Furthermore, almost two-fifths (39%) said that there was not enough money to pay for their schooling and that girls were not interested in going to school.

Similarly, when asked the reasons for dropout parents provided the same top three causes. A little more than two-thirds of parents (68.9%) revealed that girls needed to work, earn money or help out at home, slightly above two-fifths (42.6%) said that girls were not interested in going to school and 35.5% of revealed that there was not enough money to pay for their schooling".

"Due to pressure of household chores Mushar girls' can't manage their time which lead to declines their interest on study is the reason of dropped from the school." Likewise, lack of awareness about important of education in the girls life among the Mushar girls and lack of family support are the reasons of dropped from the school. -KII with Head Teacher, Saptari

Table 36: Reasons for never attended and drop out from formal school

Reasons	Never attended formal school	Drop out from formal school
There is not enough money to pay for school	39.0	35.5
Needs to work, earn money or help out at home	74.0	68.9
Unsafe to travel to/from school	13.0	4.1
Unsafe to be in school	3.0	3.4
School is too far away	26.0	10.8

Have to go to school alone	21.0	23.3
Transport services are inadequate	1.0	1.0
Special services or assistances such as speech therapy are not available at school	1.0	0.7
Teachers do not know how to teach	2.0	8.4
Teachers mistreat at school	1.0	5.4
(Name of girl) refused entry into the school	10.0	12.5
The school does not have a program that meets my learning needs	1.0	1.0
Too old to attend school	10.0	14.9
Not mature enough to attend school	13.0	7.4
Completed enough schooling	1.0	2.7
Married/about to get married	3.0	3.0
Have a child/is about to have a child	1.0	1.7
Not interested in going to school	39.0	42.6
Schooling not important	8.0	4.4
School does not help (name) in finding a good job	1.0	2.4
Mistreated/bullied by other pupils	1.0	0
The teacher uses corporal punishment in school	3.0	10.1
Caste based discrimination	1.0	1.0
Others	6.0	6.1

Note: The percent may exceed more than 100 due to multiple options

Similarly to primary caregiver survey findings, most teachers also expressed that poor family economic conditions were the primary reason for school dropout. Teachers also expressed their opinion that most girls from the Musahar community have to manage household chores, babysitting and daily wage labour demands at school age in order to fulfill basic household needs.

Teachers explained that many parents are illiterate and unaware about the importance of education; they only know the importance of food, shelter, and safety and thus, encourage their daughter to become a caregiver rather than educated.

Parental and teacher carelessness was another major reason for school dropout. Parents do not give sufficient time for guiding their children at home and teachers likewise in school. Most fathers were said to work for a whole day and drink alcohol in the evening.

Education Coordinators also expressed their view that "the poor economic status, parental illiteracy, feeling of financial insecurity and conservative mindset toward their girls are the barriers Musahar girls face and the causes of school absence and dropout".

Community Leaders explained, "most of parents from the Musahar community do not have a keen interest towards their daughter's education. They just want their girls to have primary or lower secondary level education. This is due to household poverty, the dowry system, cost at marriage and the community pressure towards the girl's marriage at an early age".

"Most of the communities have the perception that after girls passed grade eight they are no longer a child. They want to get her married and wonder, "What can she do by studying more?"".

-Community Leader, Dhamaura, Mahottari

In focus group discussions with parents, they also expressed their perceptions similar to those expressed in quantitative surveys and KIIs with teachers and local municipal representatives. Parents also expressed that girls were by observations of the high unemployment rate among highly educated people in their surroundings and therefore demotivated. Parents participating in FGDs also expressed the view that they felt insecure in sending their children to school due to high incidences of sexual violence. They also expressed the view that even after study girls have to take care of their home and family, and that it is therefore better to train the girls in household activities and family responsibility rather than education.

Parents used instances in which girls eloped to explain why they restrict their daughter at home because of the fear that they will elope and the family will lose prestige in the community as a result of the illegal act carried out by their daughter.

Most of the girls participating in FGDs shared that they face many barriers to become educated. Due to their family's poor economic status, girls face shortages of food, stationary, uniform and transportation. They have to complete all of their household responsibilities and chores before going to school and often feel overwhelmed by their school workload, finding it difficult to manage time for studying at home.

Many girls feel compelled to finish household work before going to school, and in this they are alone without parental support. Often parents decide when girls can go to school and when they cannot. This creates pressure, which causes girls to dropout of school when they are not regularly attending class or being punished by their teacher for not completing their homework. Because of irregular attendance and thereby a lack of understanding girls often fail their examinations, feel humiliation and dropout of school. Furthermore, girls in FGDs had experienced discrimination as a result of being Musahar throughout their educational experience; in classrooms, from classmates and teachers.

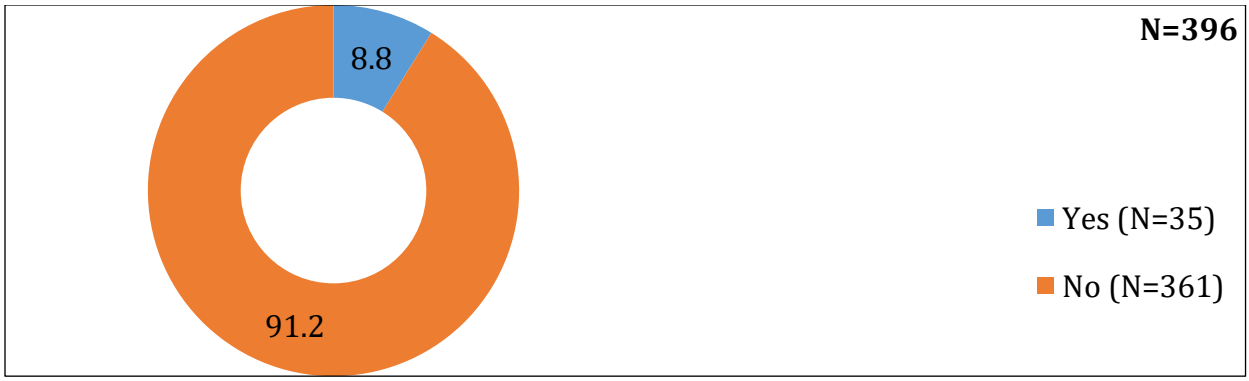
Finally, girls participating in FGDs explained that many girls do not understand the importance of education from what they have observed in their surroundings and that girls from economically poor households have to assist their parents in generating income and therefore cannot go to school even when they are interested.

The cost of schooling is one of the fundamental causes for dropout of Musahar children from schools. Although the government of Nepal provides free education the indirect costs such as uniform, education materials, transportation, exam fees and many others still have to be paid by parents. For those whose primary concern is to feed their family, education can never be the priority (Cowley, 2016).

5.2.1.1 Non-Formal Education

In direct response to educational exclusion resulting from in and out-of-school factors the MNM project provides a 6-month accelerated learning intervention which provides a free, immediate and intensive education to improve the foundational literacy and numeracy skills for 7,500 girls across five districts.

Figure 4: Girls participated in non-formal education



According to the baseline survey, 91.2% of parents revealed that their daughter(s) had not participated in any type of formal or informal education, with only 8.8% receiving any kind of education.

Learning Centers

Community leaders reported that, before starting ALP classes, all adolescents girl from the Musahar community were gathered, divided into different groups and explained the importance of education. The community leaders supported by facilitating discussions about ALP classes among the parents; emphasising their importance and the need for participation of girls from the Musahar community.

According to community leaders the community are reacting to the opportunity of participating in ALP classes very positively. They explained that ALP classes were more effective in educating girls than formal schools because they provide the necessary learning environment to girls even after they marry or cross school age. Girls who participate in ALP classes could write their own name and read letters and numbers, a great improvement on their previous education. Currently, every girl who has never been to school or dropped out is regularly attending ALP classes.

"The girls of grade 4 or 5 at school cannot learn to read and write any words, but they learn so many things in the ALP classes in short time". - FGD with Parents, Siraha district.

"The adolescent girls who go to the ALP classes seems to be more conscious on hygiene and sanitation, reproductive health and issues and importance of the study and skilled trainings" - FGDs with Parents, Mahottari, Sunsari and Spatari districts

A community leader from *Bela*, Dhanusha district very excitedly explained that, "those who have difficulties in joining school after a certain age can learn easily in ALP classes". This

community leader explained to parents "[your] daughter's age doesn't matter for her study but it does matter if someone deceives or cheats your daughter because she is illiterate."

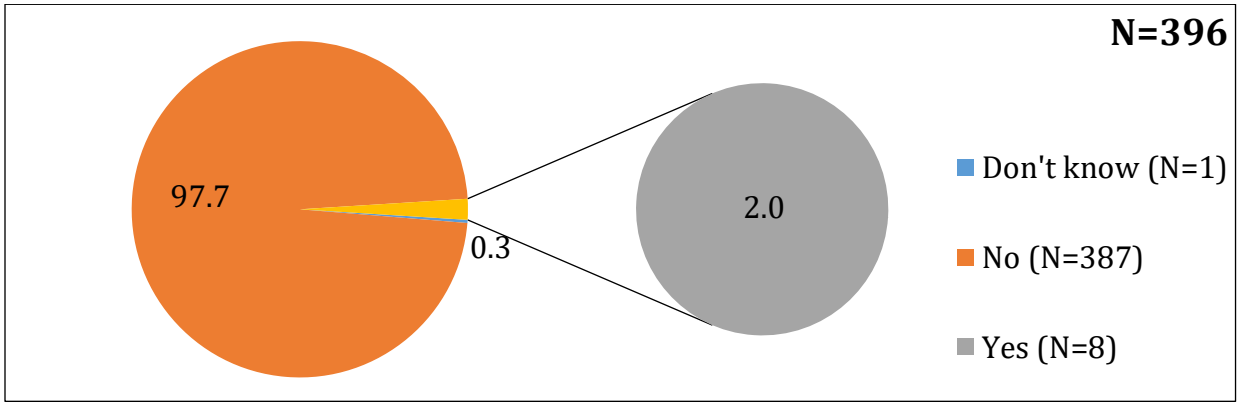
According to parents participating in FGDs, ALP classes were running very effectively and encouraging adolescent girls from Musahar community to become educated. Girls who had never gone to school or were never interested in going school are regularly participating in ALP classes. Parents said that girls have learned and become more conscious of their hygiene and sanitation. That they know how to say and write a full introduction and how to use a mobile phone. They concluded that they were happy with their daughter's progress but thought that the length of ALP classes was very short and that they should be longer.

Problem for Education Transition

"There may be a problem for ALP classes to admit girls in grade 3 at community schools because they provide content equivalent to Grade 2. Furthermore, girls who have dropped out may also find it difficult to enroll in upper classes because they are required to submit certificates and an EMIS number. The project therefore needs policy level consultation to settle these issues".- KII With Head teacher, Siraha

5.2.2 Training

Figure 5: Distribution of respondents by training status of girls



Almost all parents surveyed during the baseline revealed that their daughters were not involved in any type of training,. Among the girls who have been involved in training, more than three-fifths (62.5%) were involved in vocational/skill training.

"We also want to see our girls in government job but we are unfortunate that we are Musahar and poor, so we will be fine at least for having vocational training" – FDG with Parents, Mahottari and Siraha Districts

Table 37: Type of training involved by girls

Type of Training	Frequency	Percent
Vocational/Skill	5	62.5
None	1	12.5
Don't know	1	12.5
Others	1	12.5
Total	**8**	**100.0**

Most Municipal Representatives expressed the view that, "Until now no Municipality has conducted any type of training with those [Musahar] girls who were out of school or dropped out of school. Nor have they planned any type of training for those girls in near future".

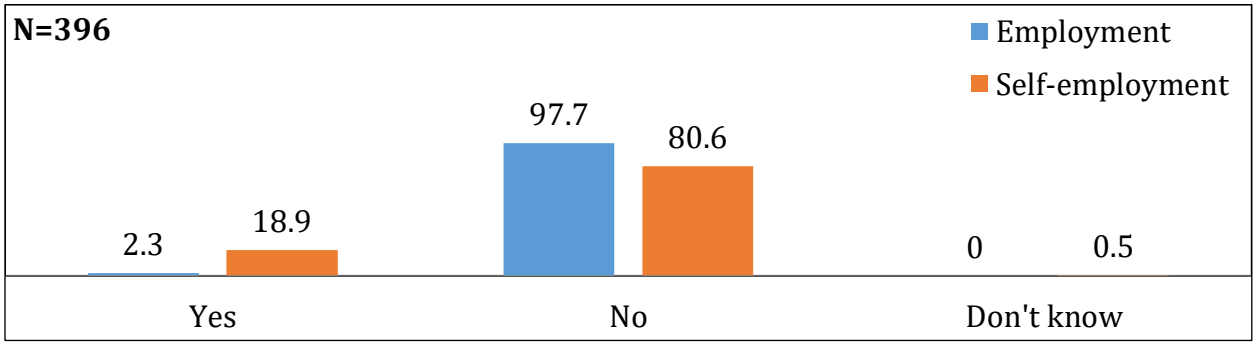
An Educational Coordinator from Mahottari district reported that, "Some Municipalities has planned to provide training to those [Musahar] girls who are out of school or dropped out according to girls' interest. Trainings proposed included handicraft, tailoring and flower making."

When asked in focus groups the majority of the parents from the Musahar community when asked preferred their girls to have vocational trainings (tailoring, sewing, Beauty-parlor, soap, making) to increase their employability. This was reasoned because girls could earn money and live independently before getting married.

5.2.3 Employment transition

Musahar girls aged 15-18 successfully completing 6 months ALP will be directed into the Employment Transition Programme (EMPTP) which will support their transition into enterprise or employment through financial literacy classes followed by livelihood skills training. The aim of employment transition is to prepare girls thoroughly, train them appropriately and support them consistently.

Figure 6: Distribution of respondents by self/employment status of girls



In the baseline survey, almost all the respondents (97.7%) revealed that their daughters were not engaged in any type of employment. Within the 2.3% of girls employed, nearly all were engaged in informal employment service.

Most of the representatives of the Rural/Municipality and leader express their view that, "in the present scenario there is no any strategic plan and program of Rural/Municipality to provide an employment opportunity to the Musahar girls who are out of school".

The majority of the parents (88.9%) said that their daughters were involved in temporary employment with only 66.7% of the parents describing them as safe. More than three-quarters (77.8%) of parents felt that their daughters were paid fairly in their jobs, with 88.9% of girls and 66.7% stating that this income was regular. More than half of the parents did not know if their girls had cash in hand. Further, most of the parents (66.7%) felt that the girls' job did not pay sufficiently to cover girls' basic needs. In addition, 33.3 percent of them were available to work additional hours.

Table 38: Type of self/employment

Nature of Self/Employment	Number	Percent
Employment		
Self-employment	1	11.1
Informal employment	8	88.9
Total	**9**	**100.0**
Self-employment		
Livestock related	1	1.3
Non-agriculture related	4	5.3
Agriculture related	70	93.4
Total	**75**	**100**

Similarly, nearly one-fourth of the respondents (18.9%) revealed that their girls were engaged in self- employment/income generating activity like agriculture related (93.4%), non-agriculture related (5.3%) and livestock related (1.3%).

Likewise, among self-employed girls mostly engaged in agriculture (93.4%) and all of them were part time. Further, almost all of the self-employed girls (98.7) did not have cash in hand but 69.3 percent of the girl's self-employment/income generating activities making profile.

5.3 Sustainability outcome

Outcome 3 - Sustainability: Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable: Performance against comprehensive sustainability scorecard.

Table 39: Sustainability score card

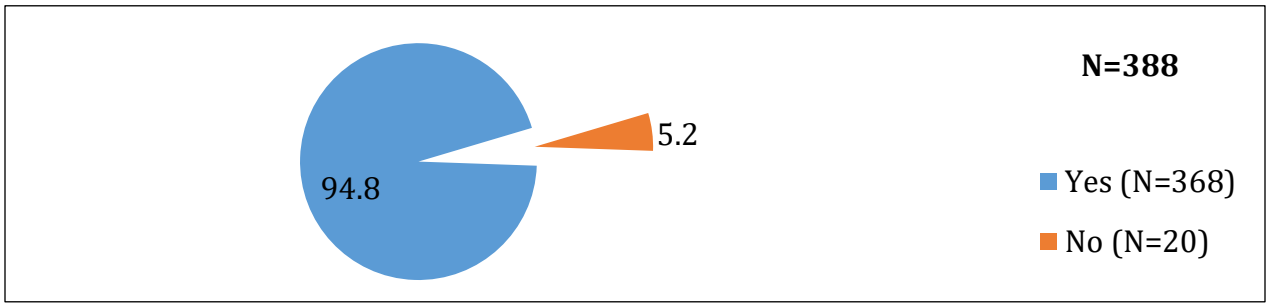
Indicator	Sustainability measures
Community level	
Indicator 1.1: Girls with birth certificate and citizenship card using health, education and employment services	Among 368 girls who had utilized their birth certificate, 99.5% had utilized for education service and 0.3% had utilized for health service. Regarding the citizenship utilization, none of the girls had utilized their card in health and employment services (Detail is given in Table 40&41)
Indicator 1.2: Parents/guardians reporting interest to support their daughter's desired transition pathway (education, training and employment)	11.4 % of the parents reported that they have interest to support their daughter's desired transition pathway (education, training and employment)
Indicator 1.3: ALP classrooms established during the project period continue to operate as peer support and learning resource centres by the community	During the baseline evaluation, none of the ALP classrooms were established during
Indicator 1.4: Protection circles continued with the support of the Alumini association which is established during the project period.	Protection circles did not exist in any of the project implementing site during the time of the baseline evaluation
Baseline Sustainability Score	**1**
School level	
Indicator 2.1: Schools who score acceptable or above in SIP sustainability assessment (ability to improve and maintain SIPs) in terms of inclusion of the most marginalized girls in the school.	Based on the KII information and observation of SIP, none of the school have any provision of marginalized girls in SIP
Baseline Sustainability Score (0-4)	**0**
System	
Indicator 3.1: Local governments adopt TaRL as one their key pedagogical approaches in formal or non-formal education.	None of the local government has been singed with local governments to adopt TaRL as pedagogical approaches in formal or non-formal education
Indicator 3.2: No. of new (non-participating) Ward / Palika level interventions linked to education of Musahar girls.	NA
Baseline Sustainability Score	**0**
Overall Sustainability Score (0-4, average of the three level scores)	**0**

Table 39.1: Changes needed for sustainability

Questions to answer	Community	School	System
Change: what change should happen by the end of the implementation period	Xxx% of girls using health service Xxxx% of girls using education services Xxxx% of girls using employment services Xxx% of parents/guardians reporting interest to support their daughter's desired transition pathway (education, training and employment) Xxx% of ALP classrooms established during the project period continue to operate as peer support and learning resource centres by the community Number of protection circles continued with the support of the Alumini association	Number of school provision of inclusion of the most marginalized girls in SIP	1. Number of Local governments adopting TaRL as pedagogical approaches in formal or non-formal education 2. Number of new Ward / Palika level interventions linked to education of Musahar girls.
Activities: What activities are aimed at this change?	-Community mobilization -Formation and capacity building of Community Management Committees -Establishment of alumni groups by girls following graduation from programme	-Teacher and school administration training and engagement throughout project	-Regular sharing of learning results -Local government engagement through classroom visits and direct or indirect support to the programme for ownership and buy in
Stakeholders: Who are the relevant stakeholders?	Girls, Boys, Protection Advisors Community Protection Committees	Head teachers, teachers, SMC, PTA, educational coordinator	Government and Community Organisation Representatives
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	-absence of appropriate support packages meeting their socio-economic needs -lack of access to services and provision available for self-sufficiency -economic deprivation -cooperation and buy in from community -political unrest or environment related displacement	-lack of engagement from school administration -lack of incentive for schools to actively participate	-Acceptance of programme and activities by local government -change in priorities of local government due to changing social context (COVID-19 for example)

Sustainability findings were presented for community, school, and system indicators. These scores/values were drawn from qualitative and quantitative field data collection. The overall score on the sustainability scorecard ranged from 0 (not at all) to 4.00 (four or more interventions)

Figure 7: Utilization of birth certificate



Among 388 girls who had their birth certificate, 94.8% respondents had utilized their birth certificate. Out of them 99.5% had utilized for formal and non-formal school enrollment while 1.1% used them to open back accounts.

Table 40: Utilization of birth certificate

Utilization of birth certificate (N=368)	Responses	Percent
Formal and Non-formal School enrollment	366	99.5
Immunization Service	1	0.3
Life and health insurance	2	0.5
To get citizenship	2	0.5
To open bank account	4	1.1
Other	10	2.7
Total	**385**	**104.6**

Note: The percent may exceed more than 100 due to multiple options

Table 41: Citizenship of the respondents

Citizenship	Number
Citizenship	2
Utilization	1
Certification of marital relationship	1

When surveyed only 2 girls had citizenship, amongst them 1 girl had used their citizenship card to acquire a marriage certificate.

Indicator 2: % of parents/ guardians reporting interest to support their girl's desired transition pathway (education, training and employment)

Table 42: Parents interest on transition pathway score

Level	Knowledge score	Attitude score	Practice score
Low	0 - 4	0 - 5	0 - 4
Medium	5 - 7	6 - 10	5 - 7
High	8 - 10	11 - 13	8 - 10
Very High	10 - 12	14 - 16	11 - 12

Table 43: Level of Parental/Guardian interest on transition pathway

Level	Knowledge		Attitude		Practice	
	N	%	N	%	N	%
Low	53	13.4	12	3	198	50
Medium	119	30.1	150	37.9	153	38.6
High	96	24.2	161	40.7	24	6.1
Extremely high	128	32.3	73	18.4	21	5.3

Parents/guardians interest to support their girl's transitions pathway into education, training, and employment were assess using a rubric method. Rubric methods were used to assess parents and guardian's knowledge, attitudes and practices using 4 different questions. At the end of each question, a score of 0 to 3 was given and an aggregate score was calculated to determine their level. Detailed tables providing keys for scoring can be seen table 42

Almost a third of the parents (32.3%) were found to have extremely high and medium (30.1%) level of knowledge regarding parental support. Likewise, two-fifths of parents (40.7) were found to have high attitude level. However, half of the respondents (50%) were found to have low level of practice regarding parental/guardian interest to support their girl's transitions pathway into education, training and employment.

"We frequently motivated daughter by saying at least you can write your name and address; if you go to school it only happens and sometime we used to give then 5-10 rupees for convening them to go school". FGD with Parents, Mahottari District

In discussion with community leaders, it was found that most parents from the Musahar community do not have a keen interest in girl's education but do have a very positive attitude towards girl's participation in income generation and vocational training activities.

Participants from FGDs expressed the view that, some of the parents use to support their daughters in their education by supporting them with household responsibilities and chores. Parents also encouraged, from time to time, their daughters to attend ALP classes if they were not interested in going. They also managed the stationary (like books, copies, pen, pencil etc.), uniform, and food necessary for girls to attend school. Finally, they championed their daughters to become educated so that they would not have to perform daily wage labour in the way they themselves do.

Table 44: Parental attitude towards girls education and investment

Attitude	Yes		No		Don't Know	
Girls have a Right to Education	354	89.4	32	8.1	10	2.5
Children with Disability have a Right to Education	331	83.6	48	12.1	17	4.3

In regards to the parental attitude towards education, the majority of the parents (89.4%) believed that girls have a right to education while slightly less (83.6%) carried the same feeling towards children with disabilities.

A parents participating in a FGD concluded that, "if we educate our daughter then she will also educate her children in the future and improve their prospects". Meanwhile another parent explained, "If both husband and wife can earn money then poverty can be removed from their family, so it is important to educate the girls."

"Without higher education girls cannot get a job in the future, however we cannot afford to provide our daughter a higher education due to our economic condition." - FGD with Parents, Siraha

Table 45: Parental attitude towards investment on girls education

Statements	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Even when funds are limited it is worth investing in girls education	1.0	9.1	14.9	57.1	17.9
A girl is just as likely as a boy to meaningfully use her education	0.8	7.8	15.7	53.5	22.2
Even when funds are limited it is worth investing in girls skills development	0.5	5.3	12.4	44.2	37.6
A girl is just as likely as a boy to use her skills effectively for business or employment as a boy	1.5	5.3	15.7	39.1	38.4

When parents were asked attitudinal related questions in the survey more than half (57.1%) agreed to the statement that even when funds are limited it is worth investing girls education while 14.9% neither agreed nor disagreed.

Similarly, 53.5% parents also agreed that a girl is just as likely as a boy to meaningfully use her education. In addition, even when funds are limited two-fifths of parents (44.2%) agreed and 37.6% strongly agreed that it is worth investing in girls skills development. Moreover, nearly two-fifths (39.1%) of parents agreed that a girl is just as likely as a boy to use her skills effectively for business or employment.

Many parents participating in FGDs felt that it was important to give their daughters education and training in order to make them independent. They said that an educated girl can educate to their family. Parents wanted their daughters to become educated and to receive skill training, so that they can get a good job. Parents believed that if their daughters could become educated and get good jobs they could end the poverty within their families.

Many parents however feared that if their daughter participated in education or training that they might become involved in love-affairs which would bring shame to the family. Some of them had low estimations of their daughters, believing that they could not work like a boy outside of the home. They explained that girls have to leave their home after marriage and become responsible for managing the household so learning these would be more useful than education.

Table 46: Parental attitude

The parents were given varying scenarios in statements and asked if they thought it was acceptable or unacceptable for a child to attend school in such situations. More than three-fifths of the parents (68.4%) said that it was not acceptable to attend school if the child might be physically harmed or teased at school or the child might physically harm or tease other children at school, while 31.6% said that it was.

Similarly, more than half of the parents (56.8%) thought that it was unacceptable for a child to not attend school because they had to work and earn money, 52.8% thought it was unacceptable because education was too costly and 61.9% said it was unacceptable because the child needed to help at home. Finally, 69.4% of parents thought it was not acceptable for a child not to attend school because they were a mother, and almost three-fifths (59.6%) thought it was unacceptable to not attend school because they were married or getting married.

Nearly of the parents (49.2%) did however think that it was acceptable to not attend school because the child was too old and 56.8% thought that it was acceptable if the child had physical or learning needs that the school could not meet.

Statements	Yes		No	
	N	%	N	%
The child may be physically harmed or teased at school or on the way to/from school	125	31.6	271	68.4
The child may physically harm or tease other children at school	125	31.6	271	68.4
The child needs to work for earn	171	43.2	225	56.8
The child needs to help at home	151	38.1	245	61.9
The child is married/getting married	160	40.4	236	59.6
The child is too old to attend school	195	49.2	201	50.8
The child has physical or learning needs that the school cannot meet	171	43.2	225	56.8
Education is too costly	187	47.2	209	52.8
The child is a mother	121	30.6	275	69.4

Parent Disinterest in Girls' Education

A 17 years old girl named Sima Sada (name changed) from Musahar community of Saptari district. She seems to be excited after joining the ALP class as informed by the community educator at Bhimar. She shared her study's journey and reason to dropout the school. She answered very innocently with a drop of tears in her eyes saying "If I tell you my whole story during school, you may start crying by listening to me". It is compassionate with her feelings and request to tell her reasons of school dropout because her problems may be the solution of many school's girls from Musahar community. She was among top ten students and she loves to study and has passed grade 5 smoothly. Unfortunately, she has dropout her school at grade 6 due to many problems inside the family as well as outside the family but she still wants to go school.

Without caring about her physical growth, she used to wear a single skirt during her school life but it was impossible to continue her school with a same skirt as she grows up. Also, without school dress, she feels odd to sit in class as teacher also used to give pressure for wearing school dresses time to time. She strongly mentioned that; "it was not a primary reason that her family cannot afford to buy new skirt but it was due to the lack of interest among the parents to invest on girls for education as she is a "temporary asset" for the family after getting marriage". The school was almost an hour far away from her village without any transportation facility. In her case, her father is very positive towards her education and even he wants to buy a bicycle for Sima but her mother used to become obstacle for every investment towards her even for buying new skirt. Sometimes she also want to have some snacks or breakfast at school but her mother never used to give her money and she used to feel boring within her friend circle at school.

She even feels caste discrimination (untouchable) inside the school as well as on the way to school. The majority of students in school or in class were from the other higher caste. They used to separate her and make her lonely at school. Being a Musahar, she feels unfortunate, as she has to face this type of discrimination in the society. She explains a bad incident happen with her; I have to go school through an old man house belonging from upper caste. He furiously used to allow his dog towards me and its intentionally, to make me stop walking nearby his house and last time his dog bite me and tear my shirt else. These types of obstacles she has to face on the way to school, as she is a girl from Musahar community and lastly dropout the school in grade 6.

From her short story, we conclude that the girls from Musahar community are facing the challenges during their school in the form of lack of family support, lack of transportation facility, gender, and caste discrimination prevailing in the society.

Indicator 1: % of schools who score acceptable or above in SIP sustainability assessment (ability to improve and maintain SIPs) in terms of inclusion of the most marginalized girls in the school.

Strategy adapted by school to enroll, re-enroll and retain girls in school

Most of the schools have not adapted any specific strategy to enroll, re-enroll or retain the girls at school who suffer from financial problems. In some schools there is the provision of breakfast

to students under a "nutrition program" and some provide stationeries (exercise books and pens) to the students during admission with scholarship up to grade 5. In some schools adolescent girls are providing with sanitary pads during their menstruation period to maintain regularity and reduce her absenteeism. Finally, there are "No discrimination" and "No use of stick to guide the children" strategies adopted at some of the schools.

One of the school principals from Saptari said that "If we have regular contact with parents and students from the initial period we can reduce drop-out rates and could enrol all of the girls who were out of school." He continued, "students from Musahar toles [communities] just come to school because of breakfast, afterward they go back home, so we need to be in contact with their parents [to stop this]".

Teachers from different districts suggested the following strategies and actions which school should adopt to , re/enroll and retain girls in school:

- *At community level, parent committees should be formed who will be responsible for enrolling and re-enrolling girls who were out of school in school, alongside monitoring student attendance.*
- *Increasing parental awareness in the importance of education will increase the enrolment and retention of children in school. So awareness raising programmes at the household and community level should be conducted regularly.*
- *School teachers and members of school management committee should visit communities from time to time*
- *Parents' contact numbers should be collected upon enrolment for any queries or complaints about their children.*
- *Stationary, uniform, and sanitary pads should be routinely provided to girls.*
- *There should be the provision of scholarships and other resources [as previously mentioned] up to grade 10 in order to decrease dropout rates and increase enrolment rates to schools. Furthermore, schools should have the provision of resources such as sanitary pads to reduce absenteeism of girls during menstrual period.*
- *Schools should deliver additional extra-curricular activities and use interesting games in classrooms to increase the interest of students.*
- *Schools should conduct awareness raising programmes in the community to stop child marriage and child labour, with teachers advocating with parents, community leaders and other stakeholders.*

Musahar community leaders from different communities have provided suggestions for interventions at the household, school, and municipal levels to increase enrolment and reduce dropout of girls from school:

Household

Parents play the primary role in creating the learning environment for their daughter in their home. Parents should provide enough time for girls to study in home with close observation and support. School aged girls should be made free from family problems, which arise due to poverty. A leader from Ramgopalpur, Mahottari district concluded that, "A single educated girl can educate their whole family and a self-motivated parent will never stop their children from attending school."

School

The School Management Committee of public schools should be made responsible for monitoring the school dropout rate of girls from the Musahar community and for identifying the barriers to their education. Committees should also be responsible for conducting awareness raising programmes on the importance of girl's education to girls, parents and the community.

Municipal

Local governments should take the initiative to provide scholarships, food and employment opportunities after study for girls from the Musahar community. Politicians need to advocate for regular Musahar girl education. Municipal government and politicians need to ensure that barriers such child labor, caste and gender discrimination and early marriage are removed. A community leader from Rishidev, Sunsari district stated that, "If we can understand and take an action to solve issues for Musahar girls at the household level then they can enrol and re-enrol freely to school".

Indicator 2: No. of new Ward/ Palika level interventions linked to education of Musahar girls.

Community Leaders from all the districts expressed that many girls are still not in school, have irregular attendance and often dropout from the school despite government policies, plans, and campaigns regularly delivered to encourage enrolment. Schoolteachers perceived gaps in the related policies and programmes delivered by the government. In order to become educated girls have to face various economic and cultural challenges, which are not addressed by policies. Communities are unaware of the provisions available to them from schools or government to support girls' education. Parents who were aware of these provisions were not able to cover education costs, which were not covered by government policies and programmes. Practices such as early marriage prevailing in the Musahar community cause endemic dropout of girls. Therefore, to increase school enrolment, policy should be primarily aimed at parents and the community and focused on addressing the root causes create barriers for retaining the girls in school. Community Leaders from all the districts emphasised that government policies and programmes will be ineffective without parental support.

Most of the community leaders expressed the view that blame is simply passed between parents, schools and government. Teachers argue that they are teaching students as instructed and blame government policy and programmes. Government representatives blame schoolteachers and parents, arguing that they are delivering multiple programmes for girl's education. Parents argue that there are many good reasons for not sending their daughters to school. None of them are taking their responsibility towards girl's education.

The values of sustainable indicators were found zero through reviewing the project documents and interviewing with the SCON/POs staffs and Municipal officials during the qualitative data collected. There were none of interventions implemented under the sustainable indicators in the field during the baseline data collection.

The school level sustainable indicators may be disturbed/delayed due to pandemic of COVID - 19. Therefore, it may be revisited the school level indicators. Similarly, ALP and life skill classes might be interrupted due to pandemic of corona virus, farming and floods in the June-July months. However, the livelihood activities could not be disturbed because there is time for implementation.

5.4 Key intermediate outcome findings

This section present the intermediate outcome level findings which were drawn from baseline study

I.O. 1: Attendance

I.O. 2: Teachers are trained and resourced to support the inclusion of most marginalised girls in learning and progression in ALP and the school.

I.O. 3: Marginalised girls that transition into EMTP develop business plan and acquire financial literacy.

I.O. 4: Marginalised girls and boys report increase in mobility and autonomy over marital, protection and reproductive decisions for girls.

I.O. 5: Marginalised girls and boys report increase in mobility and autonomy over marital, protection and reproductive decisions for girls.

I.O. 6: Strong and active partnerships and engagement with government and other key stakeholders in target region

5.4.1 Intermediate outcome 1

Attendance is the first intermediate outcome that was specifically measured from sites of learning, and a prerequisite to school transition of marginalized girls.

Table 1: IO1 Attendance indicator

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Attendance	Attendance rates of marginalized girls in classes and project intervention.	Project attendance ALP observation	NA at baseline	0%	75%	Yes

The majority of learning centers had not yet begun interventions at project sites at the time of quantitative data collection for baseline study. Therefore, all indicators related to attendance (IO 1) are set zero in the baseline findings.

5.4.2 Intermediate outcome 2

Table 48: IO2 Teachers are trained and resourced to support the inclusion of most marginalised girls in learning and progression in ALP and the school

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Teachers are trained and resourced to support the inclusion of most marginalised girls in learning and progression in ALP and the school.	Average score in school teacher's inclusion of marginalised children.	Classroom observation & FGD	NA at baseline	0%	70%	Yes
	Number of Community Educators demonstrating skills to deliver Teaching at the Right Level (TaRL) in ALP.	Community Educator Survey Classroom observation	External evaluator	Average value of CEs teaching quality based on: i. Assessment -54.25% ii. Goals setting-27.65 ii. Grouping -92.96% iv. Activities combination- 36.17% v. Learning resource development-87.25% vi. Tracking progress - 46.82% Overall CEs teaching quality: 57.52%	i) Assessment- 67% ii) Goals setting- 67% iii) Grouping- 95% iv) Activities combination- 75% v) Learning resources development- 95 % vi) Tracking progress- 67% Overall CEs teaching quality: 75%	Yes
	% of girls reporting conducive class environment.	Classroom observation & FGD	NA at baseline	0%	70%	Yes

5.4.2.1 Community educators demonstrating skills to deliver Teaching at the Right Level (TaRL) in ALP

Street Child of Nepal (SCoN) has identified Teaching at the Right Level (TaRL) as its pedagogical approach for the Learning intervention. Teaching at the Right Level is an approach developed by Pratham, an NGO operating in India and working with over 8 million children on the acquisition of foundational literacy and numeracy skills.

Community educators demonstrating the skills to deliver Teaching at the Right Level (TaRL) in ALP was assessed by testing on the six basic elements that are at the core of Pratham's TaRL approach:

vii. Assessment
viii. Goals setting
ix. Grouping
x. Activities combination
xi. Learning resource development
xii. Tracking progress

Table 49: Assessment of teacher quality based on (i) assessment and (ii) goal setting

Teacher Quality	Frequency	Percent
Assessment		
Highest level for reading in terms of data recording	27	57.4
Lowest level for number recognition in terms of data recording	24	51.1
Marking level when a student makes three mistakes when reading a story	22	46.8
Number of addition and subtraction questions do the students need to answer correctly	29	61.7
Goal Setting		
Learning levels should students' progress into within one month of teaching and learning ideally	8	17.0
ALP learning goals base	18	38.3

Assessment is the first of the six basic elements at the core of Pratham's TaRL approach. In assessment, 47 CEs were asked four different basic questions. When surveyed, almost half of the CEs answered correctly when asked four different basic questions on assessment. Almost three-fifths of CEs (57.1%) answered correctly when asked "What is the highest level for reading in terms of data recording". Similarly, slightly above half CEs (51.1%) answered correctly when asked, "What is the lowest level for number recognition in terms of data recording". A little less than half of CEs (46.8%) answered correctly when asked "If a student makes three mistakes when reading a story, what reading level will you mark them as". And a little more than three-fifths of CEs (61.7%) answered correctly when asked "Within operations, how many addition and subtraction questions do the students need to answer correctly to be marked as 'can do'".

Goal setting is the second basic element at the core of Pratham's TaRL approach. In goal setting, CEs were asked two basic questions. When surveyed, less than two-fifths of CEs answered questions on goal setting correctly. Less than a fifth of CEs (17%) answered correctly when asked "How many learning levels should student's progress into within one month of teaching and learning ideally". Marginally better, when asked "What would you base your over ALP learning goals on", only two-fifths of CEs (38%) answered correctly.

Table 50: Assessment of teacher quality based on (iii) grouping

Teacher Quality	Frequency	Percent
Groups for literacy that students can be divided	47	100
Groups for numeracy that students can be divided	45	95.7
Base the changes in grouping on	39	83.0

Grouping is the third basic element that is at the core of Pratham's TaRL approach. In grouping, CEs were asked three different basic questions. When surveyed, nearly all CEs answered questions on grouping correctly. All CEs (100%) answered correctly when asked "what groups for literacy that students can be divided into". Similarly, 95.7% answered correctly when asked "what groups for numeracy that students can be divided into". Finally, we asked "What would you base the changes in grouping on?", slightly more than four-fifths (83%) of CEs answered correctly.

Table 51: Assessment of ALP teacher quality based on (iv) activities combination

Teaching Quality	Frequency	Percent
Learning activities in literacy that cannot conduct together in the same session	21	44.7
Learning activities in numeracy that cannot conduct together in the same session	22	46.8
Three activities for literacy that would use for whole class as well as individual learning groups	14	29.8
Three activities for numeracy that would use for whole class as well as individual learning groups	11	23.4

Activity combination is the fourth basic element at the core of Pratham's TaRL approach. In activity combination, CEs were asked four different basic questions. When we asked, "what learning activities in literacy cannot be conducted together in the same session" 44.7% of CEs answered correctly. Similarly, 46.8 of CEs answered correctly when asked, "what learning activities in numeracy cannot be conducted together in the same session". Less than one-third (29.8%) of CEs answered correctly when asked "three activities for literacy that would use for whole class as well as individual learning groups" and even less (23.4%) when asked "three activities for numeracy that would use for whole class as well as individual learning groups".

Table 52: Assessment of teacher quality based on (v) learning resource development and (vi) tracking progress

Teaching Quality	Frequency	Percent
Learning Resource Development		
Responsible for preparing learning resource materials in the ALP class	39	83.0
Core principles need to follow for preparing learning resources	43	91.5
Tracking Progress		
Need to perform learning tests for students in your class	35	74.5
Share progress track records with your student	14	29.8
Three key reasons for tracking student progress	14	29.8
Seek support from to address TaRL-related challenges	25	53.2

Learning resource development is the fifth basic element at the core of Pratham's TaRL approach. In this, CEs were asked two different basic questions. Slightly above four-fifths of CEs (83%) answered correctly asked who was "responsible for preparing learning resource materials in the ALP class" and 91.5% answered correctly when asked what "core principles [they] need to follow for preparing learning resources".

Tracking progress is the final basic elements at the core of Pratham's TaRL approach. In tracking progress, four basic questions were asked to CEs. When surveyed, approximately three-quarters (74.5%) answered correctly when asked "How often do you need to perform learning tests for students in your class". Nearly one-third of CEs (29.8%) when asked "How do you share progress track records with your students?" and to provide "three key reasons for tracking student progress". Finally, when asked where to "seek support from to address TaRL-related challenges" a little more than half (53.2%) answered correctly.

Reflections

Initially, first 6 months are the crucial period for the project. Within the period, the project has the learning intervention where Teaching at the Right Level (TaRL) as the pedagogical approach will be intervenes. During the period, Community Educators (CEs) had important roles because they will facilitate to intervene the learning intervention. So, all the CEs need to have adequate skill on TaRL. The baseline evaluation findings regarding CEs skills on TaRL found that they need to improve adequate skills. Otherwise, It may be challenges for project intervention of ALP learning. The project should focus on training community educators in differentiated approaches to ensure that all beneficiaries' progress according to their specific needs and skill levels with modern technology as well as modern pedagogical approach.

5.4.3 Intermediate Outcome 3 Marginalized girls those transition into EMTP develop business plan and acquire financial literacy

Table 53: IO3 Marginalised girls that transition into EMTP develop business plan and acquire financial literacy

IO	IO indicator	Sampling and measuring technique used	Who collected the data?		Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Marginalised girls that transition into EMTP develop business plan and acquire financial literacy.	Average financial literacy score of girls.	PCG survey	External Evaluator		Knowledge-85.9% Attitude-7.3% Practice-42.9	90% Attitude-63% Practice-63%	Yes
	% of marginalised girls that develop business plans.	Project document review (business plan developed by girls)	NA at baseline		0%	42%	Yes

Financial Literacy

At the beginning of the Employment Transition Programme (EMPTP), Musahar girls aged 15-18 will be provided financial literacy classes. Classes will be delivered at the outset of the Livelihood Support Programme (LSP), educating girls on (i) income and expenditure, (ii) entrepreneurship, (iii) saving and credit, (iv) business planning, (v) insurance, (vi) cooperatives and (vii) LSP models over a 45-day course.

To track the girl's awareness and understanding of the content, we have used rubric assessment tools. For assessment, 4 different questions in knowledge, 3 questions in attitude and 2 different questions in practice were used to score girl's financial literacy. In aggregation, we have categorised these into four different levels (low, medium, high and extremely high, table 52).

Level	Knowledge	Attitude	Practice
Low	0 - 4	0 – 5	0 – 2
Medium	5 - 7	6 – 10	3 – 4

High	8 - 10	11 – 13	5
Extremely High	11 - 12	14 – 16	6

Table 54: Financial literacy score of girls

Table 54.1: Financial literacy level

Financial literacy level	Low	Medium	High	Extremely High
Knowledge	2.1	12.0	79.6	6.3
Attitude	5.8	86.9	7.3	-
Practice	4.7	52.4	-	42.9

The baseline evaluation indicates that nearly four-fifths of girls (79.6%) were found to have a high level of knowledge regarding financial literacy, even more (86.9%) were found to have medium level of attitude in financial literacy and a little more than half (52.4%) were found to have medium level of practical skill.

Furthermore, this survey found that a combined 85.9% had a high or extremely high level of knowledge in financial literacy while 42.9% were found to have extremely high practical skills, but that only a small 7.3% were found to have a high attitudinal level.

Reflection

In the project, Musahar girls aged 15-18 will be provided financial literacy classes. To set up baseline value, we only administered financial literacy questions in the baseline whose age was above14 year of old.

Mostly in this age group have to look their family. Some of them were engaged in employment also. They were more familiar to financial related activities like saving and expenditure. In line with this scenario, the baseline evaluation concludes that girls have higher level of knowledge and practices regarding financial literacy but the attitude were found lower level. These results clearly indicate that the MNM project should focus on improving girls' attitudes than knowledge and practice. Currently, the project have educating intervention like income and expenditure; entrepreneurship; saving and credit; business planning; insurance and cooperatives. In the same intervention, project need to focus in improving girls attitude regarding all the dimension of the intervention.

5.4.3 Intermediate outcome 4: Marginalized girls and boys report increase in mobility and autonomy over marital, protection, and reproductive decisions for girls.

Table 55: IO4 Marginalised girls and boys report increase in mobility and autonomy over marital, protection and reproductive decisions for girls.

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Marginalised girls and boys report increase in mobility and autonomy over marital, protection and reproductive decisions for girls.	% of girls involved in marital and reproductive decision making.	Girls survey	External evaluator	**Marital decision making** Un-married-0% Married-0% **Reproductive Decision Making** Who don't have baby-95.5% Who have baby-54.5%	Marital decision Making Un-married-50% Married-40% Reproductive Decision Making Who don't have baby-96% Who have baby-75%	Yes
	% of girls and boys having birth certificate and citizenship cards.	Girls survey & FGD		Birth certificate-95.6% Citizenship-1.5%	97% 5%	Yes
	% of girls and boys who are at least somewhat confident to travel to all vital registration services.	Girls survey & FGD		Education-49% Employment-38.9% Vital Registration-16% Health Facilities-35.7% Market-50.3 Overall confident - 37.9%	Education75%% Employment-65% Vital Registration-35% Health Facilities-62% Market- 68% Overall confident-61%	Yes

Table 56: Knowledge on Marital Age

Appropriate Age for Marriage	Girls		Boys	
	N	%	N	%
Below 20 years	111	27.3	30	7.4
20 and above	254	62.6	327	80.5

Don't Know/Can't say	41	10.1	49	12.1

When surveyed nearly two-thirds of the girls (62.6%) thought that the appropriate age for marriage for girls was 20 years or above while even more boys (80.5%) thought the same. A little more than a quarter of girls (27.3%) thought that the appropriate age was below 20 years while 10.1% did not know.

Table 57: Marital decision making

Decision making	Un-married		Married	
	N	%	N	%
My parents only	252	69.6	25	56.8
Joint decision by myself and parents	80	22.1	7	15.9
My parents and other elders in the family	30	8.3	12	27.3
Myself only	-	-	-	-
Total	**362**	**100.0**	**44**	**100.0**

When surveyed, 69.6% of unmarried girls and 56.8% of married girls confirmed that parents are the only people who decide when they get married and who to. Other answers were contrasted between unmarried and married girls as 22.1% of unmarried girls expected marriage to be a joint decision between themselves and their parents compared to 15.9% of married girls who had experienced this. Even more contrasted, only 8.3% of unmarried girls expected marriage to be decided by their parents and other family elders compared to 27.3% of married girls who had experienced this.

"Society start to raise question to the parent after the age of 12, 'why you do not marry your mature girl?' and start gossiping that her daughter may have affair with someone or parent may not afford cost of marriage". FGD with Girls, Bhimar, Saptari

Similar to girls' survey findings, a community leader from Dhamaura, Mahottari district says that many parents from the Musahar community take the decisions in their daughter's marriage. He continued that marital decisions should be taken by the parents because parents always take the right decision for their children. Parents always think positively towards their children and they know what is right and what is wrong in their girl's life.

Other leaders disagreed that girls should be responsible in making their own decisions in their marriage because no one knows better than himself or herself. . A girl knows best if she is confident and ready to take on the responsibilities of marriage or not, either she can adapt by changing her lifestyle or not. This decision affects her own life, so she when, how and who to marry herself rather than her parents or someone else.

A community leader from Rishidev, Sunsari district added that, "girls have to take all responsibility towards their family and their reproductive health after marriage, so girls should think about all of the future scenarios and make her own decisions in her marriage".

Within discussions between girls in FGDs, most of the girls conclude that generally parents in the Musahar community decided to whom the girls are married. Girls also added that they are

not allowed to make decisions on their own because of the family condition, girl's dependency on their parents' and society's domination of girls. Girls depend on their parents to fulfill their every need. They have been raised to comply with every decision made of their parents, mainly father's decision. Finally, girls added their experience that parents and society perceived that girls are mature immediately after menstruation and often forced to marry young with high pressure on parents to marry their daughter off.

Girls also shared their experience that perceptions within the Musahar community are awful. If girl dresses nicely and speaks to a boy in a good manner, they are accused of some strange relationship with them. Because of this gossiping, parents pressure their daughter into early marriages, which, due to their introverted nature and lack in knowledge, girls cannot deny.

Table 58: Reproductive decision making

Decision making	Married who don't have baby		Married who have baby	
	N	%	N	%
Husband	-	-	8	36.4
Couple together	21	95.5	12	54.5
Mother/Father in law	1	4.5	2	9.1
Total	**22**	**100.0**	**22**	**100.0**

When surveyed, 95.5% of married girls who did not have a baby took reproductive decisions together with their husband compared to 54.5% with a baby. A combined total of 45.5% of married girls with a baby however had no role in reproductive decision making with 36.4% of husbands and 9.1% mother or father in laws making these decisions.

"In the Mushar community girls get married in their early age. Mostly, husbands take reproductive decision." - Leader, Dhamaura, Mahottari

While interviewing community leaders it was concluded that reproductive decision making was the sole responsibility of girls. They said that girls decided when they were ready for motherhood physically and mentally.

Parents of Mahottari district however contradicted this, stating that girls are always controlled by their parents or family in all decision-making, they do not participate in any type of program and only participate in household chores, and therefore have low confidence to do anything.

Sunsari district parents explained that married girls are often afraid to discuss things with their husbands because they are drunk all of the time. They fear he may physically abuse them and they are even afraid to talk with any other male in public because society may think they are having an affair.

Table 59: Birth certificate and citizenship cards of the girls

Certificate/Card	Birth Certificate		Citizenship Card	
	N	%	N	%
Yes	388	95.6	2	1.5
No	18	4.4	137	98.5

Total	**406**	**100.0**	**139**	**100**

Note: 267 of girls were not applicable to make citizenship card

When surveyed, 95.6% of girls had a birth certificate compared to 1.5% who had a citizenship card. However, representatives from the rural municipality and education coordinators argued that this finding couldn't be true. They clarified that many fathers do not have citizenship cards, and without these birth certificates cannot be obtained. They concluded that this is a longstanding issue in the Musahar community.

"The citizenship of sons is acquired when they move abroad for work to earn for the family, but girls remain at home, so parents do not want to spend money on documents for them."- FGD with Girls, Dhanusha

If however girls who claimed to have a birth certificate were to be believed, only two who were eligible to get a citizenship card had done so.

"Girls move to their husband's house when they get married and so it is pointless for them to acquire a citizenship card before they get married." - FGD

When interviewed, representatives from rural municipalities also agreed that most eligible girls who were above 16 did not have a citizenship card. The main reason was often illiteracy or lack of awareness about the importance and uses of citizenship cards among the community, parents and girls.

"Musahar girl's in the community rarely leave their homes, they are out of school or dropout soon after they enroll at an early age and work in daily wage labour jobs. In a girl's life there is no necessity for citizenship. That is why Musahar girl's did get citizenship cards." Rural Municipal Representative

An Educational Coordinator form Rampur, Mahottari agreed that most eligible girls from the Musahar community do not get citizenship cards. He expressed the explanation that, girls did not get citizenship cards before marriage, afterwards because of changes to their caste they would have to get a new one, and therefore do not.

Parents participating in FDGs agreed that most eligible girls do not have citizenship cards, adding that most parents do not have them either so they cannot submit evidence required to get a citizenship card or birth certificate for their daughter. Parents concluded that getting a citizenship card made before girls are married is useless. That it would be better to get one after marriage. Most parents were unaware of the uses or importance of citizenship cards, so they feel getting one for their daughter is a waste of money and time.

Parents in FDGs expressed the view that the process of getting a citizenship card is very difficult and irritating. Firstly, they have to collect evidence and signatures of 5-7 neighborhoods that themselves have citizenship cards. Then they have to go a Ward office for a recommendation. Following this, they have to go to district the Administrative Office. Throughout this process they

have invest a significant amount of money. The whole process is so expensive, time consuming and complicated that parents simply decide not to go through it for their daughters.

The majority of girls participating in FGDs also shared their feeling that most Musahar girls who are eligible don't have a citizenship card, and they thought that it was their parent's responsibility to acquire them one. They thought parents do not support them to get a citizenship card because they do not feel it is necessary before marriage. Most girls therefore thought that citizenship is simply not acquired before married. They also added that because of many parent's carelessness many girls do not have a birth certificate either. Without birth certificates, they knew that they cannot get citizenship and many parents do not know the real age of their daughters or have the evidence required to acquire citizenship. Many parents did not have citizenship themselves. Girls concluded that many fathers work abroad and that other family members do not know the citizenship or birth certificate processes. Finally, they felt that there is discrimination between son and daughter, parents do not give attention to their daughters or want to spend time and money in getting them citizenship to simply leave after marriage or result in house chores.

Participants also added that a reason for many girls not having citizenship was that most of them were married at an early age and were afraid of punishment from their local Rural Municipality/Municipality for committing an illegal act.

To overcome these challenges girls suggested raising the awareness and thereby motivate their parents in the importance and process of acquiring citizenship for the daughter. The ward and municipality president or mayor should be motivated to address this issue in the Musahar community. The parents should be made to get birth certificates for their daughters earlier. Local government should bring in strict laws to prohibit early marriage.

% of girls and boys who are at least somewhat confident to travel to all vital registration services

Table 60: Confidence level of the girls to travel to different services

Confidence Level	Services									
	Education		Employment		Market		Vital Registration		Health Facilities	
	N	%	N	%	N	%	N	%	N	%
Completely confident	144	35.5	136	33.5	155	38.2	57	14.0	115	28.3
Fairly confident	55	13.5	22	5.4	49	12.1	8	2.0	30	7.4
Neutral	114	28.1	107	26.4	72	17.7	79	19.5	107	26.4
Not very confident	53	13.1	90	22.2	83	20.4	104	25.6	80	19.7
Completely Unconfident	40	9.9	51	12.6	47	11.6	158	38.9	74	18.2

Girls were surveyed to rate their confidence in going to different services such as education, employment, market, and vital registration and health facilities. The majority of the girls were found to be completely confident regarding travel to education (35.5%), employment (33.5%),

market (38.2%) and health facilities (28.3%). In vital registration, however the majority of girls (38.8%) were found to be completely unconfident, with only 14% completely confident.

Girls participating in FGDs expressed their perception that most girls are not confident in using vital registration services (birth, marriage, death, migration and divorce) that are provided by the local government. Girls explained that they don't have often have the necessity to use Rural Municipal/Municipal services, clarifying that this is normally the responsibility of parents. They also shared that they do not have knowledge of or permission from their parents to use these services. That is why girls have low confidence in using vital registration services.

Multiple Education Coordinators agreed with this finding in that they had observed Musahar girls to have very low confidence in accessing vital registration services because they were illiterate or lacked any awareness of registration processes. Furthermore, they also thought that girl's mothers were usually unaware of vital registration services and processes.

"Girls rarely have any reason to visit their municipality. Like other institution, girls have no necessity to visit municipality frequently and that is why they are completely unconfident in visiting for vital registration". - Educational Resource Person, Saptari district

Reflection

The finding regarding to the citizenship card shows that the project needs to rethink whether the intervention can be achieved the expected result within the project duration.

Regarding the birth certificate, the result is satisfactory because almost all girls have birth certificate. However, representatives from the rural municipality and education coordinators argued that this finding couldn't be true. They added that many fathers do not have citizenship cards, and without these birth certificates cannot be obtained. Furthermore, they argued that this is a longstanding issue in the Musahar community.

Regarding to the marital and reproductive decision-making, the result shows that there is huge room to improve in next evaluation point. To improve the current scenario, the project need to develop behavioral modification intervention related to marital and reproductive decision-making. Along with the girls, project need to develop interventions focusing their parents participation because without parents support such decision-making cannot be improved.

5.4.3 Intermediate outcome 5: Strong and active partnerships and engagement with government and other key stakeholders in target region.

Table 61: IO5 Strong and active partnerships and engagement with government and other key stakeholders in target region

IO	IO indicator	Sampling and measuring technique used	Who collected the data?	Baseline level	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Strong and active partnerships and engagement with government and other key stakeholders in target region	Number of actions agreed by government officials and community organisations on improved education policy for marginalised children in participating Ward and Palikas.	Observation (Project document review)	External evaluator	0%	60 Palika (local government)	Yes

In the baseline evaluation, we have reviewed the entire project document of SCoN and interviewed with SCoN staffs and found that none of the government officials and community organization have not done agreements with SCoN to improve education policy for margainased children. It is necessary to coordinate and advocate to local government officials and community organizations to make education policy in favor of marginalised children as well as sustainability of the project

5.5 Life Skills

The MNM project is grounded in the assumption that learning and life skills are significant foundations for securing livelihood opportunities, and that learning should involve the acquisition of life skills. Life skills aims to address social and economic issues encountered in learning and livelihoods, which trap girls in a vicious cycle of exclusion.

To encourage self-sufficiency, offering a safe space with a social worker and peer support to enable girls and boys to discuss gender-associated challenges and increase confidence in accessing services and social networks, a six-month Life Skills Protection Circles (LSPC) will be provided in parallel and compliment to ALP classes.

In the survey, four different topics [like comprehensive sexual education (sexual health/ adolescence, family planning, menstruation), child rights and civic sense, protection (gender based violence and discrimination, child protection) and self-efficacy] were used to determine girl's baseline life skill level (extremely high, high, medium and low).

5.5.1 Self-Efficacy

The General Self Efficacy (GSE) test was used to assess the self-efficacy of the sample girls. GSE tests are usually administered to assess a general sense of perceived self-efficacy with the aim of understanding the respondents' ability to cope with daily hassles as well as adaptation after experiencing stressful life events.

As per the standard procedure, 10 statements were read out to the girls and they were asked to express their level of agreement or disagreement to the statements. Each response was given a score - 1 mark for not true at all, 2 for not true, 3 for true and 4 for very true. The total score thus ranges between 10 and 40 for each girl, with a higher score indicating higher self-efficacy. Although the standard procedure does not have any guideline on categorizing the respondents on the basis of the scores, for the purpose of this study, the girls were categorized in the following way for a better understanding:

Table 62: GSE scores and level of self-efficacy

GSE score	Level of self-efficacy
0 – 10	low self-efficacy
11 – 20	Medium self-efficacy
21-30	High self-efficacy
31-40	Very high self-efficacy

Table 63: Self-efficacy level of girls

Level of Self-efficacy	Number	Percent
Low Self-efficacy	88	21.7
Medium Self-efficacy	96	23.6
High Self-efficacy	132	32.5
Very High Self-efficacy	90	22.2
Total	406	100.0

According to GSE test results, approximately one-third of girls (32.5%) were found to have a high level of self-efficacy while the number of girls at the remaining three levels was divided equally (21.7% Low, 23.6% Medium, and 22.2% Very High self-efficacy).

"The girls are being habitual to stay under their parent for every small thing and become dependent to their parents before marry and dependent to their husband after married than how they develop self-efficacy"- FGD with Parents, Siraha

Table 64: Self-efficacy level of the girls by age category

Disaggregated by age, findings showed that 30.7% of girls aged 10-14 were found to have low

Age Category	Low Self-efficacy	Medium Self-efficacy	High Self-efficacy	Very High Self-efficacy
10-14 Year of Old	30.7	19.1	33.0	17.2
15-18 Year of Old	11.5	28.8	31.9	27.7

self-efficacy compared to 11.5% of girls aged age 15-18. Similarly, with very high self-efficacy, there were only 17.2% of girls aged 10-14 compared to 27.7% of girls aged 15-18.

Furthermore, an average of the GSE scores was calculated and analyzed with age group. The mean self-efficacy was 20.065 with standard deviation 13.089 and standard error 0.593. In term of age group, 15-18 years of old appeared to have the highest GES mean score than 10-14 year of old. Likewise, there is highly significant different the age group and self-efficacy which means higher the age higher the self-efficacy level.

Table 65: Mean self-efficacy of the girls by age category

Age Group	Mean	SD	SE	Sig
10-14 Year of old	20.065	13.089	0.893	0.000
15-18 Year of old	25.592	9.747	0.705	
Total	**22.665**	**11.946**	**0.593**	

Parents participating in the FDGs agreed that most girls from the Musahar community have low self-efficacy (communication skills, problem solving, low confident, decision making, empathy, etc). According to the participants, girls generally stay under their parent's control and just complete household chores. Only boys have familial and societal permission to participate in activities like in any training, meetings, and even schooling. In the Musahar community, this culture makes girls dependent and introverted in nature as girls become less independent and able to make decisions. The majority of Musahar girls are illiterate. Thus, a lack independence, confidence, and knowledge such as literacy means that girls have very low self-efficacy.

Girls participating in the FGDs also agreed that Musahar girls have low self-efficacy. According to participants, parents and society control them, creating pressure as they feel a burden to their parents when they are illiterate and unable to contribute. Girls are also aware that they belong to traditional families and feel shy to express themselves in their family and community. They feel unable to make their own decisions due to the lack of education, subjective knowledge, and limited participation in discussions, trainings and workshops.

To overcome low self-efficacy participants emphasised that parental and familial support is the main thing. They believed that parents and the community should also be given education and training related to girl's education, girl's empowerment, and the importance of self-efficacy. Alongside this, girls felt that they should be provided an opportunity for quality education, skills and vocational trainings, and decision making rather than only engaging in household chores.

5.5.2 Comprehensive Sexual Education

In comprehensive sexual education adolescent and sexual health, family planning and menstruation related issues for girls were assessed. Rubric methods were used to assess their knowledge, attitudes, and practices. Detail information in provided in the table below.

Table 66: Comprehensive sexual education scores and level

	Adolescent and sexual health			Menstruation			Family Planning		
	K	A	P	K	A	P	K	A	P
Low	0-4	0-3	0-3	0- 3	0 - 4	0- 2	0 - 3	0	0 - 3
Medium	5-7	4 - 5	4 - 5	4- 5	5- 7	3- 4	4 - 5	1	4 - 5
High	8 - 10	6 - 7	6 - 7	6- 7	8- 10	5	6 - 7	2	6 - 7
Extremely High	11 - 12	8 - 9	8 - 9	8- 9	11-12	6	8 - 9	3	8 - 9

Almost all the girls (97.8%) in the study were found to have low levels of knowledge and attitude regarding adolescent and sexual health while a little more than fourth-fifths of girls (83%) were found to have low level of practice in adolescent and sexual health.

Regarding Family planning, almost three quarters of the girls (73.2%) had a low level of knowledge and 52.3% had a low level of practice. 55% however had high level of attitude.

"Most girls have low knowledge about the sexual and reproductive health because the girls were out of school. Some of them go to school irregularly and some of them drop out at an earlier age. They also belong to conservative families and do not have the confidence to talk about their reproductive health. Most of the girls are introverted and feel shy to ask any questions related to the reproductive health with other girls and with their teacher at school or in a class." – KII with a Teacher and Educational Coordinator

Parents participating in FGDs also expressed their perception that most of the girls have a low level of knowledge about the sexual and reproductive health (menstruation, age at marriage, age of pregnancy, family planning) because they either do not go to school or have dropped out at a very early age. Parents said that many girls are forced to get married early at a school going age and do not get the chance to study about the sexual and reproductive health in the school. Finally, parents concluded that they themselves have very little knowledge about sexual and reproductive health.

Most girls participating in FGDs share their problem that they have little knowledge on sexual and reproductive health because they left the school in earlier age, that their parents and elder sisters do not share or discuss these with them and that they do not because they are introverted. Girls shared their feeling that parents never used to listen them and therefore they do not feel comfortable or get chance to share their opinions or discuss sexual and reproductive health with them. Similarly, parents never ask their daughters about these things.

Girls suggested that a solution to overcome these issues would be regular attendance in school, to increase the knowledge as well as practice related to the sexual and reproductive health. They also thought that knowledge could be increased by counseling from their friends, teachers, and family members. Firstly, parents and community people should be educated on sexual and reproductive health issues through programmes and trainings and then they can teach their daughters. Alongside this, girls should also be provided with training opportunities on sexual and reproductive health issues to increase their knowledge.

In menstruation, nearly three-fifths of the respondents (58.9%) had extremely high level of knowledge, but only 42.6% and 41.9% were found to have high levels of practice and attitude respectively.

Similar to survey findings, most girls participating in FGDs also agreed that Musahar girls have low level of practical behavior in menstruation. They thought that a reason for low levels of practical behavior in menstruation could poor economic conditions which meant that they could not afford to buy sanitary pads and felt shy in asking for money from the fathers to.. Furthermore, girls revealed that they did not know how to use sanitary pads and some of them feel odd and uncomfortable when they do. Most girls also expressed that they feel shy to wash and dry the clothes during menstruation in the sun light in front of others. Likewise, most of girls expressed that they have low confidence and feel shy discussing menstruation hygiene and menstruation related issues with their friends and mothers.

Girls also thought that regular attendance in school, where they could get knowledge regarding menstruation, would help to improve their knowledge, attitudes and practices. They thought that awareness programmes and trainings related to the menstruation and menstruation hygiene-practice would help to develop their confidence to talk with their parents, ask for money to buy sanitary pads and educate younger girls.

5.5.3 Child Rights and Civic Sense

In child rights and civic sense, rubric methods were used to assess their knowledge, attitude, and practices. Detailed information is provided in the table below.

Table 67: Child right and civic sense score and level

Index	Civic Sense			Child Right		
	K	A	P	K	A	P
Low	0-2	0-2	0-3	0 – 2	0-2	0
Medium	3-4	3-4	4 -5	3-4	3-4	1
High	5	5	6-7	5	5	2
Extremely High	6	6	8 -9	6	6	3

In civic sense, the majority of girls were found to have a low level of knowledge (64.3%), attitude (74.4%) and practice (94.3%). Similarly, in child rights, the majority of girls (92.6%) had a low level of knowledge however they have medium levels of attitude (47.3%) and practice (36.9%).

5.5.4 Protection

In protection; gender based violence, discrimination and child protection related issues were assessed through a survey of girls. Rubric methods were used to assess their knowledge, attitude, and practice. Detail information is provided in the table below.

Table 68: Protection score and level

Index	Knowledge	Attitude	Practice
Low	0-5	0-2	1
Medium	6-9	3-4	2
High	10-12	5	3
Extremely High	13-15	13-15	4

When surveyed, the majority of girls were found to have a low level of knowledge (83%) in protection, but a medium level of both attitude (43.1%) and practice (91.1%).

"The early marriage and child labor should be strictly stopped by the government and girls should be made independent to end gender-based violence" - FGD with Girls, Bela,

Girls participating in the FGDs agreed that girls do not have subjective knowledge in protection issues such as gender based violence, discrimination and child protection but that most have experienced child labour, child marriage and gender discrimination. Girls said that they are often victims inside of their own family but remain silent because of their dependency, concluding that they have to face violence from inside the belly of their mothers.

Girls stated that boys get the opportunity to study in private schools while girls are not even sent to government schools. Parents, girls explained, think that spending on a girl's education is not profitable because they leave home after becoming married.

Participants in FGDs suggested that girls should be given awareness raising programmes and training on protection and violence so that they could observe, understand, and respond when these happen to them. They should be provided with skill trainings that make them independent and able to fight against child labour and gender based violence. Alongside this parents should be made to send their daughters to school and educated through awareness raising programmes and trainings to change their attitude.

Table 69: Life skill level

Life Skills	Knowledge (%)				Attitude (%)				Practice (%)			
	Extremely High	High	Medium	Low	Extremely High	High	Medium	Low	Extremely High	High	Medium	Low
Sexual Health /Adolescence	-	1.0	1.2	97.8	0.8	0.2	1.2	97.8	-	-	17.0	83.0
Family Planning	6.7	16.7	3.4	73.2	10.1	55.0	24.8	10.1	-	9.1	38.6	52.3
Menstruation	58.9	17.5	9.4	14.2	11.6	41.9	40.6	5.9	8.4	26.1	22.9	42.6
Civic Sense	5.4	6.2	24.1	64.3	0.2	1.2	24.2	74.4	-	3.7	2.0	94.3
Child Right	-	0.7	6.7	92.6	19.5	16.5	47.3	16.7	40.2	-	36.9	22.9
Protection	0.5	3.4	13.1	83.0	10.1	9.4	43.1	37.4	0.2	7.6	91.9	0.2

Girls' knowledge, attitudes, and practices/behaviours in issues of adolescent and sexual health, family planning, menstruation, child right, civic sense and protection issues were remarkably low at baseline, demonstrating there is sufficient room for growth before the next evaluation point. The project may consider tailoring the curriculum to ensure that they gain critical knowledge, attitudes and practices in these issues. Equally, the project should design parental involvement and parent's awareness intervention to improve the life skill of the girls.

6. CONCLUSION AND RECOMMENDATION

6.1 Conclusion

The sequential mixed-methods approach was adopted to generate quantitative and qualitative information on the situation of Musahar girls of five districts; Sunsari, Saptari, Dhanusha, Siraha and Mahottari districts, as a Cohort 1. A summary of the findings and recommendations made from them are presented below.

Key Characteristics Sub groups and barrier

There were 406 Musahar girls participated in the survey. Slightly more than half of the respondents (53%) in the survey belonged to 10-14 age group and rest of them were aged 15-18 years old. Only 10.8% of the girls were married, among whom half were mothers and half were not.

Regarding the family size, 22% of the household had 5 family members, living and eating their meals together in a single dwelling. Within the sample size, 55.8% of children were between 10 and 18 years old and, among them 48% were in school and 52% were not.

Likewise the main income source of the family, 68.9% rely on daily wage labour as their main income source. More than half of respondents (54.5%) house roof was made from tin/iron sheets with a further 26.5% made up from thatch. A little more than half of them (52.0%) didn't have toilet facilities.

The baseline evaluation identified the mainly three barriers:

Home/community level barrier

- Household chores, taking care of elderly/younger members in the family, fetching water, agricultural work and involved in household activities more than quarter of day,

School barriers

- School materials and dress and lack of parents support for girls education

Economic barriers

- Family have food sufficiency for nine months, gone without cash income for more than ten days, wage labour as main family income source and doesn't have any land

Learning Outcomes

Within this study, the majority of the girls were found to be at beginner level in literacy (69.7% in Nepali and 90.1% in English) and numeracy (55.9%) when assessed, meaning that they could not recognize a single letter and number. Disaggregated data demonstrated that there was no substantial difference in girl's scores dependent on age, marital and motherhood status.

Comparing girls scores by age, 10-14 year olds were 2.1%, 4.1% and 4.7% more likely to be at beginner level in Nepali, English and Maths respectively than girls aged 15-18. Similarly, when comparing marital status married girls were 11% and 6.8% and 3.6% more likely to be at beginner level in Nepali, English, and Maths respectively than unmarried girls. Finally, and most substantively, when comparing motherhood status girls who were mothers were 13.7%, 13.6% and 27.2% more likely to be at beginner level in Nepali, English and Maths respectively than girls who were not mothers.

Life Skill

The knowledge, attitudes and practices/ behaviour of girls in adolescent and sexual health, family planning, menstruation, child right, civic sense and protection issues (gender based violence, discrimination and child protection) were remarkably low at baseline, while their self-esteem and self-confidence were relatively higher.

When surveyed, almost a third of girls (32.5%) were found to have a high level of self-efficacy, with considerably more girls aged 10-14 (30.7%) found to have low self-efficacy than girls aged 15-18 (11.5%). Almost all the girls (97.8%) were found to have a low level of knowledge and attitude regarding adolescent and sexual health while a significant majority (83%) were found to have a low level of behaviour. Nearly three quarters of girls (73.2%) had a low level of knowledge and 52.3% of those married had a low level of practice in family planning.

A significant proportion of girls (42.6%) had a low level of behavior towards menstruation but an extremely high level of knowledge (58.9%) and high level of attitude (41.9%). Most girls were found to have low level of knowledge (64.3%), attitude (74.4%) and practice (94.3%) in civic sense. While in child rights the majority of girls were found to have medium level of attitude (47.3%) and practice (36.9%) but a low level of knowledge (92.6%). Finally, in protection related issues the majority of girls were found to have low level of knowledge (83%) but medium levels of both attitude (43.1%) and practice (91.1%).

Transition outcomes

Most of the girls in MNM Cohort 1 (74.7%) had attended some level of school but had since dropped out, with nearly half within the last 5 years. The top three causes of dropout identified within the survey were (i) the need to generate income, (ii) a lack of interest, and (iii) a lack of finance to cover educational costs. A significant quarter (25.3%) of girls surveyed had never been to formal school. Correspondingly, the same three causes were given as the reasons that girls had never been to formal school. Only 8.8% of girls had participated in non-formal education such as literacy classes.

Community leaders, rural municipal representatives and educational coordinator when interviewed, and Musahar girls and parents when participating in focus group discussions, reported that the MNM project had just initiated ALP classes. Almost all expressed the opinion

that ALP classes are being received very positively and were more effective than public schools in providing the required learning environment for girls to learn in an accelerated period.

A mere 2% of girls surveyed reported that they had been involved in any training such as vocational or skills training. Municipal representatives reported that before the MNM project no trainings of any type had been conducted for out of school or dropout girls, and that none were planned in the near future. Almost all girls (97.7%) were found not to have engaged in any type of employment, and the 2.3% that were were almost uniformly engaged informal employment service. Of the 18.9% of girls engaged in self-employed income generating activities 93.4% were in agriculture, 5.3% in non-agriculture, and 1.3% in livestock.

Sustainability outcomes

Sustainability findings at baseline – presented at community, school and system levels – were drawn primarily from qualitative data and then from quantitative data. The overall score on the sustainability scorecard was 0 out of 4.00.

Almost all of the 94.8% of girls who had birth certificates had enrolled in formal and non- formal school (98.6%), however only 2 of the 3 girls who had citizenship cards had utilised them, doing so to get marriage certificates.

When surveyed half of the respondents (50%) were found to have a low level of parental support transitioning into education, training, and employment with only 32.3% having a high level of knowledge and 40.7% a high level of attitude. In discussion with community leaders, it was found that most Musahar parents do not have a keen interest towards the girl's education but that a majority is positive towards participation of girls in income generation and training activities.

Intermediate Outcome Findings

Intermediate outcome findings at baseline provide substantial data that can be used formatively in MNM intervention design. In this baseline survey learning centers had not yet begun interventions at the time of quantitative data collection and therefore all IO1 indicators are set at zero for baseline.

Street Child has identified Teaching at the Right Level (TaRL) as the pedagogical approach, which will be used to deliver the Accelerated Learning Programme learning intervention. Teaching at the Right Level (TaRL) in the ALP was assessed according to the six basic elements - assessment, goals setting, grouping, activities combination, learning resource development and tracking progress - at the core of Pratham's TaRL approach.

When surveyed the majority of Community Educators (CEs) answered correctly in assessment while a quarter of CEs answered correctly in goal setting and nearly all answered correctly in grouping. In activity combination, learning resource development and tracking progress, 36.1%, 87.25% and 46.75% of CEs answered correctly on average.

The baseline evaluation concludes that the majority of girls demonstrate a medium level of practice (52.4%) and attitude (86.9%) but a high level of knowledge (79.6%) in financial related issues. Among girls 69.6% of unmarried girls and 56.8% of married girls revealed that only their parents decided when and whom they got married to. In reproductive decision making 95.5% of girls who were not mothers thought a couple should decide together but 54.5% of girls who were mothers had shared in this decision with their partner.

In regards to birth certificates, municipal representatives directly contradicted the claims of so many girls to have one. They clarified that this was impossible because the majority of their fathers did not have the citizenship cards required in the process. Surveys found that nearly no girls had citizenship cards themselves, and if so only for the purposes of marriage. Finally, most girls were found to be completely unconfident in going to vital registration services despite being confident to travel to education, employment, the market or health facilities.

Gender equality

The baseline evaluation maintained the GESI standards throughout the study including (i) tools designing and piloting; ii) recruiting the local female enumerators who speak Maithali language because Mushar girls and their caregivers can understand better in their language; iii) training to enumerators on GESI Standards and Washington group questionnaires for disability issues; (iv) data collection; and (v) assuring GESI issues during reporting writing phage also.

Regarding the project intervention, SCoN is ensuring that GESI is mainstreamed throughout the project design and that all project activities adhere to GESI minimum standards at all times, reflected through a monitoring framework which demonstrates the project's commitment to adopting more transformative approaches to GESI at all stages. The MEL design had ensured Do No Harm and inclusivity in terms of gender, ethnicity, and disability.

To achieved GESI standard, the project has Gender and Social Inclusion specialist in their M&E structure and Inclusion officers that they are ensuring GESI standards in project interventions.

In life skill intervention, project has developed of a comprehensive curriculum consisting of; menstrual hygiene, family planning, assistance in registering for birth certificates and citizenships, gender-based violence and existing gender stereotypes within their communities which seeks to address daily challenges Musahars face. All information regarding to the project beneficiaries had maintained confidential and treated as one of the safeguarding priorities.

Theory of Change

Assumptions in the theory of change (ToC) regarding barrier, activities, assumption, outputs, and intermediate outcomes appear to hold true. In ToC, project has assumed following barriers:

- Musahar families are landless and illiterate, and education is the last priority as extreme poverty prevents them from affording the direct and indirect costs of schooling, including fees and uniforms.

- Musahar girls experience significant social exclusion from instruction and curriculum (and a lack of access to local language resources) and discrimination from teachers and peers, who see them as uneducable.
- The education system excludes Musahar girls; educators have insufficient capacity to differentiate instruction and curriculum to cater to marginalised girls, and discriminate against them through their attitudes and actions. Musahar girls lack access to specialised support required to overcome their circumstances and maintain participation in education.
- Musahar girls are unable to increase their income earning capacity or secure employment as they lack access to training on required knowledge and skills. Income earning is erratic, and Musahars are unable to save or invest in their future aspirations.
- There is a pervasive lack of awareness of rights and gender rights; alcoholism and substance abuse are rampant, and many Musahar girls experience serious concerns for their security and safety en route to school.
- Early marriage and motherhood are prevalent amongst Musahar girls, disrupting their schooling and resulting in dropout, and resulting in poor health and nutrition, and exclusion control over from marital and reproductive decisions.

To overcome such barriers, the project targets Musahar exclusion from education and employment through a set of interrelated interventions which direct response to exclusion from education due to out of school, a 6 month Accelerated Learning Program (ALP) provides a free, immediate and intensive intervention to improve literacy and numeracy skills for 7500 girls. This can address exclusion from education, and address the lack of aspiration towards education through demonstrating that education leads to further opportunities.

Recognising that Musahar girls are facing different challenges under different circumstances, the project offers an Education Transition Program (EDUTP) and an Employment Transition Program (EMTP).

Street Child of Nepal has core competency on behaviour change and capacity building which reflects in Theory of Change, and are crucial to challenge the multiple discriminations endured by Musahar girls.

The elements of the Theory of Change together (i) increase the capacity of community educators, recruited and trained from local communities, contribute a critical mass of capacity to work with marginalised Musahar girls in the region; and (ii) increase the capacity of government representatives and community organisations. The latter will include additional training and coaching on (i) child protection; (ii) gender responsive programming; (iii) participatory monitoring and evaluation tools; and (iv) developing evidence base to advocate for further action from national and regional governments.

Risk assumption

The study concludes following key risks and that needs following actions to mitigate:

Risks	Proposed Actions
Lack of parental support in Girls education	Project need to develop behavioral change modification intervention related girls parents
Lack of coordination with local government and schools	Rigorously project should coordinate with local government and schools. They should be orientated regarding project-related activities and tie up them in some extend.. At least, bimonthly coordination meeting should be run where ScoN team addressed their progress and future plans.
Enrolling girls that do not meet selection criteria	The project should closely monitor during enrollment and should trained to their staff regarding to selection criteria of girls enrolment.
CEs do not seem confident enough to deliver Teaching at the Right Level [TaRL] Skills	Project need to train their CEs and monitor and supervise frequently to boost up their teaching and learning skills.
COVID-19 (which leads risk of high dropout)	After COVID-19 pandemic, it might be affected project intervention in the communities. They need to remain in touching with ALP girls thorough different of means of communication such as FM Radio or mobile to engage in education or life skill activities

6.2 Recommendation

The rationales' for recommendations are based on findings are given as bellow:

S.N.	Recommendation	Rationale	RAAG Rating
Monitoring, evaluation and learning of the project			
1.	The duration of gap between the cohorts need to be shorten	MNM project has three cohorts; each cohort will run after 6 month. The duration between first cohort and third cohort will be 12 month. Within 12 months, the intervention of cohort will be completed. Thus, the beneficiaries' identification and interventions should be start early to get desired results of the project. (Gap analysis between the cohorts intervention implementation need be done.) .	Amber-Red
2.	Operational definition and strategy of project intervention could be needed for intermediate outcome 4 and all to make clear understanding from central and field level staffs. The school support programme/ interventions need to add in project MEAL.	To, achieve intermediate outcome 4 the project has "Average score in school teacher's inclusion of marginalised children" and "% of girls reporting conducive class environment" indicators. To make clear understanding of these indicators and other all, the operational definition and strategy of implementation to be needed. In addition to this, the school support programme/ interventions are missed in project MEAL.	Amber-Green
3.	Parent focused interventions to be needed to aware their girls education and employment. **(Outcome 3.2)**	Indicator 3.2 "% of parents/guardians reporting interest to support their daughter's desired transition pathway (education, training and employment)" is directly related to parents' knowledge, attitude, and practice. Beside this indicator, some other indicators are also indirectly related to parents' awareness.	Amber-Green
4.	Employment transition programme need to be specific and operational plan (**Outcome 2)**	After reviewing the project document, it was not found any document that project has developed operational plan (in which job they have to engage, how they engage and where to engage and who are the potential agencies and people to support employment transition programme, curriculum of vocational training and skill testing etc) regarding	Amber-Green

		employment transition, which is needed immediately after completing after 6-month ALP classes. Otherwise, there will be confuse and nay delay to get required achievement.	
5.	The project should develop a basic vocational training curriculum and provide CTEVT skill test certificates to girls after training **(Outcome 2)**	The majority girls and their parents were found interested in vocational trainings, employment and self-employment opportunities when surveyed. Before transition, the project needs to identify beneficiary interests in various vocational trainings and plan accordingly. The project needs to develop a basic vocational training curriculum and provide CTEVT affiliated/approved skill test certificates to girls after training in order to support girls in finding employment or to become self-employed by starting their own business.	Amber-Green
6.	Frequently monitoring and supervision needed for ALP classes (particularly attendance, learning achievement and drop-out) even girls parents how they perceiving their girls education and transition. **(I.O. 1)**	As we are aware, the Musshars girls and their families are socially, educationally, and economically vulnerable and marginal. Therefore, they often forced into early marriage, engaged in domestic work and wage labour, and may engage into bonded labour to support families to pay off incredibly large debts. This will effect to the project interventions. This might achieve low attendance or may be dropout from ALP.	Amber-Red
7.	The duration of learning interventions need to be at least 12 months. (**Outcome 1)**	Most beneficiaries have dropped out from school within the last 5 years and 1 in every 4 girls has never gone to school. The literacy (Nepali and English) and numeracy levels of project beneficiaries are initially very low (at beginner level) and who never go to school, project has made plan to join school at grade 3. Within the six month, the learning level of those girls could not be improved.	Amber-Red
Design			
9.	The capacity of community educators needs to be enhanced in terms of modern technology and pedagogy and they need to boost their skills time-to-time.	The literacy and numeracy levels of project beneficiaries are initially very low (at beginner level). Learning centers will be serving learners across a wide age range of age group (10-18 years old). Most beneficiaries have dropped out from school within the last 5 years and 1 in every 4 girls has never gone to school, it will be challenge for these	Amber-Red

	(I.O.2)	girls to get similar learning achievement together because of each girl has unique, specific need and skills. In this scenario, the community educators (CEs) need to equip their skills to teach in modern pedagogy. However, they were found good ALP class pedagogy (TaRL) and some CEs were needed to refresh their skills and knowledge of TaRL time to time that we found in qualitative study.	
10.	Develop livelihood support intervention for targeted Musahar girl's families and awareness activities for others also if resources are available.	Most of the girls (74.7%) have dropped out school and 25.3% had never attended due to economic insecurity, lack of familial support and household responsibilities. After completing the ALP, the MNM project aims to transition 10-14 year of old girls into schools, which seems very challenging for the project. It is reasonable to assume that the causes for dropout, not attending regularly and retain in school will remain same. Currently, the MNM project doesn't have any intervention that will support Musahar girls' families. Therefore, to succeed in the transition of beneficiaries to school, the project needs to develop livelihood intervention to acquire support from targeted Musahar girls' families and awareness in the settlement as well.	Amber-Green
11.	The project should conduct policy level consultation meetings with federal, provincial and local government to discuss on ALP students enrol in school regarding EMIS number. (Outcome 2)	During qualitative study, it was found that enrolment of ALP class girls into school will require the equivalent of Grade 2 pass certificate to enrol in Grade 3 and a birth certificate and students Education Management Information System (EMIS) number who have dropped out and want to re-enroll in a higher class. Thus, MNM project need to policy level consultation meeting, advocacy in early stage of project to success in transition at school.	Amber-Green
12.	In Life Skills Component (LSC) the project, need to address, vital registration services issues can interact with girls and representative local level government. **(Outcome 1.3)**	In baseline survey, the majority of the girls were completely unconfident in going to vital registration services due to their lack of legal knowledge and legal barriers (for instance, regarding child marriage that they could not make marriage certificate), therefore the MNM project may need to consider and address these issues within its Life Skills Component (LSC) intervention and can interact with girls and representative of local government.	Amber-Red

13.	Enhance, encourage and improve attitude towards financial literacy **(I.O. 3)**	The survey finding shows that the girls have high knowledge and practice on financial literacy. However, the attitude is low on this matter because they were found afraid with loan taking and unaware with budget planning and management. Therefore, to improve girl's attitude towards financial literacy, It is necessary to enhance, encourage to improve attitude towards financial literacy in terms of loan m budgeting, planning, expenditure management while starting the business.	Amber-Green
Sustainability			
15.	Representatives of Ward and Palika levels need to be informed and engaged with project intervention from the beginning. **(Outcome 3)**	Initial findings on systems-level sustainability indicated that the project might face challenges in adopting TaRL as one of their key pedagogical approaches for informal or non-formal education. Almost half of the Palika representatives when interviewed expressed their lack of knowledge of TaRL and the MNM project and its interventions. The qualitative data indicates that there will be a challenge in meeting the indicator "No. of new (non-participating) Ward/ Palika level interventions linked to education of Musahar girls".	Amber-Red
16.	The MNM projects need to develop coordination and collaboration mechanism early with schools to facilitate the transition of beneficiaries into formal education and the development of comprehensive SIPs. **(Outcome 3)**	It was found, in qualitative study, none of the schools aware the MNM project and has developed SIPs targeting marginalized/Musahar students/girls. Thus, MNM Project needs to engage and inform targeted schools from the beginning where girls are being enrolled.	Amber-Red
Evaluation questions			
17.	At this evaluation point, it is aimed to establish baseline values for the next evaluation points. However, these below evaluation questions are proposed in MEL framework and work for next points of evaluation: A. What impact did the project have on the transition of most marginalised girls into education or income earning opportunities? B. What worked in how the project facilitated learning amongst most marginalized girls?		

	C. What worked in how the project facilitated the transition of most marginalized girls into education or income earning opportunities? How sustainable are the activities and how successful was the programme in leveraging additional interest and investment?

References

Cowley, M. (2016). The Universal Right to Education: Why Children from Musahar Community in Nepal Need Our Help. Nepal: World Pulse.

Khanal, K. (2012). Dalit Representation in National Politics of Nepal. Lalitpur: Nepal National Dalit Social Welfare Organisation (NNDSWO).

ANNEXES

Annex 1: Baseline Major Findings

	Frequency	Percent
Major source of income for the family		
Livestock rearing	2	.5
Business	7	1.8
Job/Services	8	2.0
Others	9	2.3
India based seasonal employment	25	6.3
Agriculture	36	9.1
Foreign employment	36	9.1
Wage Labor	273	68.9
Total	396	100.0
Food sufficiency through family income (including farm production)		
1-3 months	24	6.1
3-6 months	58	14.6
6-9 months	87	22.0
9-12 months	227	57.3
Total	396	100.0
Roof of the house		
Cardboard	1	.3
Other	3	.8
Cement/concrete	6	1.5
Tarp/Plastic	8	2.0
Roofing tiles	57	14.4
Thatch	105	26.5
Tin/Iron sheets	216	54.5
Total	396	100.0
House built in their own land		
Yes	102	25.8
No	294	74.2
Total	396	100.0
Toilet facility		
Yes	190	48.0
No	206	52.0
Total	396	100.0
Water facility in toilet		
Yes	24	12.6
No	166	87.4
Total	190	100.0
Type of toilet		

Semi-temporary	62	32.6
Permanent	62	32.6
Temporary	66	34.7
Total	190	100.0
System	206	
Total	396	
Location for defecation who does not have toilet facility		
Forest	4	1.9
Roads	12	5.8
Plots	188	91.3
Other	2	1.0
Total	206	100.0
Source of drinking water at your home?		
Tap water	1	.3
Other	4	1.0
Well	7	1.8
Hand Boring	384	97.0
Total	396	100.0

	Median	Minimum	Maximum
Family member	6.00	2	20
Adults (people aged 18 or over)	3.00	1	14
Adult women in a family	1.00	0	6
Aged 10-18 girls	1.00	0	4
Aged 10-18 boys	0.00	0	4
Annual family income (average in cash)	70,000.00	0	500,000.00

Annex 2: Duration of Drop out and Want to Attend Formal School

Duration	Frequency	Percent
This year	17	5.7
Past year	22	7.4
2 years ago	37	12.5
3 years ago	42	14.2
4 years ago	37	12.5
5 years ago or more	141	47.6
Total	296	100.0
Want to attend/re-enroll into a formal school		
Yes	196	48.3
No	210	51.7

Total	406	100
Level of schooling that girls to achieve		
Complete basic level	6	3.1
Pass SEE	114	58.2
Complete higher secondary	40	20.4
Complete bachelors	7	3.6
Complete masters	8	4.1
Don't Know	21	10.7
Total	196	100

Annex 3: Key indicator wise findings

Indicators	Baseline Value
Outcome -1 Marginalised girls supported by GEC with improved learning outcomes (with sub-indicator for boys where reported).	
% of girls reaching X level in ASER literacy test	
Nepali	Beginner-69.7%
English	Beginner-90.1%
% of girls reaching X level in ASER numeracy test	Beginner-55.9%
Average life skills score	
Self-efficacy	Very high and high -54.7%
Adolescent and Sexual Health	
Knowledge	Very high and high -1.0%
Attitude	Very high and high -1.0%
Practice	Very high and high -0.0%
Family Planning	
Knowledge	Very high and high -23.4%
Attitude	Very high and high -65.1%
Practice	Very high and high -9.1%
Menstruation	
Knowledge	Very high and high -76.4%
Attitude	Very high and high -53.5%
Practice	Very high and high -34.5%

Civic Sense	
Knowledge	Very high and high -11.6%
Attitude	Very high and high -1.4%
Practice	Very high and high -3.7%
Child Right	
Knowledge	Very high and high -0.7%
Attitude	Very high and high -26.0%
Practice	Very high and high -40.2%
Protection	
Knowledge	Very high and high -3.9%
Attitude	Very high and high -19.5%
Practice	Very high and high -7.8%
Outcome -2 Marginalised girls who have transitioned into and through key stages of education, training or employment (with sub-indicator for boys where reported)	
% of girls who successfully transition (disaggregated into education, vocational training and self employment)	
Never been to school	25.3%
Dropped out	74.7%
Non-formal	8.8%
Training	2.0%
Employment	2.3%
Self-employment	18.9%
Intermediate Outcome	
IO 1: Attendance-Attendance rates of marginalized girls in classes and project intervention.	0.0%
IO 2: Teachers are trained and resourced to support the inclusion of most marginalised girls in learning and progression in ALP and the school.	
Average score in school teacher's inclusion of marginalised children.	0.0%
# of community educators demonstating skills to deliver Teaching at the Right Level (TaRL)in ALP	
Assessment	
Highest level for reading in terms of data recording	57.4%
Lowest level for number recognition in terms of data recording	51.1%
Marking level when a student makes three mistakes when reading a story	46.8%
Number of addition and subtraction questions do the students need to answer correctly	61.75
Goal Setting	
Learning levels should students' progress into within one month of teaching and learning ideally	17.0
ALP learning goals base	38.3
Grouping	
Groups for literacy that students can be divided	100
Groups for numeracy that students can be divided	95.7
Base the changes in grouping on	83.0
Activity combination	
Learning activities in literacy that cannot conduct together in the same session	44.7
Learning activities in numeracy that cannot conduct together in the same session	46.8
Three activities for literacy that would use for whole class as well as individual learning groups	29.8
Three activities for numeracy that would use for whole class as well as individual learning groups	23.4

Learning Resource Development	
Responsible for preparing learning resource materials in the ALP class	83.0
Core principles need to follow for preparing learning resources	91.5
Tracking Progress	
Need to perform learning tests for students in your class	74.5
Share progress track records with your student	29.8
Three key reasons for tracking student progress	29.8
Seek support from to address TaRL-related challenges	53.2
% of girls reporting conducive class environment.	0.0%
IO 3: Marginalised girls those transition into EMTP develop business plan and acquire financial literacy	
Average financial literacy score of girls.	
Knowledge	High and extremely high-85.9%
Attitude	High and extremely high-7.3%
Practice	High and extremely high-42.9%
% of marginalised girls that develop business plans.	0.0%
IO 4: Marginalised girls and boys report increase in mobility and autonomy over marital, protection and reproductive decisions for girls.	
% of girls involved in marital and reproductive decision making.	
Marital	Unmarried-22.1% Married-15.9%
Reproductve	Who don't have baby-95.5% Who have baby-54.5%
% of girls and boys having birth cirtificate and citizenship cards.	
Birth certificate	95.6%
Cititzenship card	1.5%
% of girls and boys who are at least somewhat confident to travel to all vital registration services.	
Vital Registration	Completely confident-14%
Education	Completely confident-35.5%
Employment	Completely confident-33.5
Health facilities	Completely confident-28.3%
Market	Completely confident-38.2%
IO 5: Strong and active partnerships and engagement with government and other key stakeholders in target region Strong and active partnerships and engagement with government and other key stakeholders in target region.	
Number of actions agreed by government officials and community organisations on improved education policy for marginalised children at Ward and Palika level.	
Outcome -3 Sustainability: Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable: Performance against comprehensive sustainability scorecard (scores 1-4).	
Community	
% of girls with birth certificate and citizenship card using health, education and employment services	
% of parents/guardians reporting interest to support their girl's desired transition pathway (education, training and employment)	
% of ALP classrooms established during the project period continuing to operate as peer support and learning resource centers by the community	00
% of protection circles continuted with the support of the Alumini association which is established during the project period	0.0
School	

% of schools who score acceptable or above in SIP sustainability assessment (ability to improve and maintain SIPs) in terms of inclusion of the most marginalized in the school	
System	
Local governments adopt TaRL as one of their Key Pedagogical approaches informal or non-formal education	0.0
No. of new (non-participating) Ward / Palika level interventions linked to education of Musahar girls	0.0

Annex 4: External Evaluator Declaration

Name of project: Marginalized No More

Name of External evaluator and contact information:

Names of all members of the evaluation team:

Tark Raj Bhatt certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

Specifically:

- All of the quantitative data was collected independently (Initials: _ ___).
- All data analysis was conducted independently and provides a fair and consistent representation of progress (Initials: _ ___).
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (Initials: __ __).
- The recipient has not fundamentally altered or misrepresented the nature o nalysis originally provided by (National Institute for Development and Research Pvt. Ltd) (Initials: _ ___).
- All child protection protocols and guidance have been followed ((initials: _ ___).
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials: __ __).

(Tark Raj Bhatt)

_____

_____

(National Institute for Development and Research Pvt. Ltd)

5th April 2020

Annex 13: Project management response

- **What is the project's response to the key findings in the report? Make sure to refer to main conclusions**

The baseline report findings have been reflected upon and analysed against the project's current understanding of the marginalisation and barriers that Musahar girls face: (i) Musahar girls experience extreme poverty and discrimination that prevent them from attending school, or prevent them from learning and achieving in schools; (ii) many Musahar girls experience early marriage and motherhood leading to disengagement from education; (iii) historical exclusion from education and employment reinforce each other; and (iv) Musahars girls lack awareness or access to physical or psychosocial support services.

In the first instance (Outcome 1 - learning), the assessments have found that learning levels amongst girls is extremely low, as the project anticipated, with nearly 70% (69.7%) of the girls unable to recognise a single letter and over half of the girls (55.9%) unable to recognise a single number. Low learning levels were noted regardless of age, marital status or motherhood, reaffirming the scale of illiteracy amongst Musahar girls and the need for an effective learning intervention. Further, girls were found to demonstrate a low level of knowledge, attitude and practice across areas of adolescent sexual health, family planning, menstruation, child and civic rights and protection issues. However, notably, levels of self-esteem and self-esteem were relatively higher, indicating scope for further development of life skills.

In the second instance (Outcome 2 – transition), the project recognises challenges in completing successful and sustained transition into higher education for the target group. As is highlighted in the report, nearly 75% (74.7%) of girls had attended some form of schooling but dropped out, mainly due to financial constraints. The need for girls to engage income generating activities, agricultural duties and domestic chores (main reasons for drop out) is understood to be linked to their poor economic positions. For girls aged 10 to 14, these conditions will continue to prevail, even if learning levels significantly improve making transition more attainable. Here, on the demand side, a need for the project to mitigate against such risks to drop out in the medium and long-term is noted. On the supply side, project will need to ensure work with schools delivers a more inclusive and conducive environment for girls within formal educational institutions.

Further, only 2% of girls were found to have been involved in any form of vocational or skills training and none had been in formal employment, while only 2.3% were engaged in informal employment. In the context where nearly 70% (68.2%) of the girls' households are in debt, and over half (53.3%) of the households do not have any savings, the project believes transition to income generation through financial literacy training and vocational skill training is likely to receive sufficient support from families, and also has lesser risks on the demand side. The project's market research/analysis which guides the livelihood transition, will however need to remain responsive to the changes on the supply side during enterprise establishment – local market and community needs. The project also notes that half of the parents/ caregivers (50%) were found to have low level of practice in supporting their daughter's transitions into education, training and self-employment. This makes active engagement and community mobilisation more critical than

was initially envisaged.

In the third instance (Outcome 3 – sustainability), apart from insufficient parental support in practice, issues around low instances of vital registration, low confidence in accessing services and low participation in decision-making were identified as key barriers; with direct implications for completion of transition cycles. At school level, the project will need to carry out significant work in order to promote, improve or maintain acceptable levels of inclusion for the most marginalised girls, ensuring retention amongst Musahar girls; in the absence of provision of SIP for marginalised girls, as identified by the report. At systems, level, the project will rely on rigorous and evidence-based consultations with government at all levels in order to promote and eventually have Teaching at the Right Level (TaRL) endorsed as a recognised form of pedagogy for either formal or non-formal education.

Key findings in the report have confirmed the project's understanding of Musahar girls' current experiences and existing realities within which the project operates. The report does not challenge core elements within the project's Theory of Change or assumptions which underpin it. However, the report provides key areas for reflection, as aforementioned, which the project aims to actively address.

- **What is the project's response to the conclusions and recommendations in the report?**

Monitoring, Evaluation and Learning

The project notes key conclusions and recommendations put forward in this report by the evaluator, including (i) reducing overall intervention time period whilst allowing sufficient teaching and learning opportunity; (ii) considering parent-focused interventions; and (iii) ensuring regular, rigorous monitoring of engagement in classes. Upon reflection, the project believes, current timeline of 4-5 month ALP and Life Skills responds to the evaluator's recommendation of more concentrated implementation period. Although initially the teaching and learning interventions were designed to go on for 9 months, based on learning from our UK Aid Direct project, targeting similar target group of girls, we have found that up to 5 months of instructional period is successful in achieving required learning progression. Therefore, this area highlighted by the report has been addressed. Following this, the current duration of the gaps between cohorts has been carefully planned in consideration of the overall project timeline, staff capacity, seasons and festivals, and formal school calendars for education transition.

Although the evaluator is right in suggesting parent-focused interventions contributing towards increased parent engagement and support towards their daughter's desired transition pathway, the project budget currently does not support such activities. However, recognising that some form of parent involvement is essential, the project will carry out effective, no-cost activities where feasible. Community mobilisation (carried out at the outset of each cohort and during strategic transition points), pathway guidance counselling and Community Management Committees can all be operationalised to engage parents as much as possible, directed towards their buy in.

It is agreed that intensive, robust internal monitoring and assessments are required in between key evaluation points to ensure activities are on track to meet outputs and intermediate outcomes. Although this is emphasised for ALP, we believe that it is applicable across all core components of the project. In response, the project's M&E team have worked together with the Education, Life Skills and Livelihoods team to establish daily attendance record systems, shared with Street Child by partners on a monthly basis. Similarly, learning, progression, attrition are captured through effective internal monitoring and assessment systems. Tailored support is provided to girls based on data generated through these, any adaptations to programme activity or design are also made accordingly as required, ensuring prompt and timely response.

Important recommendations around benchmarking inclusive and conducive class environment, considering more participatory employment transition (engage more employers and stakeholders) and providing CTEVT certificate to girls have also been considered. Whilst our school transition plan has been aligned to define best practice in classrooms and potential for orientation and consultations with employers and stakeholders is being looked at, we will not be able to add CTEVT skill test certificates to the girls' employment transition plan. This is mainly due to the findings of our market research which deemed that the cost of attaining these per girl were too high compared to the low return on investment.

Project Design

Main conclusions and recommendations with regards to project design that the project has already been putting into action include (i) investment in strengthening capacity of Community Educators given extremely low learning levels amongst girls; (ii) conducting policy level consultation meetings for smooth school transition and facilitate girls' access to vital registration; and (iii) increase practical use of financial literacy.

Community Educator, along with other facilitators including Social Workers and Community Advisors will be subject to Performance Evaluation Tool that has a specific quantitative focus on retention and attendance. Qualitative Intervention Survey will be implemented internally to further determine level of engagement. All upcoming training also include coaching sessions, will be monitored to accurately measure their meaningful involvement in helping girls progress towards set milestones.

The project has incorporated consultations with all levels of government into the workplan to share results from the project (achievements within ALP, Life Skills or Livelihoods) and key learnings for applicability across marginalized communities in the region; with acknowledgement from respective government representatives for further action. We believe this will contribute towards ensuring government buy in, garnering adequate support for school transition as well as enhancing accessibility regarding vital registration services at the most local level.

With regards to financial literacy, the 1.5-month curriculum has been condensed and tailored further to focus on key areas where gaps are noted; mainly expenditure management, loan budgeting and business planning.

Further, the evaluator recognises, as suggested by the evaluator, that the causes for Musahar girl irregular attendance and ultimate dropout from schools will persist if there is not an intervention within the education transition which acquires support from Musahar girls' families. In response to this recommendation a consultant has designed an 'Education Transition Counselling Handbook' which has been translated into Nepali and on which all Transition Advisors (CAs) have been trained. The handbook orients Advisors on the aims, objectives and process of Education Transition Counselling, providing them with diagrams, narratives, case studies and documents through which the sessions can be consistently delivered. A fundamental aim and intended outcome of this counselling is to engage beneficiaries' parents/guardians in a structured, dialogical process through which the school transition can be supported. This approach is most feasible for the project in supporting successful and sustained school transition. Although familial involvement in Livelihoods/ Employment Programme would also be an effective mitigation strategy, this is currently outside the remit of the project.

Project Sustainability

Both recommendations made within Sustainability have been taken on board as systems and school-level coordination/ consultation is a recognised area where gaps currently exist.

Currently, we conduct orientations for Palika representatives at the outset, upon receiving pre-consensus from them, enabling our operations within the communities. This helps build a positive rapport at the local government level which significantly contributes towards smooth delivery of activities at the field level. Whilst this is critical in achieving support and goodwill, more strategic and evidence-based engagements are needed for endorsement of Teaching at the Right Level (TaRL). To this end, the project plans to share results and achievements from the project periodically; to be extended to provincial level government as feasibly as possible. Beneficiary Feedback Mechanisms will also be leveraged to input from communities, and local government where possible, is incorporated into the project and final results are shared to close the feedback loop.

In response to the evaluator's second recommendation within sustainability, a consultant has designed and conducted an Education Transition Survey with headteachers and gender focal teachers from schools across all of the project implementation districts. The findings from this survey have then be used to design an 'Inclusive and Conducive Classroom Training' in conjunction with the Education team which is planned to be delivered to the headteachers and gender focal teachers of an initial one hundred schools to be involved in the education transition of beneficiaries from Cohort 1. Further trainings will be conducted during the pre-education transition of Cohort 2 and 3 beneficiaries.

- **Does the external evaluator's conclusion of the projects' approach to addressing gender inequalities** across activities correspond to the projects' ambitions and objectives? **What is the project's response to any GESI risks identified by the evaluator?**

The external evaluator concludes that the project has comprehensive measures in place directed

towards achieving gender equality for Musahar girls who bear the brunt of the oppression and marginalisation of Musahars. The report recognises key steps project has taken in this area including (i) mainstreaming Gender Equality and Social Inclusion (GESI) within the project design and across all activities; (ii) a monitoring framework that adopts GESI accommodating and transformative approaches, reviewed by a GESI Specialist; and (iii) a gender responsive Life Skills intervention that prioritises GESI for the Musahar context. Whilst this is positive for the project, a deeper analysis and specific recommendations, mainly around risks associated to GESI, from the external evaluator would be valuable in improving our approaches to addressing gender inequalities and inequities through the project. We look forward to consulting with the external evaluator team on this further.

- **What changes to the logframe will be proposed to DFID and the fund manager?**

The conclusions and recommendations put forward in this baseline report have reaffirmed the project's existing understanding of the barriers to education and life opportunities that Musahar girls face; key assumptions have also been authenticated. Therefore, while the project is not anticipating any immediate, significant changes to the project outcomes, intermediate outcomes and outputs in the current Theory of Change and Logframe, a careful revision of targets and corresponding activities is required, based on the findings of the report.

In the first instance, the logframe indicators will need to capture adequate training for Community Educators to equip them with right skill sets for delivering Teaching at the Right Level, to ultimately help girls achieve required learning levels. This has been highlighted as one of the key risks for the project that might affect intermediate and final outcome. In the second instance, it is found that minimal/insufficient activities are targeted towards overall parental support. The project accepts this and believes the intensity and scale of existing activities can be increased in order to meet the sustainability target of "parents/guardians reporting interest to support their daughter's desired transition pathway (education, training and employment)". The targets in logframe will however need to reflect the constraints and still remain ambitious. In the third instance, work with government at all levels as, deemed essential, needs further strategizing for successful school transition, pedagogy endorsement and to ensure sustained project impact. This, although currently reflected through the logframe indicators, needs further refinement, followed by target adjustment. Finally, as indicated by the report, COVID-19 is a potent risk to project delivery, severely threatening retention rates. This has been the most critical area of reflection for the project since the baseline evaluations were completed and so significant adaptations to project activities have been made since, which will be reflected in our logframe during our Medium Term Response.

- **What are the project's reflections on the ambition of the project?**

As aforementioned, the findings in this report have validated the project's own previous conclusions, based on the Participatory Action Research, regarding Musahar marginalisation and the oppression endured by Musahar girls in particular. Majority of the key assumptions regarding barriers that our target group of girls face within the project's Theory of Change have also been found to hold true. The three core barriers identified by the report – home/community level, school

level and economic – correspond with the project's actions proposed actions that are designed to address them, and so these findings do not significantly challenge or contradict our existing understanding; minimising the need for substantial changes in the proposed learning and transition pathways, which will remain as originally articulated. However, the targets which underpin them will remain under constant review in conjunction with the Fund Manager so that outputs and outcomes remain realistic, achievable and ambitious to the dynamic situation on the ground.

In light of these, the project does not anticipate significant changes or adaptations to established approaches to its learning interventions. Key transition pathways also will remained unchanged for the two sub-groups. As a significant number of girls are recorded as having household chores and agricultural work as barriers to education, the project's retention strategy will strongly factor this in. Class timings, which are already flexible, will further accommodate girls' domestic and economic responsibilities to ensure attendance in class, as part of the programme, does not interfere with these essential routines. Community Management Committees (CMC) will play a key role in engaging parents so that these barriers can be addressed in a timely manner at household and community level. The project notes that successfully overcoming these barriers is critical for girls' retention and achievement within the programme.

Annex 3: Cohort approach evaluation

The project has multiple cohorts and the external evaluators are fully responsible for all the evaluation required for baselines, midlines, and end lines.

However, the evaluation approaches designed for learning and other intermediate outcomes for the cohorts by external evaluators has been mentioned below

- The learning was evaluated with the ASER TOOL, which is accepted in India and Nepal. There are three sets of modules for literacy (Nepali and English) and Numeracy (Mathematics). Each module will be assessed the learning of girls categorized as beginner, word, sentence, story and comprehensive for literacy and for beginner, one digit, 2-digit, 3-digit, addition, subtraction, multiplication, and division for numeracy. The transition and some key intermediate outcomes were evaluated developing separate set of questions taking reference of LNGB girls/parent caregivers survey questionnaires. In baseline, external evaluator was responsible for evaluation.

- We have provided the evaluation opportunities to external evaluators to evaluate (baseline, midline, and end line) all cohorts for fairness and avoiding bias less evaluation to track the achievement of project interventions.

Annex 4: Beneficiaries table (sample data)

Table 24: Characteristic subgroups and barriers of sample for portfolio level aggregation and analysis

Characteristic/Barrier	Proportion of baseline sample (%)
Single orphans	0.0*
Double orphans	0.0*
Living without both parents	0.0*
Living in female headed household	35.0
Married	10.8
Mother under 18	5.4
Mother under 16	0.0
Difficult to afford for girl to go to school	39.0
Household doesn't own land for themselves	63.1
Material of the roof (material to be defined by evaluator)	-
Thatch	26.5
Zinc sheets	54.5
Cement/Concrete	1.5
Cardboard	0.3
Tarp/Plastic	2.0
Household unable to meet basic needs	-
Family have food sufficiency up to 3 months	6.1
Family have food sufficiency up to 6 months	14.6
Family have food sufficiency up to 9 months	22.0
Gone to sleep hungry for many days in past year	7.8
LoI different from mother tongue	0.0
Girl doesn’t speak LoI	0.0
HoH has no education	78.3
Primary caregiver has no education	89.1
Didn’t get support to stay in education and do well (%)	29.0

Sufficient time to study: High chore burden (evaluator to specify threshold, %)	96.6
Source: N = 406	

Notes

- We have crosschecked data set and verified, there were not sampled and interviewed with orphan/living without both parent. Although, there may be orphans or child living without both parents, by chance there were not sampled or they were not at home during data collection period.
- There are many languages (123 languages, CBS, 2011) speaking in Nepal. However, in this case these, Mushahar belongs same caste/ethnic group living in Tarain belt and speaking same language (i.e. Maithali only) that was found in the survey. Therefore, It was recorded 0% for the girls not speaking the LoI. All the Mushahar communities, they speak Maithali as a mother tongue and Nepali as a second language.
- SCON (Dharmendra): I agree with above EE's statement.

Annex 5: Beneficiaries table (Project mapping data)

Methodology used for calculating the number of direct and indirect beneficiaries for cohort one

- **Settlement/Tole list preparation:**
  - Firstly, together with the local government, a list of all known existing Musahar settlements in the five target districts was prepared. Secondly, this list was verified using official available data through the Central Bureau of Statistics (CBS) from 2011. Thirdly, Musahar leaders helped us triangulate this information.
- **Community Mapping:**
  - Following the completion of settlement listing, a social mapping as well as resource mapping were conducted with the aim to accurately identify working communities and households. As part of social mapping, working together with community members, Social Workers (JWAS staff) determined the total number of Musahar households within the identified settlements. It also included listing names of household heads. In parallel, through resource mapping, potential spaces for learning centre establishment were also identified.
- **Household Survey of Musahar Settlements**
  - Using the verified settlement list, Social Workers conducted household surveys to generate information across various areas including education, livelihood, health, disability, etc. This helped in determining number of indirect project participants. The survey also identified girls and boys aged 10-14 and 15-19 who had 1) dropped out of education for at least six months or 2) had never been to school/ in education. This helped narrow down the initial list of direct project participants.

Project orientation, registration and enrolment in the programme (ALP classes and life skill classes):

Following preparation of the initial list, we conducted an orientation to give parents, girls and other community members information on the project scope, objectives and limitations. After all core information about the project was shared and questions answered, community members were asked to register and enrol eligible girls and boys into the programme. As next step, parents' ascent and girls' consent were recorded and supporting documents including birth certificate for girls were collected and verified to prepare the final participant list – 2623 girls and 1060 boys for cohort 1.

This process will be repeated for all cohorts due to high mobility among target group. We expect to reach at least 80% of our target of 2500 girls per cohort.

Number of direct beneficiaries estimated as still meeting definition of educational marginalisation and how this has been verified.

All direct in cohort 1, meet our criteria of educational marginalisation which is defined as 1) dropped out of education for at least six months or 2) never been to school/ in education. This was verified by triangulating information from parents, community members and nearby

schools. This also became evident through girls' learning levels when we conducted learning tests.

- If any direct beneficiaries do not meet your definition or are outside the age criteria (<10 and >20), are already in formal school or have already completed the grade level your project is aiming to get the girls up to, please outline your rationale for this and why they were selected as a beneficiary.

  All direct participants meet the educational marginalisation criteria as mentioned above. In cohort 1, about 10 % are outside the age criteria (10-19 years). Due to many girls not having supporting documents, it is challenging to determine their exact age. In addition, as the legal age of marriage in Nepal is now 20 years, many girls overestimate their age in fear of facing legal consequences of marrying too young. In light of this context, we have allowed girls reporting their age as over 19 years to also participate on the project, where we suspect they might be younger. This was flagged to the fund manager during the inception phase.
- If the direct and indirect beneficiary numbers of girls meeting your definition of educational marginalisation is different to the numbers outlined in your original proposal, please comment on the reasons why.

  N/A.

- How accurate you feel your data is on the age of beneficiaries. For instance, did you collect birth certificates or just rely on the girls' self-reported data?

  We believe that at least 90% data on participants' age is accurate. We collected birth certificates of the girls during the registration period and about 90% girls now have birth certificates. For some of the girls who did not have not birth certificates, we triangulated information from parents and community members to determine their ages and supported them in securing certificates.

Table 25: Direct beneficiaries by age

Age (adapt as required)	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Aged <10	0.0	Project mapping data
Aged 10	11.6	Project mapping data
Aged 11	10.1	Project mapping data
Aged 12	11.9	Project mapping data
Aged 13	13.8	Project mapping data
Aged 14	12.2	Project mapping data
Aged 15	10.7	Project mapping data
Aged 16	9.3	Project mapping data

Aged 17	8.8	Project mapping data
Aged 18	11.7	Project mapping data
Aged 19	11.6	Project mapping data
Aged 20 +	0.0	Project mapping data
Unknown		
N = 2623		

Table 26: Target groups - by out of school status

Status	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
E.g. Never been to formal school	**60.7**	Project mapping data
E.g. Been to formal school, but dropped out	**39.3**	Project mapping data
E.g. Enrolled in formal school	**-**	Project mapping data
N = 2623		
Please adapt this table to present the data you collected on each direct beneficiaries current status. Please aim to populate all the data you have (e.g. if you have data on how long it has been since the girl attended school, please add it). At a minimum, we need to know the number who have never been to school, the number who have been to school but dropped out and the number currently in formal school.		

Table 27: Direct beneficiaries by drop out grade

Level of schooling before dropping out (adapt wording as required)	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Never been to school	60.7	Project mapping data
Grade 1	3.0	Project mapping data
Grade 2	8.5	Project mapping data
Grade 3	8.9	Project mapping data
Grade 4	7.2	Project mapping data
Grade 5	7.5	Project mapping data

Grade 6	1.8	Project mapping data
Grade 7	1.2	Project mapping data
Grade 8	.6	Project mapping data
Grade 9	.3	Project mapping data
Grade 10	.3	Project mapping data
Etc.		
N = 2623		
Please note, if this data was not collected during the beneficiary identification, please use data from your sample, which the external evaluator collected. If this data was not collected, please delete this table.		

Table 28 Other selection criteria

Selection criteria	Proportion of cohort 1 direct beneficiaries (%)	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Married	11.9	Project mapping data
Unmarried	88.1	Project mapping data
N = 2623		
By other selection criteria, we mean the other data, aside from age and school status, that you collected on girls during the beneficiary identification to decide if the girl could be enrolled into the project as a direct beneficiary. You should have already described these characteristics in the introduction section of the baseline report. If you do not have any other data relating to this, please delete this table.		

Table 29: Other beneficiaries

Beneficiary type	Total project number for cohort 1	Total number by the end of the project.	Comments	Data source – Project monitoring data, data from sample used in external evaluation or assumption?
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	1060	7500		Project mapping data

Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	NA			
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	2623	7500	It is more than target of beneficiaries (2500) from cohort 1	Project mapping data
Teacher / tutors beneficiaries – number of teachers/tutors who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	NA			
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	NA			

EE comments on methodology of mapping of Beneficiaries

The methodology of mapping of beneficiaries was found robust for capturing 2623 girls and 1060 boys of Mushar communities for learning and transition interventions of the MnM project. The project had provided us the clean data set in a excel sheet for preparation of sampling frame that enables to verify the beneficiaries numbers during the conducting baseline survey. However, NIDR observed about 5 per cent discrepancies (above 19) on girls' ages while verification of their age with birth certificates.

Overall, NIDR noted that number of beneficiaries of MnM project found reliable in terms of girls dropped out (39.3%) and completely out of schools (60.7%), which was matched with set criteria of project. As a challenge, 20% samples (out of 406) were replaced within provided data set because some had married and left the settlements, some were going their relatives' houses, some were going for work with their parents including 5% age discrepancies (above the age of 19) during the survey time. However, it was assumed 30% attrition rate while calculating sample size and this replacement of samples may not impact in project intervention because there are already more than 2500-targeted beneficiaries.