

Project Evaluation Report

Report title:	Marginalised No More (MnM) Cohort III: Baseline Survey
Evaluator:	National Institute for Development and Research (NIDR)
GEC Project:	Marginalised No More (MnM) Street Child of Nepal
Country	Nepal
GEC window	LNGB
Evaluation point:	Baseline Cohort III
Report date:	September 2021

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



Marginalised No More (MnM)

Baseline Survey of Cohort III: Draft Report

External Evaluator



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September 2021

Acknowledgments

I wish to express my sincere gratitude to the Girls Education Challenge (GEC) /Marginalised No More (MNM) implemented by Street Child of Nepal (SCoN) for bringing National Institute for Development and Research (NIDR) on board as the External Evaluator for the project. I thank Ms Mehroz Alvi, Senior Consultant of NATHAN for her ideas and support during the field data collection and draft report preparation.

My sincere thanks go to Ms. Usha Limbu - Project Coordinator, Mr. Dharmendra Raj Shakya - Monitoring and Evaluation Manager and Ms. Anjana Moktan - Project Manager of Street Child of Nepal (SC) for their outstanding support from tool development to preparation of draft report. Similarly, I am grateful to the field staffs of Street Child of Nepal (SCoN) and their implementing partners AASAMAN Nepal, Group of Helping Hands (SAHAS) and Janaki Women's Awareness Society (JWAS) for their coordination and facilitation during field data collection.

The evaluation would not have been possible without the rigorous efforts put in by the study team. I thank the researchers and enumerators for their hard work and timely completion.

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 "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
JWAS	Janaki Women’s Awareness Society
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
SAHAS	Group of Helping Hands
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

1. Executive summary

Background

Marginalised No More (MNM) is a three-year (2019-2022) Girls Education Challenge initiative funded by Foreign, Commonwealth, and Development Office (FCDO) through the Leave No Girl Behind (LNGB) funding window. MNM is implemented by Street Child of Nepal (SCoN) with local 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 18 in five districts (Mahottari, Dhanusha, Siraha, Saptari districts of province 1 and Sunsari district of province 1) for transition of them into formal education system and sustained income generation. 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). A total of 2302 girls (10-18 years) were enrolled into cohort 3.

Approach

A sequential mixed-methods and longitudinal study design was used for the MNM project evaluation. The evaluation utilized data from learning assessments, a package of quantitative and qualitative instruments, and existing 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 Caregivers in 5 districts (Sunsari, Saptari, Siraha, Mahottari and Dhanusha) of Province 1 and 2, the project's target districts. There were also 14 Focus Group Discussions (FGDs) conducted with Musahar girls and their Primary Caregivers, 15 Key Informant Interviews (KIIs) with local leaders, head teachers/ schoolteacher, School Management Committees (SMC), Rural/Municipality representatives and Educational Coordinators to collect qualitative data to validate key indicators and triangulate it with quantitative data. In this baseline survey, all data is collected by external evaluators.

Educational marginalization, barriers, and project analysis

All the Musahar girls participating in the survey of cohort 3 had Maithili as their mother tongue. In the survey, it was found that 57.9% of girls were 10-14 years old and 22.2% of 10-18 year olds were married. Among those married, 63.3% had given birth to at least one child.

Most girls (73.6%) reported that their mother was their primary caregiver and 61.1% of them reported that their father was the household head. Most of the primary caregivers

(91.9%) and household heads (88.7%) had never been to school. Most of the families (84.5% primary care givers and 87.2% of households) stated that their main income source was daily wage labour before and during COVID-19 pandemic. More than half of the family house roofs were made from tin/iron sheets (67.7%) and did not have toilet facilities (63.3%), highlighting their socio-economic deprivation. Furthermore, 94.8% used hand boring as a source of drinking water.

Learning and Life Skill

The Annual Status of Education Report (ASER) tools were used to assess the literacy and numeracy levels of 1138 girls who attempted learning level out of 1544 girls in the MNM cohort 3.1. However, the total beneficiary was 3116 girls of which 1572 (cohort 3.2) girls were transferred from BTB project due to complete only for the livelihood program in MNM project. As per the assessment, most of the girls were found to be at beginner level in literacy (Nepali-67%) and numeracy (digit-51%) test, meaning that they could not recognize a single letter or number. The target for literacy is for 55% girls to be able to read stories and paragraphs and for numeracy it is for 50%¹ girls to reach 2 or 3 digit level on the ASER assessment.

Girls participating in the FGDs also shared their experience that most of the girls from the Musahar community were at the beginner level and cannot recognize a single letter or number because they had never gone to, or had dropped out of, school. There was no substantial pattern of difference between the literacy levels of girls regardless of age, marital status and motherhood.

Further, girls' understanding, attitudes, and practice towards adolescent and sexual health², family planning³, menstruation⁴, child rights⁵ and civic sense⁶ and protection issues⁷ (gender-based violence, discrimination and child protection) was assessed using a rigorous Knowledge, Attitude and Practice (KAP) survey. A self-efficacy⁸ assessment also showed that girls' self-efficacy was notably poor at baseline, while their self-esteem and self-confidence (52.0%) were relatively higher.

Transition

The transition pathway analysis is based on the two main age groups - 60% of the total girls (1500) aged 10-14 will transition into formal school after completing ALP classes, and 40% of the total girls (1000) aged 15-18 will transition into livelihoods. Most of the girls (69.5%) had attended school at some point. When asked reasons with parents for dropout, 51.7% of

¹ This is set as per the target achieved in the Breaking the Bond (BTB) project executed in the same community and same locality (Mahottari, Dhanusha and Siraha)

² Knowledge and attitude- 97.5% and practice-31.3%

³ Knowledge-76.6%, attitude- 79.8% and practice-92.4%

⁴ Knowledge-25.6%, attitude- 9.1% (high level) and practice-38.9%

⁵ Knowledge-98.8%, attitude- 9.4% (high level) and practice-41.1%

⁶ Knowledge-76.4%, attitude- 67.7% and practice-99.8%

⁷ Knowledge-87.9%, attitude- 85.5% and practice-51.5%

⁸ Low self-efficacy-31.3%

parents reported that their girls needed to work, earn money or help out at home, and 35.6% reported that they were not interested in going to school and 28.2% reported that they did not have enough money to pay for school materials.

None of the girls reported that they had been involved in any kind of trainings such as vocational or skills training previously. In the survey, only 5.2% of the girls were found to be employed, while 14% of girls were found to be engaged in self-employment 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 4.00.⁹

Almost all girls (96.8%), who had birth certificates¹⁰, had used it for informal and non-formal school enrollment. Only 10 girls surveyed had citizenship¹¹, however, only 4 of them had used their citizenship till date in their life to access any services. Nearly half of the respondents (60.3%) were found to have low levels of parental support in transitioning into education, training, and employment.

Table 1: Sustainability Outcome: Target Vs Baseline

Outcome	Target	Baseline
Community Level		
Indicator 1.1: Girls with citizenship card using health, education and employment services	Citizenship Education, Health and Employment:10.0%	Citizenship Education, Health and Employment: 2.3
Indicator 1.2: Parents/guardians reporting interest to support their daughter's desired transition pathway (education, training and employment)	Knowledge: 80% Attitude:60% Practice: 40.5	Knowledge: 51% Attitude: 71.1% Practice: 0.9 %
Indicator 1.3: ALP classrooms established during the project period continue to operate as peer support and learning resource centres by the community	150	0
Indicator 1.4: Protection circles continued with the support of the Alumini association which is established during the project period.	150	0
Baseline Sustainability Score	3	0
School level		

⁹ As Cohort 3 is carried out in different geographic areas to Cohort 1 and 2, the baseline covers areas where the project has not worked previously. Therefore, during data collection, none of the interventions under the sustainable indicators had been conducted.

¹⁰ Only assessed with the girls responses

¹¹ Only assessed with the girls responses

Outcome	Target	Baseline
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.	50%	0%
Baseline Sustainability Score (0-4)	3	0
System		
Indicator 3.1: Local governments adopt TaRL as one their key pedagogical approaches in formal or non-formal education.	10	0
Indicator 3.2: No. of new (non-participating) Ward / Palika level interventions linked to education of Musahar girls.	1	0
Baseline Sustainability Score	3	0
Overall Sustainability Score	3	0

Intermediate outcome findings

Learning centers had not yet begun project activities during quantitative data collection; therefore, attendance data reflects this as zero. Majority of the unmarried girls (91.4%) revealed that they will have no participation in the decision of when they get married and to whom. Amongst girls without children, 40.7% of them stated that couples need to decide to have a baby together. Almost all the girls (96.8%) had their birth certificate while almost none of the girls (92.9%) owned citizenship cards. Finally, majority of the girls were found neutral on the process of and services for vital registration.

IO	IO indicator	Target	Baseline
Attendance	Attendance rates of marginalized girls in classes and project intervention	75%	0%
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 marginalized children.	Obtain score in teacher's assessment at least 80% and above	0%
	Number of Community Educators demonstrating skills to deliver Teaching at the Right Level (TaRL) in ALP	At least score above 80% on skill test assessment	0%
	% of girls reporting conducive class environment.	60%	0%
Marginalised girls that transition into EMTP develop business plan and acquire financial literacy.	Average financial literacy score of girls.	<ul style="list-style-type: none"> • Knowledge-90% • Attitude:25% • Practice:65% Average - 60%	<ul style="list-style-type: none"> • Knowledge: 24.7% • Attitude: 23.6% • Practice: 12.3% Average - 20.2%
	% of marginalised girls that develop business plans.	60%	0%
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 decision making-65% Reproductive Decision Making-65%	Marital decision Making: 7.9% Reproductive Decision Making: 55.4%
	% of girls having birth certificate and citizenship cards.	Citizenship:15%	Birth certificate: 96.8% Citizenship: 2.5%
	% of girls who are at least somewhat confident to travel to all vital registration services.	Vital Registration:50%	Vital Registration: 17.5%
Strong and active partnerships and engagement with government and other key stakeholders in target region	Number of SIP updated	SIP: 15 School Complain handling mechanism: 0	SIP: 0 School Complain handling mechanism: 0
	Number of Inclusive Education and Girls Network that are functional.	10	0

Table 2: Intermediate Outcomes: Target Vs Baseline

Project appropriateness

Baseline findings for Cohort 3 indicate that Musahar girls have faced barriers in accessing education regularly and continuously, which results in their low level of literacy; as in previous cohorts, their primary caregivers also recorded high level of illiteracy. In addition, they are seeking income-generating activities to support education for their daughters. A low level of knowledge and understanding was found around key issues relating to their education, health, and hygiene. Considering key findings, MNM's approach in addressing challenges faced by Musahar girls through Accelerated Learning Programme (ALP) and School Transition Programme (STP) (to overcome exclusion from education), Employment transition Programme (EMPTP) (to overcome extreme poverty) and Life Skills Protection Circle (LSPC) (to encourage self-sufficiency). These modules are considered responsive and holistic, demonstrating the project's appropriateness for the Musahar girls. However, for effectiveness, the project must (i) establish a trust-based relationship with each working community to ensure their engagement throughout all phases of the project; (ii) introduce a comprehensive strategy to maintain attendance of girls (given history of drop-outs among the community); and (iii) carry out strong advocacy with local and regional governments to achieve the sustainability at community, school and system level.

Key Recommendations

- Weekly learning assessment of the girls needs to be conducted.
- Before starting the ALP classes, the project needs to conduct community level advocacy to build awareness on why education is important to girls and their communities.
- Parent focused interventions to be needed to advocate for a girl's education and employment.
- Livelihoods transition programme needs to be specific with an operational business plan.
- In the Life Skills Component (LSC) the project must help develop knowledge and skills to access entitlements, registration and engaging with the local government.
- Representatives of Wards and Palikas level need to be informed and engaged in project intervention from the beginning.

2. Project Background

2.1 Socio-Cultural, Geographic and Economic Marginalisation

Musahar girls aged 10 to 18, from different settlements compared to those chosen for Cohort I and II participated in this survey. Nepal is ranked 142 out of 189 countries in Human Development Index(HDI) terms, and the target districts of Dhanusha, Mahottari, Siraha, Saptari and Sunsari are ranked amongst the lowest in terms of HDI, at 0.431, 0.388, 0.408, 0.437 and 0.496 respectively, (NPC, 2017).

The area of intervention is close to national borders and susceptible to political unrest. In addition, the project districts are located along the Kamala and Koshi river basins that are amongst those most exposed to climate disaster risk. Nepal ranks 4th globally for climate change vulnerability [ADRRRC 2016]; annual monsoons cause catastrophic flooding, disproportionately affecting Musahar lives and livelihoods since their vulnerability and largely lack of land ownership inhibits climate change resilience.

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 'untouchable' even amongst the so called 'untouchables', the most marginalized among the marginalised (Action Aid, 2012, CBS, 2001). Musahar communities are 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 did not account for providing less exploitative alternatives (Giri 2012). The Musahars are one of the 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 Musahar lack voter identification documentation, 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. All

Musahar families (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 informed by (i) the 18-month research and consultations involving the Musahar community from July 2016 to Jan 2018; (ii) a separate project Street Child implemented within the same community, albeit with an older age group (15 to 19); and (iii) trends from the community mappings as part of baseline survey so 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 income/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 income/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 localised 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 the age of 15, and among these, most were likely to have between 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 was categorised as 10-18 year-old Musahar girls who had never been to school (30.5%) or had dropped out from school (69.5%). The Musahar girls were further classified into priority subgroups as (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 10-18, Street Child of Nepal (SCoN) prepared, in cooperation with the local government, a list of all known existing Musahar settlements in the three target districts. This was then verified using data from the official Central Bureau of Statistics. Next, Musahar leaders in each community helped us to re-verify this information. Further, SCoN conducted a social mapping and resource mapping. 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 the data collection, young mothers, married girls and girls with disabilities were identified as the main priority subgroups among the beneficiaries in recognition of the additional unique barriers they endure.

Disability-focused Inclusion

Among Musahars, girls are the most disenfranchised. Disability is thought to affect 15% of the Nepali population, with a disproportionate number of poor people affected, but it is poorly recognized 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. There is a compelling reason that any intervention with Musahars must also focus on a disability component.

The project faced several challenges in working with girls with disabilities in the previous cohort. Therefore, for Cohort 3, the project is focused on making the intervention more equitable through a disability-specific component delivered through our partner JWAS. This includes organizing disability assessment camps across all 5 working districts, to identify direct and indirect project participants with physical disabilities and the specific type of support they may need. The project's monitoring and evaluation processes will continue to collect disaggregated data for all key sub groups – married girls, young mothers and girls with disabilities which would allow the program to be responsive to the needs of the most vulnerable.

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 3).

Table 3: Summary of direct beneficiaries

Direct beneficiary numbers	Total figures
Total number of girls reached in cohort 3	3116
Total number of girls expected to reach by end of project	7856
Education level	Grade 3
Never been to school	N/A
Been to school but dropped out.	N/A
Age banding (The age bandings used should be appropriate to the ToC)	
10 to 14	798
15 to 18	2318

Table 4: Proposed intervention pathways

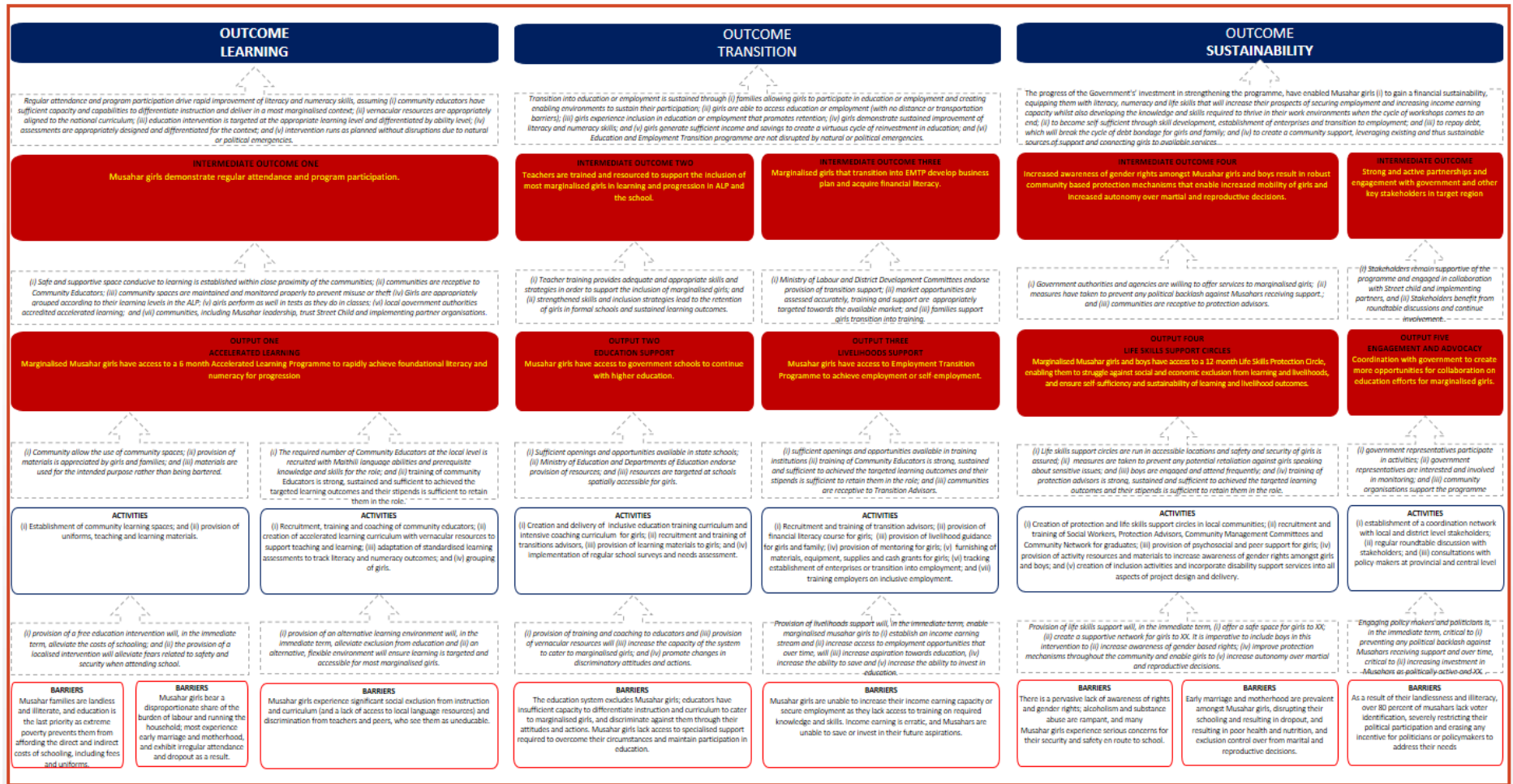
	Intervention Pathway		
	Learning Intervention	Livelihood intervention	Life skill intervention
Which girls follow this pathway?	10-14	15-18	15-18
How many girls follow this pathway for cohort III?	1544	746	1544
How long will the interventions last?	4 ALP+2 Homework Club months	3 months	4 Life Skills + 2 Financial Literacy months
How many cohorts are there?	3	3	3
What literacy and numeracy levels are the girls starting at?	1. Literacy 1.1 Nepali Beginner- 79.3% Letter- 16% Words- 4.7% 1.2 English Beginner- 91.6% Letter-5.9% Word- 2.5% 2. Numeracy Beginner- 73.6% 1-digit No.- 14.8% 2-digit No.- 7.9% 3-digit No.- 3.7%	NA	NA

What does success look like for the learning intervention?	<p>1. Literacy 1.1 Nepali Beginner-9% Letter-26% Words- 24% Sentence-34% Story/Comprehension- 7%</p> <p>1.2 English Beginner-10% Letter-50% Words-25% Sentence-15%</p> <p>2. Numeracy Beginner-4% 1-digit No.-25% 2-digit No.-53% 3-digit No.-18% Addition-77% Subtraction-70% Multiplication-20% Division-10%</p>	NA	NA
What does success look like in terms of Transition to formal education/training/live lihood?	70% of girls (10-14 yrs) transition to school at minimum grade three level	63% girls (15 to 18 yrs) will transition into vocational training and self-employment	70.0% of girls life skill score

Table 5: Indirect beneficiary groups

Group	Interventions received	Total number reached for cohort 3
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 Counselling for livelihood	833 733
Schools: Head teachers, Teachers, Primary Coordinators, Gender Focal Person	Teacher training on conducive and inclusive school environment	215
Stakeholders from relevant CSOs and government representatives. (This includes Palika Chairperson, service providers, Girls' Education Officer, etc)	Round table meeting (evidence-based results sharing and advocacy focused)	Once every quarter = 100 stakeholders

2.3 Project TOC and Assumptions¹²



¹² Assumption that the value of the program is perceived as > the opportunity cost of education has been challenged due to COVID-19. Girls and their families face extreme economic hardship so participation in programme may not be perceived as a worthwhile investment. Girls and families might choose regular labour/agriculture work or early marriage instead.

The project's theory of change is grounded in the hypothesis/assumption that learning, livelihoods and life skills are linked based on previous research and work with the Mushahar community. While learning is core to livelihoods, the lack of livelihoods opportunities creates a lack of incentive to participate in education. Life skills are linked to livelihoods and escaping social and economic marginalisation, and learning should involve the acquisition of life skills. But the social and economic exclusion makes it harder to access education opportunities and acquire learning and life skills trapping girls in a vicious cycle of exclusion.

The intervention 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, analyze 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 capacity building 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.

As outlined in the TOC, The interventions will be achieved through four key interventions. Responding to learning and best practices during COVID-19 in the previous cohort, project design now entails:

- a 4-month Accelerated Learning Programme (ALP), delivered through either teaching at the right level (TaRL) or distance teaching and learning (DTL), to rapidly achieve foundational literacy and numeracy for progression for all girls;
- a School Transition Programme (STP) to facilitate enrolment into government schools to continue with higher education for girls aged 10-14;
- an Employment transition Programme (EMPTP) to achieve employment or self-employment for girls aged 15 and over;
- a 4-months Life Skills Protection Circle (LSPC), delivered in-person or through distance teaching and learning (DTL); and
- coordination with the government to create more opportunities for collaboration on education efforts for marginalized girls.

3. Baseline Evaluation Approach and Methodology

3.1 Key evaluation questions and role of the baseline

The 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 support 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 project design and delivery. These include-

- A. What impact did the project have on the transition of most marginalized 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 support learning amongst most marginalized girls?**
 - B.a. To what extent has reading and arithmetic levels improved within the given six-month timeframe?
 - B.b. How and why have the reading and arithmetic levels of participating girls improved through the intervention?
 - 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 ?
 - B.e. To what extent is increased retention correlated with improvements in reading and arithmetic?
 - B.f. To what extent has the intervention addressed attitudinal, environmental and institutional barriers to learning for girls with disabilities?
- C. How did the project facilitate 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 separate indicators for boys where reported)

Outcome 2 - Transition: Marginalized girls who have transitioned into and through key stages of education, training, or employment (with separate indicators 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 scorecard

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. To measure learning, girls will be evaluated at two different points (i) prior to beginning ALP; and (ii) Post-ALP

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.

Gender Equality and Social Inclusion (GESI) was mainstreamed throughout the evaluation design to always adhere to GESI minimum standards, 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 in the 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's 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.
- (viii) The research team was trained to follow COVID-19 protocols as per government of Nepal guidelines to ensure no harm and minimized COVID-19 risk to communities during field work.

3.4 Quantitative Evaluation Methodology

3.4.1 Quantitative evaluation tool

The quantitative 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 – Annual Status of Education Report (ASER) for girls

- Girls survey for girls
- Primary care giver survey for girls' primary care givers
- Teaching at the Right Level [TaRL] Skills Test for Community Educators

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 tests, 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 basic information, household information, information pertaining to the household economy, girls' status, including whether they had been working, training, or studying in the previous and current year and awareness level of the parents regarding girls' education. Furthermore, parental support regarding education, training, and employment were 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 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) with ALP was assessed by testing them on the six basic elements that are at the core of the TaRL approach:

- Assessment
- Goals setting
- Grouping
- Activities combination
- Learning resource development
- Tracking progress

Table 6: 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	Yes (Done in the 1st cohort)	No major issues	Yes	Yes (In 1st cohort)
Primary Caregiver	% of girls who successfully transition (disaggregated into	EE and project	Yes	No major issues identified in piloting stage.	Yes	Yes

	education, vocational training and self-employment)					
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 data collection through a vacancy announcement in national daily Newspaper/ NIDR website and social media.

A two-day (13-14th July 2021) orientation and training was conducted for 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, adherence to child protection and safeguarding policy and COVID 19 protocol as per government of Nepal guideline.

3.4.3 Quantitative data collection

The real time tablet-based 'KOBO Toolbox' application 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 the 15-30th July 2021 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 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.

3.4.5 Quantitative data analysis

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

3.4.6 Learning tests

Annual Status of Education Report (ASER)'s testing tool was used to assess learning levels. 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 and contextualized especially for Province 2 by ASER Nepal and Street Child. These are the components of the test:

- 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 from a paragraph and are allowed up to 3 mistakes for that 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 correctly; (ii) girls were asked to perform two multiplication and division sums correctly. Girls are encouraged to attempt all four operations of appropriate digits [1,2 or 3].

3.4.7 Quantitative sample selection

3.4.7.1 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 7: 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 sample sizes using different parameters to achieve the desired proficiency level. Then, 406 were finalized as the 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 8: 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 girls 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.

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. The resulting sample size and sub-group are presented below:

Table 9: 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	406	NA

Table 10: sample size with subgroups

Cohorts	Population	Subgroups	Sample size	Proportion of sample size as per age group	Subgroup Sample Size
Cohort III	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

3.4.7.3 Sampling Frame

Sampling frame was designed for the five districts (Sunsari, Saptari, Dhanusha, Siraha and Mahotari) that the project operates in. Out of 106 total clusters, 60% (i.e. 51 clusters) were selected by using a Random Sampling (Random table) method. Following this, samples of 406 Musahar girls were selected from the total 51-cluster population by using Random Sampling (Random table) method. The sample size of the each cluster was determined by using Probability Proportional to Size (PPS) method. Similarly, the total number girls aged 10-14 selected for samples are 57.9% whereas the girls between 15-18 age groups are 42.1%. (A detailed sampling frame is attached in annex 1).

Table 11: Sample breakdown by regions

Region	Sample proportion of intervention group (%)
Sunsari	5.2
Saptari	61.3
Dhanusha	7.1
Siraha	19.2
Mahottari	7.1
Source: N = 406	Girls survey database

Table 12: Sample breakdown by age

Age	Sample proportion of intervention group (%)
Aged 10 (%)	12.6
Aged 11 (%)	14.5
Aged 12 (%)	15.0
Aged 13 (%)	9.9
Aged 14 (%)	5.9
Aged 15 (%)	8.1
Aged 16 (%)	9.4
Aged 17 (%)	12.3
Aged 18 (%)	12.3
Source: N = 406	Girls survey database

A set of disability questions were administered from the Washington Group on Child Functioning to capture the information of persons with disabilities during the baseline and it was found that none of the girls were found to have visual, audio or physical disabilities.

Table 13: 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	

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

During the baseline data collection and analysis, we have faced several key challenges which are as follows:

Challenge	Mitigation strategy
Some Musahar girls and their caregivers were not available during data collection time due to their daily wage work and daily domestic chores such as their trip to the	To collect data from them, field researchers re-visited during early or late hours, instead of during the day which is when the data was typically collected.

forest to collect firewood, to collect grass for their cattle.	
GPS location of beneficiary households could not be captured in many places due to remoteness.	In this case, we did not record the GPS location.
COVID-19 pandemic and related mobility restrictions as well as uncertain health and safety conditions affected data collection.	In this case, enumerator used personnel protective equipment like mask, sanitizers, and gloves during the data collection to ensure safety for themselves as well as for the respondents. Situation in the target areas were closely monitored to mitigate against disruptions to the mobility of the data collection team.

3.4.9 Cohort tracking and next evaluation point

Cohort tracking resulted in the following:

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

Girls need to participate in the intervention for a minimum of six months (that is, the length of the learning intervention and a minimum length of the transition intervention) 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 considered for the endline. 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 qualified 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' transition 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

Feb-April 2021

Aug-Oct 2021

Feb 2022

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 and transition, impact of intensive education course and intermediate outcomes	
	Girls aged 15-18	Girls evaluated for learning, life skills and livelihood		Girls evaluated for learning and transition, impact of financial literacy course and intermediate outcomes	
2	Girls aged 10-14	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	Girls evaluated for learning, life skills and livelihood		Girls evaluated for learning, and transition, impact of financial literacy course, intermediate outcomes and outcomes
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

3.5 Qualitative Evaluation Methodology

3.5.1 Qualitative data collection tools

Table 14: 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 issues affecting the Musahar girls and their communities. These methods were helpful in capturing experiences, knowledge, understandings, and multiple realities from stakeholder’s perspectives. Semi-structured guidelines were developed for asking sub-questions to get information that explains and verifies information 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 was collected from 16th to 25th February 2021 to generate deeper information, triangulate and rational of quantitative findings. A judgmental strategy determined the sample size of qualitative studies, and a purposive sampling process was applied to gather information using Focused Group Discussion (FGD) and Key Informants Interview (KII) methods. The sample size was not fixed and data collection stopped when levels of data saturation had been achieved .

Table 15: 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 10-18	10 FGDs (6-8 respondents in each FGD)	8 FGDs with 61 participants	NA
FGD with Parents	NA	10 FGDs (6-8 respondents per FGDs)	6 FGDs with 37 participants	NA
KII with community leaders	NA	5	5	NA
KII with school head teachers	NA	5	5	NA
KII with local government officials and elected representatives	NA	5	5	NA

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

3.5.3 Qualitative field researchers

The qualitative field research team comprised of eight experienced researchers who had more than 3 years qualitative research experience and 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 ensured capacity to maintain professional conduct during data collection. Then, the baseline qualitative researcher training was conducted, which NIDR was supported by SCoN from 25th August 2021 in Siraha. 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 from 26-30th August 2021. 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 survey and girls survey in Maithali language, while KII questions were asked with community, leader, and government in Nepali language.

All FGDs and KIIs were recorded and field notes and reflections were applied 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. The recordings were transcribed in Nepali and translated in English for the report.

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 and analysis process was carried by using NVivo-12 Mac software. The findings are articulated and presented thematically after the quant data.

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 coordinated with them, introduced 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 amongst many caregivers, the FGDs with them took significantly longer	The researchers provided several examples, and repeated questions as many times as needed in local language to get required response as per FGD and KIIs questions.
COVID-19 pandemic and related uncertain health and safety conditions affected data collection	The researchers remained very careful and took all precautions needed to ensure their own safety and the safety of the respondents.

4. Key Characteristic, Subgroups and Barriers of Baseline Samples

Under this section, the characteristics of the Musahar girls and their subgroups is analyzed based on barriers for learning and transition that the girls were found to face. This section also covers the intersection between the main barriers and the girls' characteristics to determine to what extent 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 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 16: Religion, Caste and Language of the Sample Girls

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

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

Table 17: Age group, marital and pregnancy status of the sample girls

Characteristics of the girls	Number	Percentage
Age group		
10-14 years old	235	57.9
15-18 years old	171	42.1
Marital status		
Married	90	22.2

Unmarried	316	77.8
Mother		
Yes	57	63.3
No	33	36.7

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.

Nearly two-third of the respondents (57.9%) in the survey belonged to 10-14 age group with 42.1% aged 15-18 years old, the greatest number of which (15%) were 12 years old and least number of which were 14 years old (5.9%).

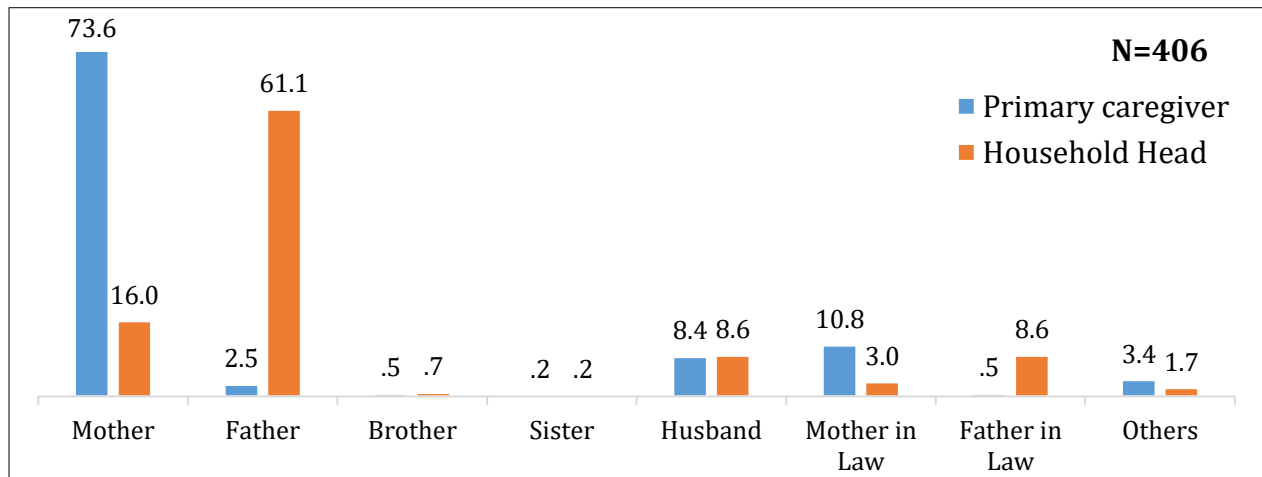
Most of the girls (77.8%) were unmarried with a (22.2%) minority who were married, among whom 63.3% were mothers.

Table 18: Distribution of respondents by age at the time of marriage and birth to first child

Age	Marriage (%)	Birth of first child (%)
10	4.4	-
11	4.4	-
12	2.2	-
13	12.2	3.5
14	24.4	12.3
15	24.4	29.8
16	20.0	36.8
17	6.7	14.0
18	1.1	3.5

Among those married, 24.4% were married at the age of 14 and 15 and 20% were married when they were 16. Furthermore, among those married, slightly more than one third (36.8%) gave birth to their first child at the age of 16.

Figure 1: Primary caregiver and household head of the girls



In the girl's survey, 73.6% reported that their mothers were the primary caregivers; only 16% reported that mothers were the household head and 61.1% revealed that fathers were household head.

4.1.1.2 Educational Qualification of the Primary Care Giver and Household Head

Table 19: Educational qualifications of the primary caregiver and household head

Educational Qualification	PCG		Household head	
	N	%	N	%
Never been to school	373	91.9	360	88.7
Attended some years of primary school	10	2.5	20	4.9
Completed Grade 5	12	3.0	14	3.4
Completed Grade 6	-	-	-	-
Completed Grade 8	-	-	9	2.2
Completed Grade 10	10	2.5	2	0.5
Completed Higher education/ University	-	-	1	0.2
Don't know	1	0.2	1	0.2

Most primary caregivers (91.9%) and household heads (88.7%) surveyed had never been to school, while 2.5% of primary caregivers and 4.9% 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 20: Main income of family and occupation of PCG

Type of employment	Main income source				Occupation of PCG	
	Before COVID-19		After COVID-19			
	N	%	N	%	N	%
Agriculture	5	1.2	6	1.5	9	2.2
Daily Wage Labour	343	84.5	354	87.2	367	90.4
Business	4	1.0	4	1.0	4	1.0
India based seasonal employment	18	4.4	8	2.0	9	2.2
Foreign employment	34	8.4	27	6.7	11	2.7
Livestock rearing	-	-	-	-	-	-
Job/Services	2	0.5	1	0.2	-	-
Others	-	-	6	1.5	6	1.5

Most of the respondents said daily wage labour was their main family income source before (84.5%) and during COVID-19 (87.2%), followed by foreign employment for 8.4% and 6.7% of the families before and during COVID-19 respectively. The average annual income of families was NRs. 117,853.45 with a NRs. 1,500,000.00 maximum and NRs. 500 minimum before COVID-19. The average annual income of families was NRs. 44,268.47 with a NRs. 250,000.00 maximum and NRs.0.00 minimum during COVID-19 (Further details are given in annex I).

Regarding employment status of primary caregivers, the majority (90.4%) were engaged in daily wage labour with 2.7% engaged in foreign employment.

26.1% of the household had 5 family members, living, and eating their meals together in a single dwelling and 46.3% of household had 2 adults (people aged 18 or over) living and eating their meals together in a single dwelling. (Further details are given in Annex II)

Likewise, 94.3% of the households had children aged between 10 and 18 years old, within which 62.1% had at least one girl and 36.6% had at least one boy.

Table 21: Number of children aged 10-18 years in the household

Having children aged 10 to 18 in the household		
Having children	Number of Households	Percent
Yes	383	94.3
No	23	5.7
Number of girls (aged 10-18) in the household (excluding sampled girl)		
Number of Girls	Number of Households	Percent
0	4	1.8
1	238	62.1
2	107	27.9
3	30	7.8
4	4	1.0
Number of boys (aged 10-18) in the household		
Number of Boys	Number of Households	Percent
0	203	53.0
1	140	36.6
2	33	8.6
3	6	1.6
4	1	0.3

4.1.1.4 Household facilities

Within the survey, more than half of respondents (67.7%) revealed that their house roof was made from tin/zinc sheets with a further 19.2% said that the roof was made from thatch. (Further details in Annex I)

More than half of respondents (63.3%) didn't have toilet facilities, instead using plots (89.5%), forests (5.8%) and riverbeds (4.7%) for defecation. Of the 36.7% who have toilet facilities in their home 37.6% are permanent, 36.9% are temporary, and 25.5 are semi-temporary. (Further details in Annex I)

Regarding water facilities, almost all respondents (94.8%) rely on hand drawn boring wells as their only source of drinking water with only 1.7% having access to tapped drinking water. However, 82% of the respondents explained that they had never gone without clean drinking water for home use. (Further detail in Annex I)

Regarding medical services, 26.8% respondents said that they had to go away for more than ten days to seek medical services at one point. Likewise, 3.9% of them reported that their family members had to go away from home when they needed to seek medical services.

72.7% revealed that their households were in debt. Likewise, 79.6% of the household did not have any savings. (See detail in Annex I)

Table 22: Girls have some difficulty to perform tasks

Some Difficulty to Perform Tasks	Number	Percent
Concentrating on an activity that you enjoy doing	6	1.5
Difficulties in learning things	18	4.4
Remembering things	24	5.9
Accepting changes in her routine	56	13.8
Controlling behavior	41	10.1
Making other friends	6	1.5

In the baseline survey, no girls were found with difficulties in seeing, hearing, or walking. Similarly, none of the girls wore eyeglasses or used 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 (1.5%) having difficulties making friends and had some difficulties of concentrating on activities that they enjoy doing, controlling behavior (10.1%), accepting changes in her routine (13.8%) and remembering things (5.9%), while 4.4% reported having some difficulties on learning things.

4.1.2 Barriers

Table 23: Barriers

Barriers	Before COVID-19		During/After COVID-19	
	Number	Percent	Number	Percent
Household/Community-level Barriers				
Must perform household chores (cooking and cleaning)	396	97.5	393	96.8
Must perform agricultural work (e.g. guarding livestock, planting, watering or harvesting crops)	278	68.5	274	67.5
Must taking care of elderly/younger members in the family	293	72.2	294	72.4
Must fetch water	163	40.1	161	39.7

Whole day spent doing household activities	26	6.4	27	6.7
Half day for doing household activities	149	36.7	153	37.7
Quarter day for doing household activities	181	44.6	178	43.8
Educational barriers				
Parents don't believe girls have a right to education	36	8.9	-	-
Parents don't want to support girls' education	212	52.2	-	-
Parents who never been to school (PCG)	373	91.9		
Economic Barriers				
Family has food sufficiency for nine months	27	6.7	6	1.5
Gone without cash income for more than ten days	217	53.4	-	-
Wage labour as the main family income source	343	84.5	354	87.2
Does not have any land	325	80.0	-	-

The baseline evaluation indicated that many of the conventional barriers were present for significant numbers of girls. In the household, 97.5% of girls needed to perform chores before COVID-19 pandemic, whereas 96.8% of them had to perform them during/after COVID-19 pandemic. 68.5% and 67.5% girls must perform agricultural work before and during COVID-19 respectively; 72.2% had to take care of the elderly before COVID-19 while 72.4% during COVID-19; 40.1% had to fetch water before COVID-19 while 39.7% during COVID-19; 44.6% spent a quarter of the day doing household activities before COVID-19 while 37.7% spent half a day doing household activities during COVID-19.

42.9% of the parents didn't want to support their daughter's education and 8.9% of parents don't believe girls have a right to education. These are recognized as some of the key challenges for the project to address.

In addition to parents not believing girls have a right to education and them not wanting to support girls' education, other educational barriers were problems affording school materials (notebooks, pen and school dress etc.), socio-cultural issues (due to generational marginalisation, Musahar girls traditionally do not attend or stay in school long-term), challenges around managing menstruation and girls' shyness (girls cannot speak openly) in the schools, as indicated by the qualitative study.

Economic conditions proved a significant barrier for girl's education. At the family level, the largest source of income was daily wage labour (84.5% and 87.2% before and during COVID-19 respectively). 6.7% and 1.5% of families only have food sufficient for nine months before

and during COVID-19 respectively. Likewise, 53.4% had gone without cash income for more than ten days and 80% 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 costs are presented in Table 21 and 22. Amongst girls in the 10-14 age group, over half reported having a child and father as household head as a barrier.

Table 24: 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	56.8% of girls who reported household chores as a barrier were in the 10-14 year of old subgroup	43.2% of girls who reported household chores as a barrier were in the 15-18 year of old subgroup	22.7% of girls who reported household chores as a barrier were in the married subgroup	77.3% of girls who reported household chores as a barrier were in the girls who have child subgroup	60.9% of girls who reported household chores as a barrier were in the father headed HH subgroup	15.7% of girls who reported household chores as a barrier were in the mother headed HH subgroup	0.8% of girls who reported household chores as a barrier were in the brother headed HH subgroup
Taking care of elderly/younger members	59% of girls who reported taking care of elderly/younger members as a barrier were in the 10-14 year of old subgroup	41% of girls who reported taking care of elderly/younger members as a barrier were in the 15-18 year of old subgroup	20.8% of girls who reported taking care of elderly/younger members as a barrier were in the married subgroup	78.7% of girls who reported taking care of elderly/younger members as a barrier were in the girls who have child subgroup	61.8% of girls who reported taking care of elderly/younger members as a barrier were in the father headed HH subgroup	17.1% of girls who reported taking care of elderly/younger members as a barrier.	0.7% of girls who reported taking care of elderly/younger members as a barrier
Fetching water	57.1% of girls who reported fetching water as a barrier were in the 10-14 year of old subgroup	42.9% of girls who reported fetching water as a barrier were in the 15-18 year of old subgroup	21.5% of girls who reported fetching water as a barrier were in the married subgroup	71.4% of girls who reported fetching water as a barrier were in the girls who have child subgroup	70.6% of girls who reported fetching water as a barrier were in the father headed HH subgroup	8.6% of girls who reported fetching water as a barrier	1.2% of girls who reported fetching water as a barrier
Economic barriers							
Agricultural work	52.9% of girls who reported agricultural work as a barrier were in the 10-14 year of old subgroup	47.1% of girls who reported agricultural work as a barrier were in the 15-18 year of old subgroup	23.0% of girls who reported agricultural work as a barrier were in the married subgroup	64.1% of girls who reported agricultural work as a barrier were in the girls who have a child subgroup	62.2% of girls who reported agricultural work as a barrier.	14.4% of girls who reported agricultural work as a barrier	0.7% of girls who reported agricultural work as a barrier
Involved in household activities more than quarter of day	50.3% of girls who revealed that they involved in household activities more than quarter of day were in the 10-14 year of old subgroup	49.7 % of girls who revealed that they involved in household activities more than quarter of day were in the 15-18 year of old subgroup	25.7% of girls who revealed that they were involved in household activities more than quarter of day were in the married subgroup	57.8% of girls who revealed that they involved in household activities more than quarter of day were in the girls who have a child subgroup	58.3% of girls who revealed that they involved in household activities more than quarter of day	16% of girls who revealed that they involved in household activities more than quarter	1.1% of girls who revealed that they involved in household activities more than quarter of day

School level barriers

School barriers/cost	43.1% of girls who revealed school cost as a barrier were in the 10-14 year of old subgroup	58.9% of girls who revealed school cost as a barrier were in the 15-18 year of old subgroup	59.2% of girls who revealed school cost as a barrier were in the married subgroup	55.9% of girls who revealed school cost as a barrier were in the girls who have child subgroup	53.7% of girls who revealed school cost as a barrier in the father headed HHs.	23.5% of girls who revealed school cost as a barrier in the mother headed HHs.	50.0% of girls who revealed school cost as a barrier were in the brother headed HHs
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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	95.7% of 10-14 year girls reported household chores as barrier	100.0% 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	97.2% of girls who have father as HH reported household chores as barrier	95.4% 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	73.6% of 10-14 year girls reported taking care of elderly/younger members as barrier	70.2% of 15-18 year girls reported taking care of elderly/younger members as barrier	67.8% of married girls reported taking care of elderly/younger members as barrier	84.2% of girls having child reported taking care of elderly/younger members as barrier	73.0% of girls who have father headed HH reported taking care of elderly/younger members as barrier	76.9% of girls who have mother headed HHs reported taking care of elderly/younger members as barrier	66.7% of girls who have brother as HH reported taking care of elderly/younger members as barrier
Fetching water	39.6% of 10-14 year girls reported fetching water as barrier	40.9% of 15-18 year girls reported fetching water as barrier	38.9% of married girls reported fetching water as barrier	43.9% of girls having child reported fetching water as barrier	46.4% of girls who have father as HH reported fetching water as barrier	21.5% of girls who have mother headed HH reported fetching water as barrier	66.7% of girls who have brother as HH reported fetching water as barrier
Economic Barriers							

Agricultural work	62.6% of 10-14 year girls reported agricultural work as barrier	76.6% of 15-18 year girls reported agricultural work as barrier	71.1% of married girls reported agricultural work as barrier	71.9% of girls having child reported agricultural work as barrier	69.8% of girls who have father headed HH reported agricultural work as barrier	61.5% of girls who have mother house hold head reported agricultural work as barrier	66.7% of girls who have brother as HH reported agricultural work as barrier
Involved in household activities more than quarter of day	37.4% of 10-14 year girls revealed that they involved in household activities more than quarter of day	50.9% of 15-18 year girls revealed that they involved in household activities more than quarter of day	50% of married girls revealed that they involved in household activities more than quarter of day	45.6% of girls having child revealed that they involved in household activities more than quarter of day	41.1% of girls who have father headed HH revealed that they involved in household activities more than quarter of day	43.1% of girls who have mother headed HH revealed that they involved in household activities more than quarter of day	66.7% 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)	43.1% of 10-14 year of old girls revealed school cost as barrier	58.9% of 15-18 year of old girls revealed school cost as barrier	59.2% of married girls revealed school cost as barrier	55.9% of girls having child revealed school cost as barrier	53.7% of girls who have father headed HH revealed school cost as barrier	23.5% of girls who have mother headed HH revealed school cost as barrier	50% 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 direct response towards making a significant contribution Musahar 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: girls in age group of 10-14 years and 15-18 years. In this context, the baseline data collection also captures data for the same subgroups that were outlined in the theory of change, log framework and project planning. It did not reveal any more subgroups that are at risk of educational marginalization. Detail of selection and prioritization criteria are as below:

Main sub-groups	Selection Criteria	Prioritization 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 baseline, as schools remained closed due to COVID-19.

As per the baseline evaluation, most of the barriers - home/community level, Economic and parental support are prevalent across all sub-groups. Therefore, the project design and the activities need to mitigate these barriers, which as per the MNM ToC, the project does address in a robust manner.

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 appear to address school cost barriers.

Economic condition: Project interventions like assessment and analysis of employment market, provision of materials, equipment, supplies and cash grants in-kind for girls seem necessary. Matching participants to enterprise opportunities, tracking and supporting establishment of enterprises, and support to establish savings groups and linkage with cooperates appears to address their immediate and long-term economic condition.

Parental support: Parental engagement in and support for girls' education should be a focus. To improve the girls' current situation, project must engage and involve parents to improve their knowledge, attitude and behavior towards girls education. The project has an opportunity to do this through their information/life skills circles, which currently mainly focuses on girls and boys.

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

Similar to the baseline findings of Cohort 1 and 2, the results from this evaluation indicate that majority of the key assumptions regarding barriers within the project's Theory of Change hold true, including

(i) extreme poverty prevents Musahar girls from affording the direct and indirect costs of schooling.

(ii) Musahar girls bear a disproportionate share of the burden of labor and running the household.

(iii) Musahar girls lack access to specialized support and little government support is available to overcome their circumstances and participate in education.

(iv) Musahar girls are unable to increase their earning capacity or secure employment as they lack access to training on required knowledge and skills; and

(v) there is a pervasive lack of awareness of rights.

One of the key themes that has emerged during this evaluation, which was not as significant in the first baseline, is the lack of familial support to girls in pursuing education. Although the project has considered this factor as a link to poor economic conditions, girls' points around elopement and girl's movement to stay with their in-laws after marriage have come out more strongly. Therefore, the project will need to address such concerns and work to increase support from family towards girls' participation in education.

Considering these, the project does not anticipate significant changes or adaptations to established approaches to its learning interventions. However, a more robust parental/community engagement is required. Key transition pathway also will remain

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 account for this.

5. Outcome Findings

5.1 Learning Outcome

55% girls aged 10-18 are expected to acquire foundational reading ('Stories' and/or 'Paragraphs'), 50% are expected to acquire 2 or 3 digit number recognition and 60% are expected to acquire arithmetical skills (addition, subtraction, multiplication, and division) by the time they graduate from the ALP. 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 (extending beyond 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 test literacy and numeracy skills at the Grade 3 level as per the national curriculum, keeping in mind the transition of 10–14 year-old girls into formal schooling. These assessments were structured around sub-tasks, which were aimed to categorize participants into beginner, word, letter, sentence and story levels for literacy and beginner, 1 digit, 2 digit, 3 digit and subtraction for numeracy.

Table 25: Foundational literacy gaps (adapt subtasks list to test)

Categories	Nepali		English	
	N	%	N	%
Beginner	322	79.3	372	91.6
Letter	65	16.0	24	5.9
Word	19	4.7	10	2.5
Total	406	100	406	100

In the assessment, most of the girls were assessed at beginner level in Nepali (79.3%) and English (91.6%). Furthermore, 16% of the girls were assessed at letter level in Nepali and 5.9% at letter level in English test. 0% girls were able to complete the final subtask for language/literacy at baseline.

All the head teachers, community leaders, educational coordinators and representatives of local government also agreed with the finding of survey that most of the Musahar girls had low level of literacy as well as numeracy. They also articulated reasons for low level of literacy:

- **Illiteracy:** Parents from Musahar communities have low level of literacy due to which students are unable to learn as there is a lack of guidance and a supportive environment. Parents and girls both are more concerned about household chores rather than studying.
- **Affordability of education:** Among the Musahar Community, due to limited income they can't afford to pay for girl's education.
- **Low interest in Education:** The head teacher, local government representatives reported that most of the girls were not interested towards their education, as the girls were more concerned on doing household works. Similarly, the girls and local government representatives suggested that the teacher did not teach well. They suggested an improvement in teaching standards was necessary.
- **School's 'No fail' policy:** Head teacher described that, "As per the new rule of the government there is a provision that no students will be failed. They were promoted to another class but due to their irregular attendance, majority of the girls have low literacy levels.
- **Lack of time to study:** The girls responded that they don't have a chance to read at home as they must do the household work.
- **Parents did not allow girls to attend school:** Head Teacher, local representatives, girls stated that the girls are at beginner level, as their parents do not support their daughters in obtaining education. The girls were compelled to do housework as well as working in the field.

Table 26: Foundational numeracy skills (adapt subtasks list to test)

Categories	Number	Percent
Beginner	299	73.6
1 Digit No. ¹³	60	14.8
2 Digit No. ¹⁴	32	7.9
3 Digit ¹⁵	15	3.7
Subtraction	0	0.0
Division	0	0.0
Total	406	100

Nearly three-fourth of the respondents (73.6%) assessed were at beginner level in numeracy test, followed by 14.8% at 1 digit. 3.7% girls were able to complete final subtask for number recognition (3 digit), while 0% girls were able to complete final subtask for math (division).

The project has been designed for 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 aged 13-14 getting married, and bearing children soon after (Giri 2012). In separate research conducted by Street Child from 2016 to 2018, 45% of Musahar parents mentioned

¹³ 1 Digit No: 0-9

¹⁴ 2 Digit No: 10-99

¹⁵ 3 Digit No: 100-999

that as married girls move into their husband’s homes in neighboring villages, there is little point in enrolling them in education that would be disrupted. The research illustrates that older girls who are 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; all girls (aged 10-18) receive the same learning intervention, according to the learning level.

Table 27: Literacy level of the girls by subgroup

Subgroup	Beginner	Letter	Word	Sentence	
Nepali Test					
10-14 Years	80.9	15.3	3.8	-	
15-18 Years	77.2	17.0	5.8	-	
English Test					
10-14 Years	93.6	6.0	4	-	
15-18 Years	88.9	5.8	5.3	-	
Numeracy Test					
	Beginner	1 Digit No.	2 Digit No.	3 Digit No.	Subtraction
10-14 Years	77.0	17.0	5.5	4	-
15-18 Years	69.0	11.7	11.1	8.2	-

Comparing literacy levels of girls by age in Nepali, girls aged 10-14 were assessed to be at beginner level, which was marginally higher (80.9%) than those 15-18 years old (77.2%). Likewise, in English, girls aged 10-14 was assessed at beginner level were marginally higher (93.6%) than those aged 15-18 (88.9%). In numeracy, 77.0% of girls aged 10-14 were assessed to be at beginner level compared to aged 15-18 (69.0%).

As hypothesized in the theory of change, the baseline survey findings revealed that most of the girls have a very low level of literacy and numeracy with most not being able to recognize a single letter or number. Across age, marital status and motherhood, the survey found no significant differences. This indicates that there are learning gaps that can be ameliorated.

A four-month learning intervention, tailored to the need of the girls and delivered according to girls’ learning levels can improve their literacy and numeracy. However, the COVID-19 pandemic and the associated challenges, including difficulty in accessing communities for activities, is going to be a major barrier for continuing teaching and learning. The distance teaching and learning (DTL) approach employed by the project with girls in the previous cohort can be effective in address these challenges.

It is also imperative to support school administrators and teachers in acquiring knowledge, skills to assure inclusion, to create a conducive learning environment for marginalized girls.

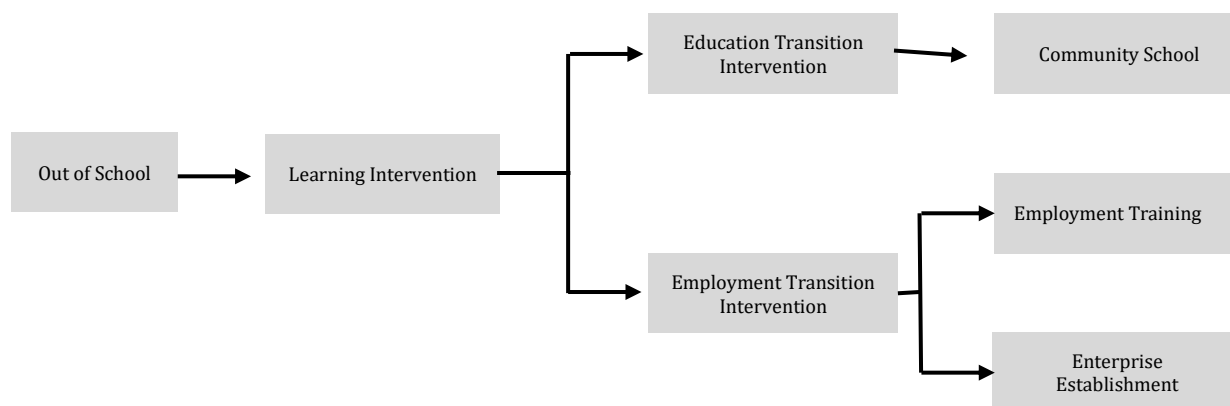
Table 28: Learning Outcome: Targets Vs Baseline

Outcome	Target	Baseline
Literacy Improvement	55% of girls who can read paragraph or story of Nepali Language	0% of girls can read paragraph or story of Nepali Language
Numeracy Improvement	50% of girls reaching 2-digit or 3-digit level in ASER numeracy test with operations at 60%	11.6% of girls reaching 2-digit or 3-digit level in ASER numeracy test with operations at 0%
Life Skill		
Comprehensive sexual education, child rights, civic sense and protection	70%	20.8% (Knowledge: 18.5% Attitude: 25.4% Practice: 18.6%)
Self-efficacy		52%

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 29: 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	<ul style="list-style-type: none"> ● Enrolment in Primary School at Grade 3. ● Successive class with conditions (married, working, moved to different school, etc) 	<ul style="list-style-type: none"> ● Dropout due to different conditions (marriage, migration) ● Moved to skills training (vocational, training, employment)
Satellite Training	Registered in ALP classes run in the nearby community spaces	<ul style="list-style-type: none"> ● Linked with employer for employment ● Established an income generating enterprise after completion of ALP 	<ul style="list-style-type: none"> ● 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 needs to be close, technical support for girls during the set-up phase to ensure autonomy, stability and sustainability of their small enterprises.

Table 30: Transition pathways summary

Intervention pathway tracked for transition	Please describe the possible transition pathways for this group	Aim for girl's transition for next evaluation point	Aim for girl's transition level by the time project stops working with cohort
Transition group A (girls aged 10-14 at end ALP class)	(Re) enroll in school in 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 aged 15-18 at end ALP class)	Enroll in vocational training. Enterprise 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 pathway analysis is based on the age groups during the baseline evaluation and presented in Table 6.17. The baseline was conducted 6 months prior to girls anticipated transitioning.

MNM project targets for 60% of the total girls to transition into formal schooling at the end of the ALP classes. However, 53% out of the total did not want to (re)enroll into formal school in the survey (detailing in annex II). Likewise, most of the girls who participated in FDG also expressed similar views towards their future planning. Their parents also revealed their view in the FGD that they were more interested towards vocational training and employment. Community leaders also reported that most of the Musahar girls were interested in jobs due to the poor household conditions, resulting in low interest towards education. This result clearly indicates that the MNM project should prioritise efforts in motivating and incentivizing girls for education transition.

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 the completion of ALP and Life Skills.

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

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 regularly due to effect of COVID-19 (a high possibility of a second COVID-19 wave in Nepal);

(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 due to COVID-19 pandemic (lockdown) in Nepal ; 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.

Table 31: Transition Outcome: Target Vs Baseline

Outcome	Indicators		Target	Baseline
Marginalised girls who have transitioned into and through key stages of education, training or employment	% of girls who successfully transition	Education (Formal School)	80%	Education:0%
		Livelihood	Vocational Training: 85%	Vocational training: 0%
			Entrepreneurship: 70%	Entrepreneurship: 14%

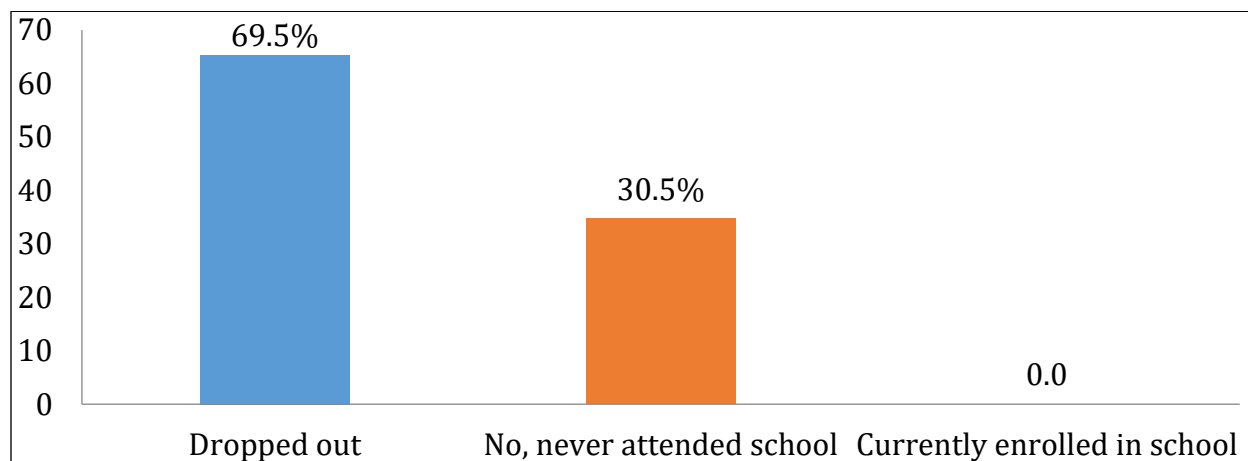
5.2.1 Education Transition

Musahar girls aged 10-14 successfully completing 4 months 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, 30.5% of the respondents revealed that their girls had never been to formal school, 69.5% reported that their girls had been but had since dropped out. More than one third (39.9%) of the parents reported that their girls dropped out from formal school 2 years ago while 19.8% reported their girls had dropped out 3 years ago (Annex II).

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”.

More than 80% (82.3%) of the parents explained that girls needed to work, earn money or help out at home. Furthermore, 54.8% said that girls were not interested in going to school and 52.4% said that there was not enough money to pay for their schooling.

“Because of weak economic conditions, extra household work, and parental negligence, the girls dropped out of school and some of them never went.”

- KII with community leader Saptari

Similarly, when asked the reasons for dropout, parents provided the same top three causes. 51.7% revealed that girls needed to work, earn money or help out at home, 35.6% said that girls were not interested in going to school and 28.2% of revealed that there was insufficient money to pay for their schooling”. Like the parents’ survey, head teacher, community leader and local level government (including educational coordinators) also expressed views like that noted in the quantitative survey. Most of the head teachers reported that most of girls drop-out from school due to their poor economic status; due to low economic condition most of girls either must be engaged in a job or have to take on household chores or have to look after their younger brother or sister.

Head teacher from Siraha expressed the view that most of the Musahar parents do not know the value of education. Parents also think that a girl is born to go to her spouse’s house after marriage, so there are no benefits of schooling to their daughter. Instead, parents prefer that girls learn practical skills related to caring for babies, household chores, farm related activities, how to run and care for families, etc.

The community leaders, headteachers, parents suggested the following ways to decrease drop-out from school and increase enrollment in formal schools:

- Parents to be made aware about possible linkages of education with better life opportunities.
- Send daughter to school regularly and allowing enough time at home for studies.
- Not having them engaged in household chores for too many hours.
- Equally engaging both girls and boys in study.
- Improving the learning environment in the school for Musahar girls
- Proper coordination of the parents and teachers for the girl’s education.
- Conducting more programs like providing lunch, free books, uniforms, etc.
- Teachers should focus on quality education.

Table 32: Reasons for never attending and dropping out from formal school

Reasons	Never attended formal school (%)	Dropped out from school (%)
There is not enough money to pay for school	52.4	28.2
Needs to work, earn money, or help at home	82.3	51.7
Unsafe to travel to/from school	10.5	7.9
Unsafe to be in school	9.7	6.4
School is too far away	27.4	14.9
Have to go to school alone	33.9	11.9
Transport services are inadequate	1.6	1.0
Teachers do not know how to teach	3.2	5.2
Teachers mistreat at school	0.8	0.7
(Name of girl) refused entry into the school	4.0	3.7
Cannot use the toilet at school	0.0	0.2
Assistive device/ technology such as braille	0.0	0.2
Does not have a program that meets learning needs	0.8	0.0
Have a health condition that prevents me from going to school	1.6	0.2
Too old to attend school	16.9	4.2
Not mature enough to attend school	21.0	4.7
Completed enough schooling	8.1	4.7
Married/about to get married	5.6	3.7
Have a child/is about to have a child	2.4	1.2
Not interested in going to school	54.8	35.6
Schooling not important	33.1	18.3
School does not help (name) in finding a good job	2.4	5.9
Mistreated/bullied by other pupils	0.0	0.7
The teacher uses corporal punishment in school	0.8	2.2
Caste based discrimination	0.0	1.5
COVID-19 and its impact	0.8	9.7
Others	1.6	0.7

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

The reasons were explored for girls dropping out of school. Major findings were like those aforementioned: poverty and doing household chores and the need to take up wage labor. Musahar girls are usually older than other girls in the schools, due to them joining school later, and so they face bullying by other students. Schoolteachers also misbehave with Musahar girls due to them being Musahar.

Other reasons include parents thinking that young girls will elope after going to school, no real job opportunities after study, prevalence of early marriage and lack of financial support for education because they are primarily struggle for day-to-day food. However, mothers argued in the FGD that teachers misbehaving with girls in school are a major reason which results in girls' lack of interest in studying which then leads to them dropping out from school.

*"Most of the Musahar girls drop out in grade 2 to 3 because they have to look after their siblings as their parents give birth to a child nearly every year, as well as parents doing their daily work to fulfill their basic needs". - **SMC with Chairperson, Mahottari***

Community leader of Siraha, Mahottari expressed views regarding drop out, and never attending schools are as below:

Parents: *Parents are not supportive towards girls' education, and they are primarily engaging in income generating activities. They think that what is the importance of education if you don't get job because in this community there is no employment opportunities for us, they keep their girls busy with the household work, they don't care their girls go to school or not. They tell them to stay at home and take care of the home. They don't encourage their daughter to go to school.*

Students: *Musahar girls go to school at older aged due to this, they feel shy to go to school and need to study with small age group students. Those girls who go to school don't do their homework in time and get punishment. As a result, girls' dropout from school in their early age as schooling is an unpleasant experience for them.*

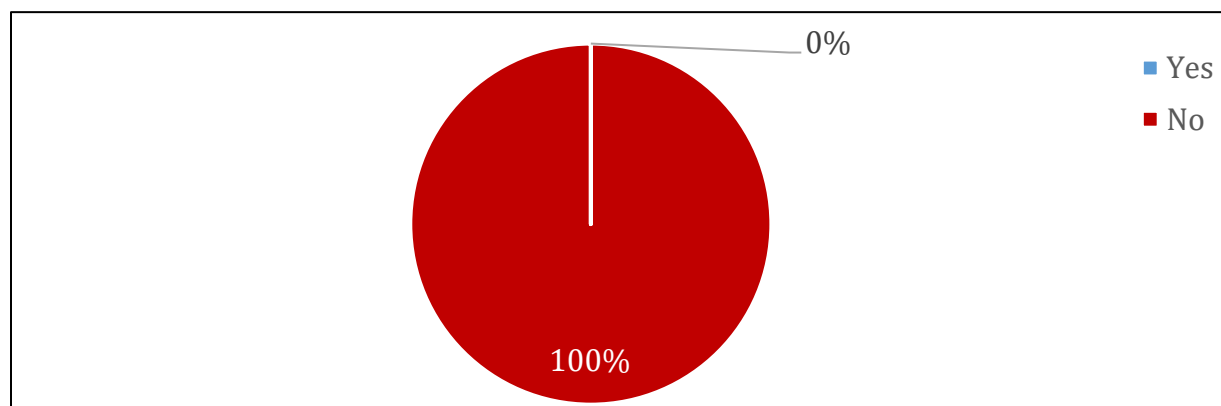
School: *Since the nearest school is located outside of the community, girls have to walk far from their community. There must be one school in our community as well so that it will be easier for girls to go to school and continue their education. Additionally, the community leader from Saptari reported that: The teacher is not paying attention to the students and not doing their job responsibly and are not concerned whether the pupils read or not, whether they attend school or not."*

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. They have prime concern of food for their family rather than education for their girls.

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 4-month accelerated learning intervention which provides a free, immediate, and intensive education to improve the foundation of literacy and numeracy skills for 7,500 girls across five districts.

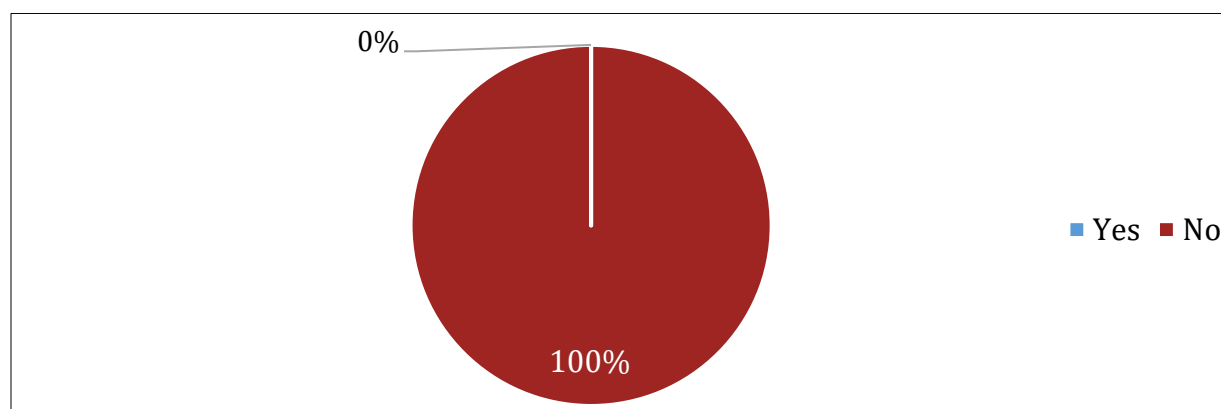
Figure 4: Girls participated in non-formal education



According to the baseline survey, all of the parents revealed that their daughter(s) had not participated in any type of informal education. Additionally, the baseline survey also found that none of the girls had ever attended any audio or phone learning classes.

5.2.2 Training

Figure 5: Distribution of respondents by training status of girls



All the parents surveyed during the baseline revealed that their daughters were not involved in any kind of skill training.

All the local government representatives express their views that they are planning to conduct training in their communities in this fiscal year. Most of them had planned to sew clothes, knitting, beauty salons, soap making, cutting etc. for vocational training in their communities from the Nepal Government budget. Detail is given in Table no 33

Table 33: Type of planned training by local government

Name of District	Name of common
Saptari	Muda, making nanglo, knitting sewing training
Sunsari	Knitting, sewing, making muda, making nanglo, beauty salon
Siraha	Sewing, cutting, making papad
Mahottari	Nanglo, muda, lahathi, bangles, teddy, sewing cutting, etc.

Dhanusha	Knitting, sewing, making daliya, beauty saloon, soap making, making bangles
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The representative of local government from Sunsari district reported that they had been providing vocational training however, it has stopped as of now because of the Covid-19 pandemic. The types of training we were providing such as clothes sewing training, Beautician training and Momo making training.

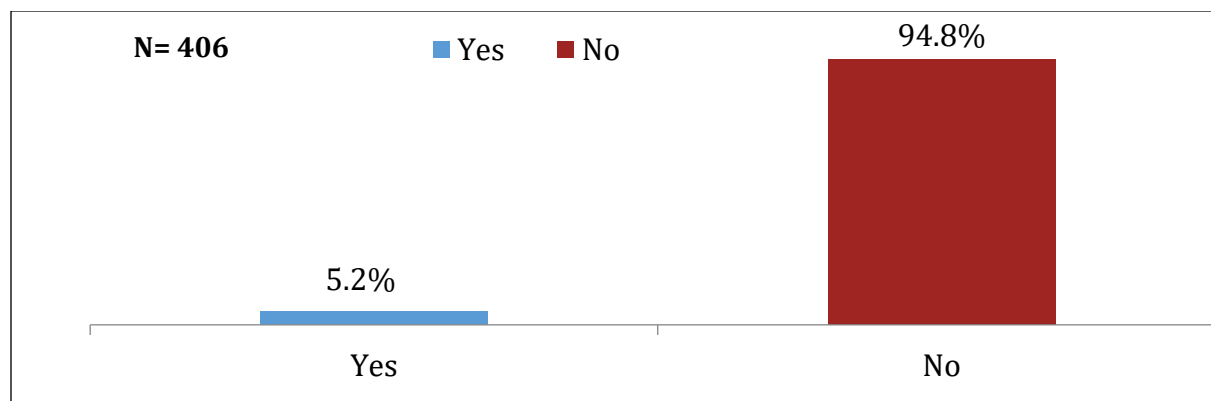
Meanwhile, the local government representative from Saptari stated that they have some plans to conduct vocational training to schoolgirls on sewing clothes, vegetable farming training.

In the FGD most of the parents and girls were interested in stitching, knitting, beautician, making soaps, making toys and dolls.

5.2.3 Employment transition

Musahar girls aged 15-18 successfully completing 4 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 employment status of girls



Almost all parents (94.8%) revealed that their daughters were not engaged in any type of employment. Within the 5.2% of girls employed, more than one-third (38.1%) were engaged in income generating activities.

Most of the parents (57.1%) said that their daughters were involved in temporary employment with only 47.6% of the parents describing them as very safe. Majority (81%) of parents felt that their daughters were paid fairly in their jobs, with only 14.3% of parents stating that this income was regular. 57.1% of the parents did not know if their girls had cash in hand. Further, most of the parents (90.5%) felt

Most of the Local government representatives reported that there is no provision for self-employment in their local market and no training facilities are provided to the girls as of now."

that the girls' job did not pay sufficiently to cover girls' basic needs. In addition, 71.4 percent of them were available to work additional hours.

Table 34: Type of self/employment

Nature of Self/Employment	Number	Percent
Employment		
Employment in household's income generating activities	8	38.1
Formal paid employment	7	33.3
Informal employment	6	28.6
Total	21	100.0
Self-employment		
Yes	57	14.0
Agriculture Related	57	100.0

Similarly, 14% of the respondents revealed that their girls were engaged in self-employment/income generating activity related to agriculture, mainly part-time.

In the survey of community leaders, educational coordinators and local government representatives, it was argued that grocery stores, cosmetic shops, stationery shops, beauty salons, making canals, goat husbandry etc. can be established and there will be high possibility of profit in this sector.

Table 35: Possible availability of the self-employment in local community

Name of District	Possibilities of Self-Employment (FGD)	
	Local Government Representative	Community Leader
Dhanusha	Grocery stores, fancy shop, stationery shop are available in our local market.	Parlor (beauty saloons), goat rearing, and grocery shops.
Siraha	Planting tree along the sideways of a road, making canals.	Grocery shop, fancy stores, parlor, and goat husbandry
Mahottari, Saptari & Sunsari	No prospects	Mahatari- Grocery stores, fancy shops and parlor, teaching

Local Government representative from Saptari district reported that their municipality had the provision for out of schoolgirls over the age of 15 years who can apply for loan to start the micro enterprises. He stated "We deliver the necessary training materials throughout the training, and when the women have completed the course, we tell them that if they require a loan to start a business, local government will support to obtain a loan from a bank."

During discussions and interviews with local government representatives, representatives from Saptari expressed that they had the provision to provide the loan for the micro enterprises but the representative from Sunsari and Siraha reported that there is no plan/program to provide soft loan to open micro enterprises among out of school girls who are above 15 years of age.

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. By the end of cohort 3, the project set the target score card of 3 on sustainability outcome.

Table 36: 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 197 girls who had utilized their birth certificate, 93.9% had utilized it for education service and 19.8% had utilized it for health service. Regarding the citizenship card, among 10 girls only 4 of them had utilized their card in 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)	0.9 % 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 centers by the community	During the baseline evaluation, none of the ALP classrooms had been established
Indicator 1.4: Protection circles continued with the support of the Alumni 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 School Improvement Plan (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 schools have any provision of marginalised 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 governments have yet agreed to adopt TaRL as pedagogical approach 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
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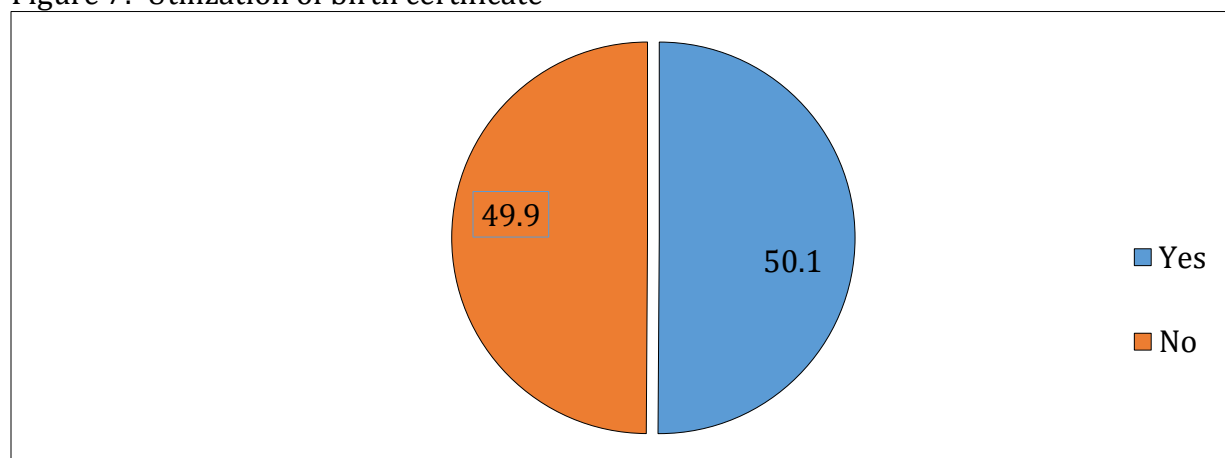
Table 37: Changes needed for sustainability

Questions to answer	Community	School	System
Change: what change should happen by the end of the implementation period	2% of girls using health service 100% of girls using education services 80% of parents/guardians reporting interest to support their daughter's desired transition pathway (education, training and employment) 40% of ALP classrooms established during the project period continue to operate as peer support and learning resource centres by the community 150 number of protection circles continued with the support of the Alumini association	Number of school provision for the inclusion of the most marginalized girls in SIP	1. Number of Local governments adopting TaRL as pedagogical approach 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 poverty -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 393 girls who had their birth certificate, 50.1% respondents had utilized their birth certificate. Among 231 girls who had utilized their birth certificate, the study found that the girls were utilizing their birth certificate to enroll formal and non-formal school (93.9%), for immunization services (19.8%), to get a citizenship card (2.0%), life and health insurance (0.5%) and open bank account (0.5%).

Table 38: Utilization of birth certificate

Utilization of birth certificate (N=231)	Responses	Percent
Formal and Non-formal School enrollment	185	93.9
Immunization Service	39	19.8
Life and health insurance	1	0.5
To get Citizenship	4	2.0
To open bank account	1	0.5
Other	3	1.5

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

Table 39: Citizenship of the respondents

Citizenship	Number
Citizenship	10
Utilization	4

When surveyed only 10 girls had their citizenship, amongst them 4 of them had used their citizenship card.

“While talking about citizenship, there are some criteria that need to be fulfilled to make a citizenship card and those criteria are: the girl’s parents should have their own citizenship. Marriage registration, birth certificates of the girls are also needed. Those families who do not fulfil these conditions will be unable to obtain citizenship for their daughters. Musahar girls have experienced no difficulties in obtaining citizenship if they and their parents fulfil the above said standards. In one month, at least 50 applications are received. We cannot assist persons who are members of our community if they do not match the standards outlined above.

-KII Local Government Representative Saptari

Indicator 1.2: % of parents/ guardians reporting interest to support their girl’s desired transition pathway (education, training, and employment)

Table 40: Parents interest on transition pathway score

Level	Knowledge score	Attitude score	Practice score
Low	0 – 4	4-7	0
Medium	5 – 7	8-10	1
High	8 – 10	11 - 13	2
Very High	11 - 12	14 - 16	3

Parents/guardians’ interest to support their girl’s transition pathway into education, training, and employment were assessed 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 in table 40

“Children need new clothes and stationery as they go school, and it is difficult for them to come up with the funds since they are poor. It is also difficult to send children to school because the school is located far from the community and the roads are slippery.” FGD with Primary care givers, Siraha

In the survey, it was found that, 17% of the parents had extremely high knowledge regarding parental support in education, training and employment; whereas 48.5% had medium level of knowledge regarding parental support. Likewise, 60.3% were found to have favorable attitude. However, slightly more than half of the respondents (52.2%) were found to have low level of practice regarding parental/guardian interest to support their girl’s transitions pathway into education, training, and employment.

Table 41: Level of Parental/Guardian interest on transition pathway

Level	Knowledge		Attitude		Practice	
	N	%	N	%	N	%
Low	2	0.5	30	7.4	212	52.2
Medium	197	48.5	87	21.4	190	46.8
High	138	34.0	245	60.3	3	0.7
Extremely high	69	17	44	10.8	1	0.2

In discussion with the primary care givers, 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 household chores.

Local Government representative of Saptari expressed their view that "The situation has greatly improved since the parents have begun to support their daughters' education. Because of illiteracy, some parents continue to reject their daughters' education. I believe that parents should be educated, and we have been conducting an enrolment campaign in which we personally go to the Musahar (Sada) community house to house and tell them to support their daughters' education. We advise them to send their daughters to school, and we also warn them that if they do not send their daughters to school, they will lose access to the office's services."

Table 42: Parental attitude towards girls education and investment

Attitude	Yes		No		Don't Know	
Girls have a Right to Education	369	90.9	36	8.9	1	0.2
Children with Disability have a Right to Education	351	86.5	26	6.4	29	7.1

In regard to the parental attitude towards education, majority of the parents (90.9%) believed that girls have a right to education while slightly less (86.5%) carried the same feeling towards children with disabilities.

Table 43: 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	0.7	9.6	3.2	78.6	7.9
A girl is just as likely as a boy to meaningfully use her education	0.7	10.6	21.6	55.7	11.6
Even when funds are limited it is worth investing in girls' skills development	0.2	6.7	26.6	59.9	6.7

A girl is just as likely as a boy to use her skills effectively for business or employment as a boy	0.5	6.9	33.7	50.5	8.4
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When parents were asked attitude related questions in the survey, more than two-third (86.5%) agreed to the statement that even when funds are limited it is worth investing in girls education while 3.2 % neither agreed nor disagreed.

Similarly, 67.2% 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 59.9% of parents agreed and 6.7% strongly agreed that it is worth investing in girls’ skills development. Moreover, 58.9 % of parents agreed that a girl is just as likely as a boy to use her skills effectively for business or employment.

Table 44: Parental attitude

Statements	Yes		No	
	N	%	N	%
The child may be physically harmed or teased at school or on the way to/from school	126	31.0	280	69.0
The child may physically harm or tease other children at school	169	41.6	237	58.4
The child needs to work to earn	173	42.6	233	57.4
The child needs to help at home	199	49.0	207	51.0
The child is married/getting married	150	36.9	256	63.1
The child is too old to attend school	135	33.3	271	66.7
The child has physical or learning needs that the school cannot meet	129	31.8	277	68.2
Education is too expensive	185	45.6	221	54.4
The child is a mother	122	30.0	284	70.0

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. 69% and 58.4% 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 respectively.¹⁶

¹⁶ The project believes it is reasonable that parents are not willing to send children to school if they are not considered safe. This finding is also consistent with previous research conducted by Street Child which showed that children being subjected to abuse, discrimination and other types of harm were reasons for drop outs. Therefore, the project addresses this through its school transition intervention which includes working directly with schoolteachers and school administration to create more inclusive and conducive learning environment in schools. In addition, the disability strand involves further assistance to schools in establishing more accommodating school spaces for CWD.

Similarly, 57.4% thought that it was unacceptable for a child to not attend school because they had to work and earn money, 54.4% thought it was unacceptable because education was too expensive and 51% said it was unacceptable because the child needed to help at home. Finally, 70% of parents thought it was not acceptable for a child not to attend school because they were mothers, and 63.1% thought it was unacceptable to not attend school because they were married or getting married.

66.7% did however think that it was acceptable to not attend school because the child was too old and 68.2% thought that it was acceptable to not attend school if the child had physical or learning needs that the school could not meet.

Indicator 2.1: % 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

According to the head teacher, most of the schools have not adopted any specific strategy to enroll, re-enroll, or retain the Musahar girls at school. Additionally, the head teacher added that to enroll, re-enroll or retain the Musahar girls in school, they need an incentive programme but they did not have any specific budget. If they conduct such incentive programme they can enroll, re-enroll and retain girls in school.

To re/enroll and retain girls in school head teachers from different districts suggested the following strategies and actions which the school should adopt:

The Head teacher from Sunsari revealed that those students who are guided by the parents do well in school, whereas students who are not guided by their parents do not. Before the summer holidays, the girls attended formal school, but they do not attend after the summer holidays since the rice planting season begins after the summer holidays, and they are occupied with field work. Due to family pressure, the majorities of females marry at young age and are forced to leave their education and be sent to their husband's home. He also suggested that if teachers visit their home to encourage their parent and raise awareness about education.

Head teacher from Dhanusha said that other ways to enroll, re-enroll and retain girls in school is "schools providing scholarship schemes, free lunch, sanitary pads other necessary reading materials. May be not being aware about the facilities might be the reason for them not attending the school because we sometimes distribute relief funds and at that time they do come to school."

"Increasing parental awareness around the importance of education will increase the enrolment and retention of children in school. Consequently, awareness raising programmes at the household and community level should be conducted regularly."

“To retain in the school, schools should conduct awareness raising programmes on child marriage and child labor in the community with teachers, 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 a primary role in creating enabling an learning environment for their daughter in their home. Parents should provide enough time for girls to study at home with close observation and support. School aged girls should be made free from family problems and household chores.

School

School should include special provision in School SIP for Musahar girls to enroll, re-enroll and to be retained in school. In school SIP, a special quota system should be included for Musahar girls and other marginalized groups. 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

Education coordinators should monitor the school records regularly specially focusing on Musahar girls and other marginalized girls. Education coordinators should convey their message and schools should prioritize Musahar and marginalized girls during enrollment. Local governments should take the initiative to provide scholarships, food, and employment opportunities after study as incentives. Politicians need to advocate strongly for consistent education of Musahar girls.

Indicator 3.2: No. of new Ward/ Palika level interventions linked to education of Musahar girls.

All the community leaders express their views that before the MNM project, none of the educational programmes were implemented in their society. In addition, educational coordinators and municipal representative also reported that none of the community focused programmes in their municipality so far had specifically targeted Musahars.

A Community leader from Saptari expressed that, “The government has implemented plans and regulations to encourage children and girls in our community to enroll in school, yet our community continues to struggle with education due to the carelessness of instructors, children,

and parents. The teacher is not paying attention to the students. They are unconcerned whether pupils read or not, whether they attend school or not. Instead of sending their daughters to school, their parents send them to undertake outdoor field work, while their children stay at home instead of going to school.”

Local Government representative expressed his vision that the reason behind not implementing the plan/policies in a suitable way is corruption. Government distributes budget in the education sector but funds are misappropriated.

We can see that in government school the sanctioned posts are 10 for teaching staff but only two teachers are being hired. Though the salary of teacher of government school is higher than the private school we cannot find the quality of education in government school and this is due to the school and the teacher. They are taking government service for granted. Another reason is low interest for study among girls and low amount of awareness in parents of the importance of education and they keep their daughter busy with household work instead.

Reflection

The values of sustainable indicators were found to be zero when reviewing the project documents and interviewing SCoN staff and Municipal officials during the qualitative data collection. None of the interventions under the sustainable indicators were being conducted in the field during the baseline data collection.

After reviewing the statements of head teachers, we can conclude that it will be easy for SCoN to coordinate more closely with schools because they were found to have deep interest in reaching out to Musahar and other marginalised communities.

To sustain the intervention of MNM, Street Child and their partner organisations should align their programme with government educational plans and programme . Every year, government conducts “admission/enrollment programmes”, and SCoN and partners should support such programme activities. Government representatives like educational coordinators and other officials were unaware of the MNM project. To address this, the project needs to conduct coordination meeting with government authorities.

The school level sustainable indicators may be delayed due to COVID-19 and its impact is likely to be felt for a long time on the schools, as well as in the perception of girls and their parents. Therefore, it is advisable to revisit the school level indicators. Similarly, ALP and life skill classes might be interrupted due to COVID-19, farming and floods in the June-July months. The livelihood activities under EMPTP may remain unaffected by this is after the rains.

5.4 Key intermediate outcome findings

This section presents 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 an 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 45: 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

Most 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 at zero in the baseline findings.

5.4.2 Intermediate outcome 2

Table 46: 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 to support the inclusion of most marginalised girls in learning and progression in ALP and the school.	Average score in schoolteacher's inclusion of marginalized children.	Classroom observation & FGD	NA at baseline	0%	80%	Yes
	Number of Community Educators demonstrating skills to deliver Teaching at the Right Level (TaRL) in ALP.	Community Educator Survey Classroom observation	External evaluator	0% (None of the community educator were found)	80%	Yes
	% of girls reporting conducive class environment.	Classroom observation & FGD	NA at baseline	0%	60%	Yes

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

Table 47: 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.	Survey	External Evaluator	Knowledge 24.7- Attitude-23.6% Practice 12.3-%	Knowledge-90% Attitude-25% Practice-65%	Yes
	% of marginalised girls that develop business plans.	Project document review (business plan developed by girls)	NA at baseline	0%	80%	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 from 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 a girl's financial literacy. These were categorized into four different levels (low, medium, high and extremely high, table 48).

Table 48: Financial literacy score of girls

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 49: Financial literacy level

Financial literacy level	Low	Medium	High	Extremely High
Knowledge	62.6	12.8	19.5	5.2
Attitude	58.9	17.5	21.9	1.7
Practice	62.1	25.6	1.0	11.3

The baseline evaluation indicates that only 19.5% were found to have a high level of knowledge regarding financial literacy, 21.9% were found to have favorable attitude towards financial literacy and 62.1% were found to have low level of practical financial skills.

Furthermore, this survey found that a combined 24.6% had a high or extremely high level of knowledge in financial literacy, while 11.3% were found to have extremely high practical skills.

Reflection

In the project, Musahar girls' aged 15-18 will be provided with financial literacy classes.

Some of the girls were engaged in employment and therefore were more familiar with finance related activities like saving and expenditure. The baseline found that girls had high levels of knowledge on financial literacy but the attitude and practical skills were found to be at a lower level. These results clearly indicate that the MNM project should focus on improving girls' attitudes together with their knowledge and then should focus on practical skills. Currently, the project has useful sessions like income and expenditure,

entrepreneurship, saving and credit, business planning, insurance and cooperatives. In the same intervention, project needs 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 50: 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. Up	% of girls involved in marital and reproductive decision making.	Girls survey	External evaluator / Project Internal Assessment	Marital decision making Un-married-7.9% Married-7.7% Reproductive Decision Making Mothers-75% Non-mothers-55.4%	2025 [65% of 3116 beneficiary girls involved in marital and reproductive decision making]	Yes
	% of girls and boys having birth certificate and citizenship cards.	Girls survey & FGD		Birth certificate- 96.8% Citizenship-2.5%	467(15% of 3116 girls who have citizenship card)	Yes
	% of girls and boys who are at least somewhat confident to travel to all vital registration services.	Girls survey & FGD		Education- 41.6% Employment-38.9% Vital Registration-17.5% Health Facilities-34.7% Market-53.4%	Target of cohort 3: 1558 [50% of 3116] (vital registration) Target for cohort 3:1558 [50% of 3116] (overall confidence)	Yes

Table 51: Knowledge on Marital Age

Appropriate Age for Marriage	Girls		Boys	
	N	%	N	%
Below 20 years	36	8.9	27	6.7
20 and above	333	82.0	339	83.5

Don't Know/Can't say	37	9.1	40	9.9
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When surveyed, 82% thought that the appropriate age for marriage for girls was 20 years or above while even more boys (83.5%) thought the same. 8.9% of the girls thought that the appropriate age was below 20 years while 9.1% did not know.

Table 52: Marital decision making

Decision making	Un-married		Married	
	N	%	N	%
My parents only	198	48.8	22	33.8
Joint decision by myself and parents	32	7.9	1	1.5
My parents and other elders in the family	110	27.1	38	58.5
Myself only	1	0.2	4	6.2
Not Applicable	65	16	-	-
Total	406	100.0	65	100.0

When surveyed, 48.8% of unmarried girls and 33.8% of married girls confirmed that parents are the only people who decide when they get married and to whom. Other answers were contrasted between unmarried and married girls as 7.9% of unmarried girls expected marriage to be a joint decision between themselves and their parents compared to 1.5% of married girls who had experienced this.

Majority of the participants expressed their views that parents decide with whom they are getting married without even involving their daughters, but some did get married by their own choice. – FGD Girls (10-14) Dhanusha

“Most parents only decide on their daughter’s marriage and do not let their daughters participate in the process because they believe their daughter is not mature enough to make such a decision. Some girls elope with their boy companion of choice, and if they do, their parents abandon them. Husbands in the Musahar group were alcoholics, making it impossible to determine who is trustworthy and who is not.

-FGD with Primary care givers, Saptari.

Our society being a male-led society has a long-standing rule those adolescents should not be allowed to make their own decisions. - Community Leader, Siraha

The community leader from Siraha district expressed his vision on the parents not involving their daughters that, “This case is going on some places but not in my area. Now we don’t make our girls marry forcefully. The boy and his family come to see our daughter and if they both like each other and with their own decision they get married. Before calling the boy family to see our daughter we take permission from our relative, we discuss with our daughter if they really wanted to get married or not and we move on according to that.”

Similar to these findings, during the FDG, parents reflected:

-“Adolescents accept all the decisions of their parents about marriage. Parents make some decisions. The daughter wants to marry the one chosen by her family. After marrying for love, they are afraid that no one will support them, and they have decided to get married”

- “Most of the girls are married by the time they reach the age of 19, and their consent is not required until the marriage is finalized. As a result, only the parents can decide when their daughter will marry, and only the parents can choose the husband for their daughter.”

- “The girls do not take the decision of marriage because after adolescence, the girls run away with a boy, and as a result of this concern, the parents marry their daughters on their own accord. The girls first examines her fiancé to see whether she feels he is suitable for her and if she likes him, only then does the marriage process begin. Because of fear of parents, the girls are unable to inform about the boy they love or make a marriage decision. They believe that if they do so, her parents would punish them, and they will hate her.” – KII Community leader Sunsari

“Our parents, according to our tradition, make our marriage decisions and then consider the family of those we marry. Our parents are the only ones who make the decision. We are hesitant of making decisions because we are afraid that if we marry on our own, our parents will have problems. Other people bully us when we marry for our own reasons, which is why most girls refuse to marry.” – FGD Girls Siraha

Table 53: Reproductive decision making

Decision making	Married who don't have baby		Married who have baby	
	N	%	N	%
Husband	5	7.7	6	25
Couple together	36	55.4	18	75
Not Applicable	24	36.9	-	-
Total	65	100.0	24	100.0

When surveyed, 55.4% of married girls who did not have a baby reported that reproductive decisions should be taken together with their husband compared to 75% reported by married girls who have a baby.

Table 54: Birth certificate and citizenship cards of the girls

Certificate/Card	Birth Certificate		Citizenship Card	
	N	%	N	%
Yes	393	96.8	10	2.5
No	13	3.2	377	92.9
Not Applicable	-	-	19	4.7
Total	406	100.0	96	100

Note: 310 of girls were not applicable to make citizenship card

When surveyed, 96.8% of girls had a birth certificate compared to only 2.5% having a citizenship card. However, representatives from the rural municipality and education coordinators argued that this finding couldn't be true. They clarified that many parents do not have citizenship cards, and without these birth certificates cannot be made by government of Nepal.. They concluded that this is a longstanding issue in the Musahar community.

However, the 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.

When interviewed, representatives from rural municipalities and community leader also agreed that most eligible girls who were above 16 did not have a citizenship card. The main reasons were as follows:

1. Adolescents aged 16 and up are uninterested in obtaining citizenship because they are unaware of the value of citizenship. Girls also thought that

*2. **Parents don't have citizenship card:** Almost all the participants reported that in most of the Musahar communities did not have their citizenship card. Without citizenship of parents, it is not possible to make the citizenship card of the daughter so girls didn't get their citizenship card and their parents are also not interested to secure their daughters' citizenship card.*

*3. **Misconceptions of making girls citizenship after their marriage:** Most of the parents think that they need a marriage certificate to make citizenship. Therefore, they do not try to make citizenship before marriage.*

4. The challenges in securing the citizenship cards for Musahar girls as well as those women from India who marry a citizen of Nepal is that a woman cannot become a citizen of Nepal.

To overcome challenges and issues of citizenship, community leaders, educational coordinators and municipal representative gave following suggestions:

-Raising the awareness about the importance of citizenship.

-Parents should make their citizenship card so that girls can make it.

A government led campaign targeted at Musahar communities to make citizenship cards and birth certificates, and general provisions for the community to enable making documentation easier, listening to their concerns.

"While going to make citizenship card, the CDO office staff should give priority to Musahar community people".-KII

***Not drawing out the process:** They should review all the necessary documents and provide citizenship. Participants felt there was a perception that "Musahars are from an Indian community and that they are immigrants from other countries".*

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

Table 55: Confidence level of the girls to travel to different services

Confidence Level	Services
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	Education		Employment		Market		Vital Registration		Health Facilities	
	N	%	N	%	N	%	N	%	N	%
Completely confident	131	32.3	131	32.3	164	40.4	70	17.2	135	33.3
Fairly confident	38	9.4	27	6.7	53	13.1	1	0.2	6	1.5
Neutral	97	23.9	116	28.6	99	24.4	131	32.3	105	25.9
Not very confident	71	17.5	61	15	33	8.1	78	19.2	59	14.5
Completely Unconfident	69	17	71	17.5	57	14	126	31	101	24.9

Girls were surveyed to rate their confidence in accessing different services such as education, employment, market, and vital registration and health facilities. Most of the girls were found to be not very confident regarding travel to education (17.5%), employment (15%). In vital registration, however most girls (32.3%) were found to be neutral, with only 17.2% completely confident. Most of the girls 40.4% and 33.3% were found to be completely confident while receiving the market service and the health facilities respectively.

Reflection

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

Regarding the birth certificate, the result is satisfactory because almost all girls have birth certificates.

Regarding improving the marital and reproductive decision-making, the project needs to target behavioral changes. Along with the girls, the project needs to develop interventions focusing on their parent's 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 56: 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 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%	5 Palika/Wards (local government)	Yes

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 assessed to determine a 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 based on the scores, for the purpose of this study, the girls were categorized in the following way for a better understanding:

Table 57: 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 58: Self-efficacy level of girls

Level of Self-efficacy	Number	Percent
Low Self-efficacy	127	31.3
Medium Self-efficacy	68	16.7
High Self-efficacy	118	29.1
Very High Self-efficacy	93	22.9
Total	406	100.0

According to GSE test result shows that the 31.3% of the girls had low self-efficacy. Likewise, 29.1% were found to have a high level of self-efficacy and 22.9% of girls had very high self-efficacy level.

Table 59: Self-efficacy level of the girls by age category

Age Category	Low Self-efficacy	Medium Self-efficacy	High Self-efficacy	Very High Self-efficacy
10-14 Year of Old	37.0	12.3	26.0	24.7
15-18 Year of Old	23.4	22.8	33.3	20.5

Disaggregated by age, findings showed that 37.0% of girls aged 10-14 were found to have low self-efficacy compared to 23.4% of girls aged age 15-18. Similarly, with very high self-efficacy, there were only 26.0% of girls aged 10-14 compared to 33.3% of girls aged 15-18.

Furthermore, an average of the GSE mean scores was calculated and analyzed within the age group. The mean self-efficacy was 19.9 with standard deviation 11.8. In term of age group, 15-18 years of old appeared to have the highest GES mean score than 10-14 year of old. This concludes that the differences in mean self-efficacy per age group is significant.

Table 60: Mean self-efficacy of the girls by age category

Age Group	Mean	SD	SE	Sig
10-14 Year of old	19.5	12.4	0.81	0.002
15-18 Year of old	20.6	11.0	0.84	
Total	19.9	11.8	0.58	

“The girls agreed that they have low self-efficacy score as they were found to have low self-esteem due to being forced to do household work and not being sent to school.” – FGD (15-18) Girls Dhanusha

“Teachers do not teach us well and there are no teachers in junior class because the teachers focus only on students in grade 5 or above. This is also a reason for dropping out.” – FGD Girls (10-14) Mahottari.

5.5.2 Comprehensive Sexual Education

As a part of 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 61: Comprehensive sexual education scores and level

	Adolescent and sexual health	Menstruation	Family Planning
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	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 (97.5%) in the study were found to have low levels of knowledge and attitudes regarding adolescent and sexual health respectively, while 43.1% were found to have low level of practice in adolescent and sexual health.

On family planning, 76.6% had a low level of knowledge and 92.4% also had a low level of practice.

In menstruation, half of the respondents (50.0%) had extremely high level of knowledge, slightly more than half 51.5% have a high level of attitude but only 14.3% were found to have high practice respectively.

Like survey findings, most girls participating in FGDs also agreed that Musahar girls have poor practices when it comes to menstruation hygiene management (MHM). The reason for this might be poverty and lack of affordability of sanitary napkins. Some girls had been taught by their mothers of menstrual hygiene and had been given money to buy sanitary pads although all did not use it. Some of them revealed that they were embarrassed to dry their clothes in the sun in front of their parents. Some also said that they must go to the ponds to wash their clothes as they do not have hand pump at home.

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 62: 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, most girls were found to have a low level of knowledge (76.4%), attitude (67.7%) and practice (99.8%). Similarly, in child rights, most girls (98.8%) had a low level of knowledge however they have extremely high level of attitude (64.8%) and low level in practice (41.1%).

5.5.4 Protection

Regarding protection, gender-based violence, discrimination and child protection related issues, rubric methods were used to assess their knowledge, attitude, and practice. Detailed information is provided in the table below.

Table 63: 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

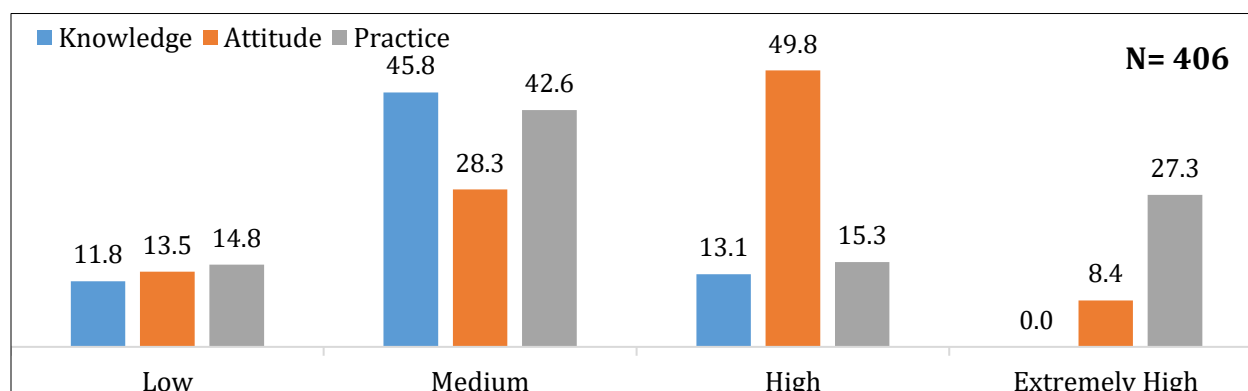
When surveyed, most girls were found to have a low level of knowledge (77.6%), practice (51.5%) and 85.5% attitude for protection.

Girls in the FGD argued that they do not know about gender-based violence against adolescents and child protection issues. Majority of the participants acknowledge that there is inequality in the community between boys and girls. As a result, the sons were sent to boarding school, while the girls were sent to a community school. They don't even get proper food in comparison to their brother. Boys earn money, whereas girls exclusively do household work. Girls also revealed that domestic violence is on rise. As the husbands usually drink and after they were drunk, they would hit their wife, but wives are unable to defend themselves.

5.5.5 COVID-19

On 11th March 2020, the World Health Organization (WHO) declared COVID-19 a pandemic. The COVID-19 pandemic has since severely disrupted the day-to-day life of the Musahars and the project operations. As a result, in the Cohort III baseline survey, girls were assessed on knowledge, attitude and practical related questions in the survey. In the survey, 2 different questions in knowledge and attitude and 3 questions in practical skill related questions regarding COVID-19 where Rubric methods were used to assess their knowledge, attitudes, and practices.

Figure 8: COVID-19 Knowledge, attitude and practice level



In the survey, 49.8% were found to have a resilient attitude towards Covid-19 whereas 15.3% and 27.3% had high and extremely high levels of practical skill. However, 11.8% had low levels of knowledge and 27.3% had extremely high level of knowledge.

Table 64: 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	-	1.5	1.0	97.5	-	1.2	1.2	97.5	1.2	24.4	43.1	31.3
Family Planning	9.4	14.0	-	76.6	2.2	13.3	4.7	79.8	0.5	2.2	4.9	92.4
Menstruation	50.0	23.9	0.5	25.6	12.8	51.5	26.6	9.1	22.4	14.3	24.4	38.9
Civic Sense	5.7	3.7	14.3	76.4	0.5	1.0	30.8	67.7	-	-	0.2	99.8
Child Right	0.2	0.7	0.2	98.8	64.8	4.9	21.0	9.4	25.4	-	33.5	41.1
Protection	1.5	0.2	20.7	77.6	-	-	14.5	85.5	17.0	4.2	27.3	51.5

Girls' knowledge, attitudes, and practices/behaviors in issues of adolescent and sexual health, family planning, menstruation, child right, civic sense and protection issues and self-efficacy were remarkably low at baseline, illustrating the importance of improving these indicators before the next evaluation point. Although the project already addresses these areas, it may consider tailoring the curriculum further to ensure that they gain critical knowledge, attitudes and practices in these changing scenarios. Equally, the project should increase parental involvement and parent's awareness of the intervention to improve the life skill of the girls.

6. Conclusion and Recommendation

6.1 Conclusion

In the baseline survey of Cohort 3, 406 Musahar girls participated, where 57.9% of them belonged to 10-14 age group and rest of them were aged 15-18 years old. Out of total girls, nearly one-fourth of the girls (22.2%) were married, among them 63.3% were mothers.

Regarding the family size, 26.1% of the household had 5 family members, living, and eating their meals together in a single dwelling. Majority of the respondents (84.5%) relied on daily wage labour as their main income of source before COVID-19 in the survey, whereas 87.2% of them have been relying on daily wage labour during COVID-19.

Learning Outcomes

Within this study, most of the girls were found to be at beginner level in literacy (79.3% in Nepali and 91.6% in English) and numeracy (73.6%) 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 as per age, marital status and motherhood status.

Life Skill

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

When surveyed, 31.3% were found to have low self-efficacy where 29.1% and 22.9% were found to have a high and very high level of self-efficacy, with considerably more girls aged 10-14 (37.0%) were found to have low self-efficacy than girls aged 15-18 (23.4%).

Almost all the girls (97.5%) were found to have a low level of knowledge and attitude regarding adolescent and sexual health while a significant majority. Majority of the girls (43.1%) were found to have a medium level of practice. Nearly three-fourth of the sampled girls (76.6%) had a low level of knowledge and 92.4% of those married had a low level of practice in family planning.

Transition outcomes

Most of the girls in MNM Cohort 3 (69.5%) had attended some level of school but had since dropped out, with 23.7% dropping out in 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. 30.5% of girls surveyed had never been to a formal school. The same three causes were given as the reasons that girls had never been to formal school. None of the girls had participated in non-formal education such as outreach school program.

Community leaders, rural municipal representatives and educational coordinator when interviewed, and Musahar girls and parents when participating in FGDs, reported that the MNM project had just initiated ALP classes and it had been received very positively and was more effective than public schools in providing the required learning environment for girls to learn in an accelerated period.

The girls surveyed reported that none of the girls had been involved in any vocational / skills training prior to the intervention. 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 soon.

Almost all girls (94.8%) were found not to have engaged in any type of employment, whereas 38.1% were almost uniformly engaged in other income generating activities. Of the 14% of girls engaged in self-employment, activities were agriculture related (100% among self-employment girls).

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 the girls (96.8%) who had birth certificates had used it to enrolled in formal and non- formal school, however only 4 out of 10 girls interviewed had used their citizenship card.

Regarding parental support, 52.2% of parents were found to give a low level of parental support to girls transitioning into education, training, and employment, although half of the parents (51%) have high and very high level of awareness. 71.1% of them have positive attitudes regarding transitioning into education, training, and employment. In discussion with community leaders, it was found that most Musahar parents do not have a keen interest towards girl's education, but majority of them are positive towards participation of girls in income generation and skill 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 the baseline.

Among girls, 48.8% of unmarried girls and 33.8% of married girls revealed that only their parents decided when and whom they got married to. In reproductive decision making 55.4% of girls who were not mothers thought a couple should decide together but 75% of girls who were mothers had taken this decision with their partner.

With regards to birth certificates, almost all girls (96.8%) had their birth certificate, but the municipal representatives directly contradicted the claims of so many girls having one. They clarified that this was impossible because most of their fathers did not have the citizenship cards required for the process.

Gender equality

SCon is ensuring that GESI is mainstreamed throughout the project design and all project activities. This is reflected through adopting a monitoring framework which demonstrates the project’s commitment to adopting more transformative approaches to GESI at all stages.

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

Risk assumption

The study concludes the following as key risks which need to be mitigated:

Risks	Proposed Actions
Lack of parental support in Girl’s education	Project needs to prioritise efforts to bring about behavioral and attitude changes amongst parents and guardians.
Lack of coordination with local government and schools	Project should rigorously coordinate with local government and schools. They should be orientated regarding project-related activities and align with their activities where possible. At least once in two months coordination meeting should be run where the project team shares their progress so far and plans.
Enrolling girls that do not meet selection criteria	The project should closely monitor selection criteria during enrollment and should train their staff regarding selection criteria. This can be difficult due to girls not always owning birth certificates, making it challenging to determine their age.

6.2 Recommendation

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

S.N.	Recommendation	Rationale	RAG Rating
Monitoring, evaluation and learning of the project			
2.	Frequent formative, informal assessment (even asking children a question orally is assessment) of the girls needs to be conducted. (Outcome 1)	The First 4 months of the project period is crucial to achieve the objective of the study and engage interest and motivation in the intervention. To achieve the outcome 1 (literacy and numeracy), the project needs to assess frequently to respond to the learning gaps of her student. Based on this, community educators need to develop their lesson plans and learning materials based on the girl's weekly performance.	
3.	Before starting the ALP classes, the project needs to conduct community level advocacy as build awareness (informing girls why education is a necessity in life and the benefits and what are the benefits of education) to girls who will enroll in the learning center.	In the survey, girls were not interested to continue their education. This will help develop interest and motivation to read and develop basic arithmetic skills.	
5.	Parent focused interventions to be needed to advocate for a girl's education and employment. (Outcome 3.2)	In the survey, nearly half of the parents (52.2%) did not want to support their daughters' education. Most of the project indicators are directly and indirectly dependent on parents. Parental support and involvement is key to overcome barriers, achieve learning, and transition goals.	
6.	Employment transition programme needs to be specific with an operational plan. (Outcome 2)	After reviewing the project documents, a lack of operational plan was noticed. An operational plan that discusses the potential job market, agencies that can support employment, how to approach the jobs, information on networks and contact details and what further training is on offer would help after completing after 4-month ALP classes.	
6.	The project should develop a basic vocational training curriculum and provide CTEVT skill test certificates to girls after training (Outcome 2)	In the baseline survey, most of the girls and their parents were found to be interested in vocational trainings, employment, and self-employment opportunities. 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 to support girls in finding employment or to become self-employed by starting their own business.	

Design		
11.	In the Life Skills Component (LSC) the project must help develop knowledge and skills to access entitlements, registration and engaging with the local government. (Outcome 1.3)	In baseline survey, most of the girls were not confident in going for vital registration services due to their lack of legal knowledge and legal barriers (for instance, for those who had marriage while they were children found out they could not make a 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.
12.	The MNM projects need to change the indicators related to birth certificate, citizenship cards and its utilization (Outcome 3 and IO 4.2)	After reviewing the project document, it was found that the indicators for Outcome 3 and IO 4.2 are directly related laws of government. These issues are prevalent for several years in Nepal. The project can increase knowledge and attitudes and skills regarding acquiring and using a birth certificate and citizenship card. However, due to legal statutes that require proof of parental citizenship to make your own citizenship card the project may not be able to address these legal / political issues.
Sustainability		
13.	Representatives of Wards and Palikas level need to be informed and engaged in 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 all the Palika representatives when interviewed expressed their lack of knowledge of TaRL and the MNM project and its interventions. The qualitative data indicates that it will be challenging to address the indicator.
14.	The MNM projects need to develop coordination and collaboration mechanisms with schools early to facilitate the transition of 10-14 age group of girls into formal education and the development of comprehensive SIPs. (Outcome 3)	It was found; in qualitative study, that none of the schools were aware about the MNM project, and have developed SIPs targeting marginalised/Musahar students/girls. Thus, MNM Project needs to engage and inform targeted schools from the beginning when girls are being enrolled in the ALP class.

Annexes

Annex 1: Baseline Major Findings

Indicators	Before COVID-19		After COVID-19	
	N	%	N	%
Major source of income for the family				
Foreign employment	34	8.4	27	6.7
India based seasonal employment	18	4.4	8	2.0
Wage labour	343	84.5	354	87.2
Business	4	1.0	4	1.0
Job/ Services	2	0.5	1	.2
Agriculture	5	1.2	6	1.5
Others	-	-	6	1.5
Total	406	100.0	406	100.0
Food Sufficiency through family income (including farm production)				
1-15 days	-	-	146	36.0
15-30 days	-	-	88	21.7
1-3 months	27	6.7	49	12.1
3-6 months	139	34.2	108	26.6
6-9 months	39	9.6	9	2.2
9-12 months	27	6.7	6	1.5
Total	406	100.0	406	100.0

Indicators	N	%
Roof of the house		
Tarp/plastic	3	.7
Roofing tiles	44	10.8
Cement/Concrete	6	1.5
Tin/ Iron Sheets	275	67.7
Thatch	78	19.2
Total	406	100.0
House built on your own land		
Yes	83	20.4
No	323	79.6
Total	406	100.0
Toilet Facility		
Yes	149	36.7
No	257	63.3
Total	406	100.0
Water facility in toilet		
Yes	67	45.0
No	82	55.0
Total	149	100.0

Indicators	N	%	
Type of toilet			
Permanent	56	37.6	
Semi-permanent	38	25.5	
Temporary	55	36.9	
Total	149	100.0	
Location for defecation who does not have toilet facility			
Plots	230	89.5	
Forest	15	5.8	
River	12	4.7	
Total	257	100.0	
Source of drinking water			
Hand boring	385	94.8	
Well	10	2.5	
Tap Water	7	1.7	
Others	4	1.0	
Total	406	100.0	
	Mean	Minimum	Maximum
Family Member	5.9	2	18
Adults (people aged 18 or over)	2.98	1	11
Annual family income (average in cash) [Before COVID-19]	117853.45	500	1500000
Annual family income (average in cash) [During COVID-19]	44268.47	0	250000

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

Indicators	Frequency	Percent
Duration of Drop out		
5 years ago, or more	67	23.7
4 Years ago,	26	9.2
3 Years ago,	56	19.8
2 Years ago,	113	39.9
Past Year	19	6.7
This Year	2	.7
Total	283	100.0
Want to attend/re-enroll into a formal school		
Yes	196	48.27
No	210	51.73
Total	406	100.0
Level of schooling that girls want to achieve		
Complete basic level	13	6.63
Pass SEE	120	61.22
Complete higher secondary	9	4.59
Completed Bachelors	4	2.04
Don't Know	2	1.02
Total	196	100.0

Annex III: Key indicator wise findings

Indicators	Baseline value
Outcome 1: Learning: Marginalized 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- 79.3%
English	Beginner- 91.6%
% of girls reaching X level in ASER numeracy test	Beginner- 73.6%
Average life skills score	
Self- efficacy	Very high and high- 52.0%
Adolescent and Sexual Health	
Knowledge	Very high and high- 1.5%
Attitude	Very high and high- 1.2%
Practice	Very high and high- 25.6%
Family Planning	
Knowledge	Very high and high- 23.4%
Attitude	Very high and high- 15.5%
Practice	Very high and high- 2.7%
Menstruation	
Knowledge	Very high and high- 73.9%
Attitude	Very high and high- 64.3%
Practice	Very high and high- 36.7%
Civic Sense	
Knowledge	Very high and high- 9.4%
Attitude	Very high and high- 1.5%
Practice	Very high and high- 0.0%
Child Right	
Knowledge	Very high and high- 1%
Attitude	Very high and high- 69.7%
Practice	Very high and high- 25.4%
Protection	
Knowledge	Very high and high- 1.7%
Attitude	Very high and high- 0.0%
Practice	Very high and high- 21.2%
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)	
% Of girls who successfully transition (disaggregated into education, vocational training and self-employment)	
Never been to school	30.5%
Dropped out	69.5%
Non- formal	
Training	
Employment	5.2%
Self- employment	59.6%
Intermediate Outcome	
IO 1: Attendance: Enrolment and 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 marginalized girls in learning and progression in ALP and the school.	
Average score in school teacher's inclusion of marginalized children.	0.0%
# of community educators demonstrating skills to deliver Teaching at the Right Level (TaRL)in ALP	
Assessment	
Highest level for reading in terms of data recording	0.0%
Lowest level for number recognition in terms of data recording	0.0%
Marking level when a student makes three mistakes when reading a story	0.0%
Number of addition and subtraction questions do the students need to answer correctly	0.0%
Goal Setting	
Learning levels should students' progress into within one month of teaching and learning ideally	0.0%
ALP learning goals base	0.0%
Grouping	
Groups for literacy that students can be divided	0.0%
Groups for numeracy that students can be divided	0.0%
Base the changes in grouping on	0.0%
Activity combination	
Learning activities in literacy that cannot conduct together in the same session	0.0%
Learning activities in numeracy that cannot conduct together in the same session	0.0%
Three activities for literacy that would use for whole class as well as individual learning groups	0.0%
Three activities for numeracy that would use for whole class as well as individual learning groups	0.0%
Learning Resource Development	
Responsible for preparing learning resource materials in the ALP class	0.0%
Core principles need to follow for preparing learning resources	0.0%
Tracking Progress	
Need to perform learning tests for students in your class	0.0%
Share progress track records with your student	0.0%
Three key reasons for tracking student progress	0.0%
Seek support from to address TaRL-related challenges	0.0%
% 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-24.6%
Attitude	High and extremely high- 23.6%
Practice	High and extremely high- 12.3%
% of marginalised girls that develop business plans.	0.0%
IO 4: Marginalized 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- 77.8% Married- 22.2%
Reproductive	Who don't have baby- 36.7% Who have baby- 63.3%
% of girls and boys having birth certificate and citizenship cards.	
Birth certificate	96.8%
Citizenship card	2.5%
% of girls and boys who are at least somewhat confident to travel to all vital registration services.	
Vital Registration	Completely confident-17.2%
Education	Completely confident-32.3%
Employment	Completely confident-32.3%
Health facilities	Completely confident-33.3%
Market	Completely confident-40.4%
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 organizations on improved education policy for marginalized children at Ward and Palika level.	0
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	0.0%
% of protection circles continued 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	0.0
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 IV: Sub-group analysis of the literacy

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

Felt Very Anxious, Nervous or Worried	Beginner	Letter	Word	Sentence
Nepali Test				
A Few Times a Year	81.4	15.9	2.7	0.0
Never	77.5	13.3	9.2	0.0
English Test				
A Few Times a Year	93.4	4.7	1.9	0.0
Never	87.5	9.2	3.3	0.0

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
A Few Times a Year	74.4	13.2	8.1	4.3	0.0
Never	74.2	14.2	9.2	2.5	0.0

Literacy assessment of the girls who had difficulty on making friends

Difficulty Making Friend	Beginner	Letter	Word	Sentence
Nepali Test				
No Difficulty	79.3	16.0	4.8	0.0
Some Difficulty	83.3	16.7	0.0	0.0
English Test				
No Difficulty	91.5	6.0	2.5	0.0
Some Difficulty	100.0	0.0	0.0	0.0

Numeracy assessment of the girls who had difficulty on making friends

Difficulty making friend	Beginner	1 Digit No.	2 Digit No.	3 Digit No.	Subtraction
No Difficulty	73.8	14.5	8.0	3.8	0.0
Some Difficulty	66.7	33.3	0.0	0.0	0.0

Literacy assessment of the girls who had difficulty on remembering things

Remembering Things	Beginner	Letter	Word	Sentence
Nepali Test				
No Difficulty	79.6	15.4	5.0	0.0
Some Difficulty	75.0	25.0	0.0	0.0
English test				
No Difficulty	92.1	5.8	2.1	0.0
Some Difficulty	83.3	8.3	8.3	0.0

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	73.8	14.7	8.1	3.4	0.0
Some Difficulty	70.8	16.7	4.2	8.3	0.0