Project Evaluation Report

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Notes:

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Girls' Education Challenge

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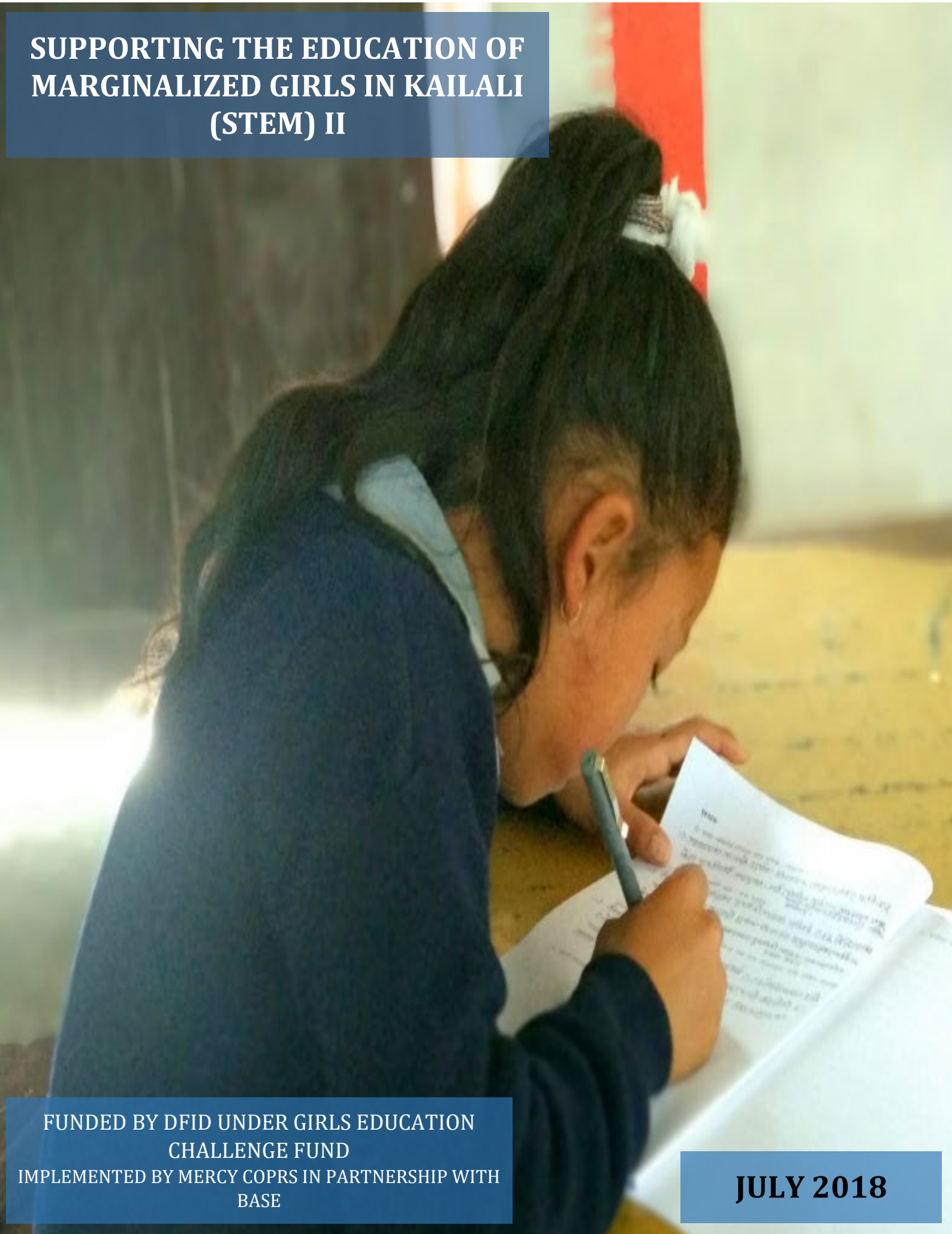
SUPPORTING THE EDUCATION OF MARGINALIZED GIRLS IN KAILALI (STEM) II



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IMPLEMENTED BY MERCY COPRS IN PARTNERSHIP WITH BASE

JULY 2018

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Most importantly, I wish to express my gratitude to all the respondents who agreed to be a part of the study and share their opinions and experiences with the research team. I hope that the information presented in this report can be used to address the key issues and concerns they highlighted.

Dr. Shailendra Sigdel
Executive Director / Team Leader (External Evaluation of STEM II Project)
Foundation for Development Management (FDM)

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List of abbreviations

ASRH	Adult Sexual Reproductive Health
CEN	Community Education Network
CFUG	Community Forest User Group
DEO	District Education Office
EGAP	Educate Girls Alleviate Poverty
EGMA	Early Grade Mathematical Assessment
EGRA	Early Grade Reading Assessment
FDM	Foundation for Development Management
FE	Formal Education
FGD	Focus Group Discussions
FLT	Financial Literacy Training
GCF	Girls Club Facilitator
GDI	Gender Development Index
GEC	Girls Education Challenge
GEC-T	Girls Education Challenge - Transition
GESI	Gender Equality and Social Inclusion
GoN	Government of Nepal
GSE	General Self Efficacy
GTF	Girls' Transition Fund
HDI	Human Development Index
INGO	International Non Government Organisation
IO	Intermediate Outcome
IS	In School
KAP	Knowledge Attitude Practice
KII	Key Information Interview
LS	Life Skills
M4QE	Management for Quality Education
M&E	Monitoring and Evaluation
MEC	Municipal Education Committee
MCN	Mercy Corps Nepal
MEL	Monitoring Evaluation and Learning
MoU	Memorandum of Understanding
NFE	Non Formal Education
NGO	Non-Government Organisation
OOS	Out of School
P4QE	Parents for Quality Education
PTA	Parents Teachers Association
RP	Resource Person
SEE	Secondary Education Examination
SeGMA	Secondary Grade Mathematical Assessment
SeGRA	Secondary Grade Reading Assessment

SG	School Graduate
SIP	School Improvement Plan
SLC	School Leaving Certificate
SMC	School Management Committee
SSDP	School Sector Development Programme
SSRP	School Sector Reform Plan
STEM	Supporting the Education of Marginalised Girls in Kailali District
ToC	Theory of Change
VCPC	Village Child Protection Committee
VDC	Village Development Committee
VfM	Value for Money

Executive summary

Supporting the Education of Marginalised Girls in Kailali (STEM) II is a project being implemented by Mercy Corps Nepal (MCN) in the Far-Western district of Kailali. The project seeks to empower girls to access education, safe and secure economic activities and thrive in a supportive environment through series of interventions. Continuing from the first phase of the STEM program, the project will offer continued support to 6,264 marginalised girls (aged 12 to 32 years) out of which 4,460 are In School (IS), 933 are Out of School (OOS) and 871 are School Graduate (SG)[1].

STEM II's Theory of Change (ToC) asserts that to empower and improve the life chances of marginalised girls, discriminatory gender based barriers to formal and non-formal education must be removed and an environment which includes support from parents who are well-informed about the benefits of educating girls should be promoted. In addition, it also asserts that an adequate learning environment and financial access is necessary to enable marginalised girls to succeed. Enhanced self-efficacy is also required to improve the girls' life chances. The ToC is contingent upon a number of assumptions some of which include - improved gatekeeper perception contributes to an enabling learning environment for marginalised girls and that increased access to economic opportunities coupled with learning will lead to economic empowerment for girls.

In this context, Foundation for Development Management (FDM) undertook the baseline evaluation of the project to assess the learning skills of the girls, assess transition trends, understand sustainability measures and explore barriers to girls' learning and transition. In addition, FDM also collected information on all the Intermediate Outcomes (IOs). The baseline evaluation was conducted using a quasi-experimental approach and by applying both quantitative and qualitative tools. The baseline data is expected to provide the project with a comprehensive picture of where its target population stand at present. This information will be used at midline and endline to assess the impact of the project. A total of 650 IS girls (400 treatment and 250 control) and 350 SG/OOS girls (175 SG and 175 OOS) were a part of the baseline evaluation along with teachers, head teachers, School Management Committee (SMC) chairmen, parents and boys.

One key finding of the baseline evaluation was that attitudes and perceptions towards girls' education had improved in recent years. Most of the parents (79.6% of treatment parents) were willing to educate their daughters up to the level their daughters wished to pursue. Cases of early marriage had largely gone down and the parents believed that the average age for a girl to marry was 22 years, well above the country's minimal legal age of 20. The attendance rate at 85.1% was encouraging suggesting that many of the barriers that prevented girls from attending school regularly had subsided. The change in perception was a result of multiple factors including interventions by various public/private institutions in recent years as well as access to wider information.

[1] This group was previously known as In School Graduates (ISG). Due to the confusion the name created (they were not 'in-school' as the name suggested'), their name was changed to School Graduates (SG)

However, this is not to say that there are no challenges. Barriers to girls' education arose primarily from the prevailing cultural norms, as a result of which the girls were expected to devote more time to household chores than studies. In comparison to an average study time of 1.9 hours, the girls' spent on an average 3.4 hours doing household chores per day. Although parents did support their daughters' education both morally and financially, they were less cognizant about the importance of creating a conducive environment at home for their daughters to study. Moreover, boys were still preferred over girls when it came to the option of providing quality education and the parents' involvement in their daughters' education was still low.

At school level, the barriers were less pronounced. An overwhelming majority (95.0%) of the girls stated that they had no complaints regarding the school infrastructure. Despite this, it was observed that lack of clean toilets, resting room during their menstruation and sanitary pad disposal facilities did act as barriers for many of the girls. Although these barriers did not entirely lead to absence, there were many instances when girls had left the school half-way for home in absence of these facilities at school. Moreover, despite majority of the girls saying that they did not have any problem with the school infrastructure, FDM's observation showed that some of the schools lacked basic infrastructures like boundary walls, enough windows and proper lighting in the classrooms. Since most of the girls did not have any set benchmark to compare their school's infrastructure with, they did not see any problem in the existing infrastructures. An observation of the School Improvement Plan (SIP) of the schools showed that none of the schools had gender friendly plans mentioned in them. This was a result of lack of knowledge amongst many of the school authorities regarding what gender friendly plans entailed (the only girl friendly infrastructure identified by school authorities was separate toilets) and for those school authorities which did know about them, lack of enough funds stood as a barrier. Moreover, despite majority of the girls claiming to be satisfied with the teachers' teaching approach, the teachers' traditional teaching approach was one of the factors that led to girls' poor performance.

The impact of poor teaching was evident in the learning scores. Both the Secondary Grade Reading Assessment (SeGRA) and Secondary Grade Mathematical Assessment (SeGMA) scores of the girls were on the lower side. While the aggregate SeGRA score was 39.8, the mean SeGMA score was 17.7. The sub-task scores showed that the girls had extremely low skills when it came to writing essays in SeGRA. In SeGMA, the score of all the sub-tasks was low. One of the reasons responsible for this was lack of critical/analytical thinking amongst girls which was a result of poor teaching approach of the teachers.

Another reason for poor learning performance was the lack of adequate time to study at home. Data showed a positive correlation between the study hours and SeGRA/SeGMA scores whereas there was a negative correlation between the scores and the time devoted to household chores. Although all the girls were affected by this, more disadvantaged ones were Tharu and Dalit girls who had

relatively higher burdens of household chores than the other girls and comparatively less time available for study as well.
In terms of transition, all IS girls had successful transition since all of them, by default, were in school during the time of baseline evaluation. However, transition was unsuccessful for most of the SG/OOS girls with the highest successful transition rate being only 44.4% (for girls aged 24-32). The reason for dismal transition amongst SG/OOS girls was primarily lack of opportunities to engage in trainings (as a result of which they had poor skills) and lack of fund as well as opportunities to initiate businesses. The majority of the SG/OOS girls did, however, express a keen desire to take part in income generation activities (58.6% wanted to be engaged in trainings and 17.1% wanted to initiate businesses). Parents, too, were supportive of this.

Although the overall attendance rate was on the higher end, it did see a sharp fall at three points - *Baisakh* (April/May), *Shrawan* (July/August) and *Kartik* (October/November) owing to different reasons. Since the school reopened after a long vacation in *Baisakh* (April/May) and *Kartik* (October/November) and classes were not regular for the first few days after school re-opening, the girls would not come to school during this time. In *Shawan* (July/August), the reason for low attendance was plantation due to which the girls' were required to stay at home. Despite the school providing monsoon vacation, the students still missed classes after school re-opened during this month.

Majority of the girls, too, irrespective of whether they were in school or not, were seen to be having a high level of confidence (87.8% of the treatment girls and 84.9% of the SG/OOS girls had high self-efficacy). Despite having a higher General Self Efficacy (GSE) score and their own decision making skills, most of the girls did not get the opportunity to exercise their own decision making rights/skills. Ultimate decision making power rested with parents, unlike for boys, who had relatively more freedom to exercise their own decisions.

The sustainability scores were low since most of the sustainability indicators were linked directly to the project interventions and the project interventions were yet to start when the baseline was conducted. The total sustainability score was only 3 (out of 16). This score was given considering parents' increased awareness on girls' educational right, schools' effort in generating resources by itself by leasing land and project's MoU finalization with DEO ensuring support to the program.

In terms of gender approach and integration, the baseline finding showed that the nature of the project intervention was 'Gender Unresponsive'. However, this is particularly because the project was aimed solely for girls and boys were not a part of the target beneficiary group in any way. The baseline did show that intervention was needed for boys as well whose attitude and perception can play a vital role in changing the gender-biased cultural norm This highlights a need to bring about a change in the attitude of boys as well. In this regard, provision of LS/SRH classes for boys as well as their participation in the 'family dialogue' intervention recommended by FDM can go a long way in making the project 'Gender Transformative'.

In view of the information generated in baseline and most importantly the kind of barriers identified, most of the project activities appear pertinent from an evaluator's point of view. An assessment of the project activities in detail has been done in section 6.1. FDM has also suggested a few revisions to the IO indicators in the recommendation section in view of the absence of some of the barriers assumed in the ToC. Moreover, some additions to the planned project interventions have also been suggested to achieve the targets set for subsequent evaluation points.

1. Background to project

1.1. Project context

The Global Gender Gap Report 2017 cites Nepal as one of the top five climbers over the past decade on the overall Gender Index and on the Educational Attainment sub-index[2]. The report further states that Nepal managed to close its gender gap on enrolment in tertiary education for the first time in 2017 and marked notable improvements in women's share of estimated earned income.

The above mentioned achievements are just a small representation of what Nepal has experienced over the past decade since ushering in a new era of politics. The change in political environment has been complemented by changes in other areas as well, gender equality included. The country has been making remarkable strides in the area of gender equality. Women now have a larger representation in politics, they stand better in terms of health indices and as mentioned above, their access to education has improved. The Global Gender Gap Report of 2015 ranked Nepal as the second-most improved country in the world on Educational Attainment and third-most improved globally on the overall Index and on Health and Survival[3]. Reports state that Nepal has closed its education gender gaps by 18–19% in the past 10 years.

Despite these improvements, there is still a significant difference in achievements across communities, geographical areas, ethnic groups, class and administrative boundaries. Socio-cultural norms and practices relating to gender still play a key role in determining access to education for many girls in Nepal. This holds particularly true in one of the far-western districts of the country, Kailali. Gender-based discriminatory practices like limited mobility, inequitable access to and control over economic assets and burden of household chores contribute to the marginalisation of girls in the district as shown by the project's gender report.

Although socio-cultural beliefs and practices towards girls' education are slowly improving, girls in Kailali are still marginalised to a large extent. Teachers state that there have been improvements in parents' attitude but decisions and practices favouring investing in and encouraging boys' education are still prevalent. Stakeholders interviewed by the STEM II team for its gender analysis report were unable to identify the linkage of girls' education with economic well-being, improved health and nutrition outcomes in children & family and overall societal welfare.

In addition, though boys and girls both support their family, girls end up with time poverty which limits their after school studies and playing time since they typically have a higher workload than boys. As most of the households that the project works with are financially weak, parents often prioritise boys when it comes to providing basic needs like education, health, clothes, and other needs as they see them as future primary wage earners. Moreover, due to time poverty,

[2] https://www.weforum.org/reports/the-global-gender-gap-report-2017

[3] http://reports.weforum.org/global-gender-gap-report-2015/

girls' education often gets affected and they tend to fail their exams ultimately resulting in a loss of motivation to study and then dropping out.

The existing challenge is not a result of weak education policy or due to the lack of intervention from the Government of Nepal (GoN). In fact, the GoN has introduced many plans and programs to make education more inclusive in recent years. One of the most notable ones has been the School Sector Reform Plan (SSRP) which was implemented from 2009 to 2016[4]. The plan had 'equity and social inclusion' as one of its core focuses. It particularly stated that it 'would focus on girls and women and children from educationally deprived groups so that they participate equally and attain equitable results.' A number of noteworthy measures were taken under the SSRP to ensure equity in the education sector including scholarships for girls, a midday meal program, the 'Welcome to School' advocacy campaign, ensuring an improved learning environment at schools and partnering with I/NGOs.

The SSRP has been followed up by the School Sector Development Programme (SSDP) (2017 - 2023) which again stated 'equity' as one of its core focuses[5]. The SSDP aims to ensure that the education system is inclusive and equitable in terms of access, participation and learning outcomes with a special focus on reducing disparities among and between groups having the lowest levels of access, participation and learning outcomes. In line with the SSDP, schools in Kailali have already started and will until 2023 look to increase the participation and completion of girls in secondary education through strategies aimed at (i) push factors such as strengthening the gender network and peer support and the establishment of gender-sensitive learning environments that take the specific needs of adolescent girls into account, and (ii) pull factors such as ending early marriage and reducing the expectation of girls' involvement in home based chores and labour. Moreover, programmes to support outstanding students on a merit basis will be introduced and schools will expand school-based technical and vocational programmes, prioritizing the provision of these subjects in secondary schools in communities with low socioeconomic status. Furthermore, the SSDP will also implement strategies to increase the access to secondary education of students from families with low socio-economic status by providing needs-based scholarships.

But policies are not enough and specialised and tailored interventions to support girls are needed in the district. In this context, STEM II seeks to empower marginalised girls in Kailali to access education, safe and secure economic activities, and thrive in a supportive environment. The project aims to improve the life chances of marginalised girls through a series of proven interventions centered around the ToC. Programme activities include campaigning to promote girls' education, training school teachers, school management personnel and parents, upgrading school infrastructure, offering vocational training and business start-up loans, delivering critical academic support through after school classes in English, Math, Science and project tailored life skills and sexual and

[4] http://www.moe.gov.np/article/166/school-sector-reform-plan-ssrp.html

[5] http://www.moe.gov.np/article/535/school-sector-development-plan.html

reproductive health education to girls and providing financial literacy, vocational training and employment opportunities to help girls transition from school into employment.

1.2. Project ToC and assumptions

STEM II's ToC asserts that to empower and improve the life chances of marginalised girls, discriminatory gender based barriers to formal and non-formal education must be removed and an environment which includes support from parents who are well-informed about the benefits of educating girls should be promoted. In addition it also asserts that an adequate learning environment, access to financial services and enhanced self-efficacy is also required to improve the girls' life chances. The ToC is contingent upon a number of assumptions some of which include - improved gatekeeper perception and support contributes to an enabling learning environment for marginalised girls and that increased access to economic opportunities coupled with learning will lead to economic empowerment for girls.

A graphical representation of the ToC has been shown below. Based on the baseline findings, FDM has suggested changes in the ToC. FDM's comments on the ToC have been included in section 6.1 under the section Appropriateness of project activities to barriers and characteristics.

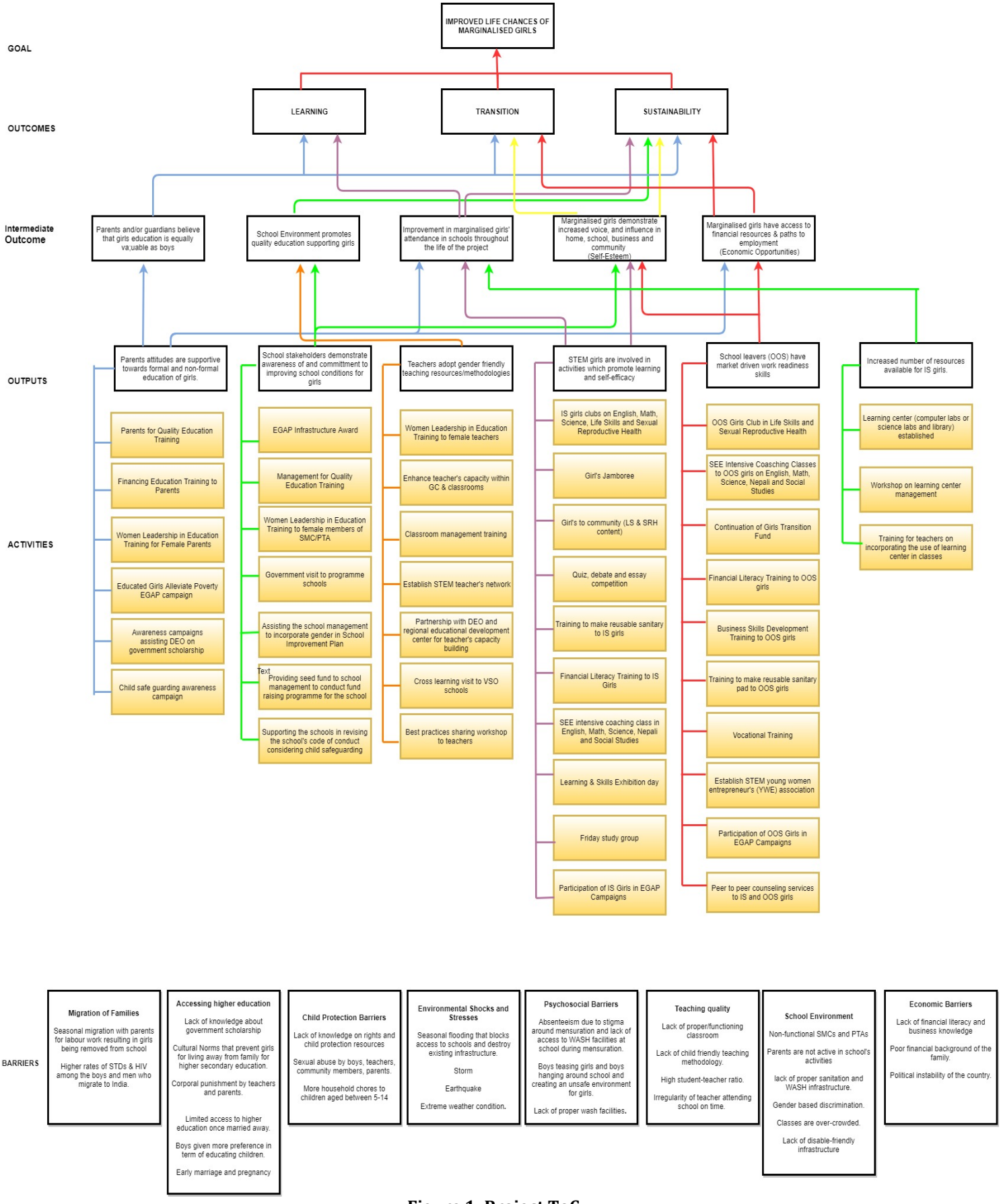

Figure 1: Project ToC

Table 1: Project design and intervention

Intervention types	What is the intervention?	What IO will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Capacity Building Learning Support	Parents for Quality Education (P4QE) training	**IO Indicator 1.1 and 1.2** P4QE training has been designed to achieve the following outcomes - i. Parents gain confidence and knowledge to speak out effectively for their children where difficulties are faced. ii. Parents consider schools 'safe' for girls iii. Girls' education is valued by parents as much as boys'. Moreover, domestic burdens of the girls are shared by the family members. Most parents agree that secondary education for girls is important up to a point, and have financed it as far as possible, but poverty and marriage pressures negatively impact on girls more so this training will be a platform for discussion for possible solutions. iv. Parents know what to expect from schools, or about the processes, and are interested in being involved. v. Parents are offered a real opportunity to talk about girls' education, and to question their own practices and options regarding girls.	After this training, the project expects to build parents' knowledge on various issues around girls' education including girls' enrolment and attendance. With girls enrolled and regularly attending schools this should help the learning of the girls which would subsequently promote them into higher grades. Furthermore, with this training the project aims to establish a sustained involvement of parents by preparing them as actors for making the school accountable of their actions and decisions.
Access Learning Support	Financing Education Training	**IO Indicator 1.1** It has been observed during pre-baseline field monitoring visits and it has also appeared in the baseline data that with the phase 1 initiative parents are well aware about the importance of girls' education but are financially struggling to support their daughters' education. With this training, the project intends to work with parents to try to manage their financial burden.	This indicator particularly focuses on trainings for parents on financial management at the household level. As parents in project communities are particularly struggling to pay for their daughter's formal and/or non-formal education, this training helps the girls' transition into better opportunities. Furthermore, the project plans to train community leaders in order to make the training content more sustainable as the community members do tend to reach out to the community leaders for their day-to-day life problems.
Access Community Initiative	EGAP campaigns	**IO Indicator 1.1, 1.2, 3, 4** Through EGAP campaigns like Radio Messages, Talk Shows, Street Dramas, Rallies, Household Door-to-Door Visits, Poster and Pamphlets the project will disseminate information on importance of girls' education, school enrolment, increasing attendance, lowering dropout, parental and community support, gender equality. These activities will be led by girls in close support from the schools, parents,	As these activities will be led by the project stakeholder themselves, these messages and activities will have community ownership. Through increased awareness on enrolment, dropout, attendance, parental support will contribute to the learning and transition of girls. Similarly, on many of these campaigns the project will collaborate and support the activities led by the DEO and local government which will provide a sustainable platform for the

		community members, DEOs office and the project team.	stakeholders to build a strong network with government agencies which can be continued even after the project phases out.
Access Governance	Building child friendly and resilient schools	**IO Indicator 1.1, 1.2, 2 and 3** If the STEM II schools are child friendly for both girls and boys and are resilient, parents willwant their children to attend a safe school and complete their education which would also help to improve their attendance. Similarly, identifying the schools' needs in terms of it being child friendly and resilient will be a part of the process for the schools to inform their SIPs.	Many students, especially girls, miss out on classes due to inadequate school infrastructures like WASH facilities – clean and functioning toilets, running water, sanitary pad disposable bins, drinking water; classrooms – desks, chairs, blackboards; and boundary walls around the school premises. With the setup of quality infrastructure and safe spaces, it will boost the confidence of both parents and children to continue education which will contribute towards learning and transitioning of students and sustainability of these schools.
Governance	M4QE Training	**IO 2** This intervention is provided to SMC members to become more efficient, effective, representative, and engaged in their roles as SMC members/chair. The intervention will help them understand the key elements of good SIP, map their current position on SIP, discuss who is responsible for what, including timelines (including important ones like SMC elections, Social Audit, SIP submission etc)	Afternthis training, the project expects the management committee to work towards improving the school environment and making these committees accountable towards their roles and responsibilities. With better functioning SMCs and PTAs in schools it should create a child friendly learning environment which directly contributes to learning and transitioning. Furthermore, when STEM II closes out, we want the participants to remain active and empowered and to continue using the tools provided, demonstrating best practice and advocating for quality, accessible girls' education.
Capacity Building Teaching Input	Girls Club Facilitation Training	**IO 3** The project will provide Girls Club Facilitation ToT to 21 STEM II teachers who will give the training to a further 103 teachers on English, Math, Science, Life Skills and Adolescent Sexual Reproductive Health subjects. The training will focus on applying student/child centered learning/activity-based learning methodology in both clubs and classrooms. This should improve the overall classroom environment and motivate the students to regularly attend schools.	The Girls Club facilitation training adopts a child friendly teaching methodology which diverts from the traditional teaching practice which focuses on memorizing the study content. This has been designed to improve the girls' learning and transition. Furthermore, to make this mechanism sustainable the project has involved the DEO personnel – Resource Person to develop the Girls' Club curriculum and lead the training to the STEM Girls Club Facilitator (GCFs). The ownership of the training content has also been given to the DEO where they will be sharing it with non-STEM public schools. At the school level, the GCFs will be sharing the training skills with other teachers from their school who did not receive this training. This will help ensure that the school will have the training content which can be passed on to other teachers even after the trained GCFs transition out from school.

Capacity Building Teaching Input	Classroom Management Training	**IO 3** This activity has been designed to assist teachers with better classroom management so that the skills evidenced in Girls Clubs can be transferred to classrooms. The training focuses on two main areas – managing large and under-resourced classes, and finding alternatives to corporal punishment to create a safe, dignified and rewarding teaching-learning space. This should improve the overall classroom environment and motivate the students to regularly attend school.	Where students are not guided, engaged or feel excluded or threatened, positive personal and academic results cannot happen. This results in both teachers and students feeling demoralised. The training is intended to help STEM teachers reflect on how you can both manage classes well, but also employ positive techniques and skills – as were seen in the Girls Clubs – to classes to achieve the same successes there, so that students improve their learning through the classroom and transition into higher grades. For sustainability, the issues raised from classroom management trainings will be discussed with the head teacher, teachers, SMC and PTA members, and will be incorporated in their SIPs.
Safe Space Learning Support Material Support Female Voice	IS Girls Clubs	**IO 3 and 4** For girls studying in STEM II schools from grade 8, 9 and 10 the project will run after school classes which are also known as the "Girls Clubs." The girls will have to register for the clubs where they get to revise their weekly classes on Math, Science and English. Additionally, they will also be given classes in Life Skills and Adolescent Sexual Reproductive Health. This activity is a continuation of the first phase as girls saw an increase in their attendance, promotion rate and self-efficacy.	The phase one data shows that the Girls Club is the backbone of the programme. It has and is expected to bring about considerable change in girls' confidence, study time, improvement in scores, promotion rate and awareness in GBV which leads to increased learning and better transitioning for the girls. To make these Girls Clubs more sustainable, the project has decided to establish *Friday study groups* organised and led by the students themselves. This should help establish a habit of teamwork and self-reliance.
Safe Space Learning Support Material Support Female Voice	OOS Girls Clubs and SEE Intensive Clubs	**IO 4** STEM OOS girls will be invited to join OOS Girls Club where they would receive Life Skills (LS) and Adolescent Sexual and Reproductive Health (ASRH) classes. This not only helps improve their knowledge on LS and ASRH but also their self-efficacy. This has been evidenced in phase one, not just through the increase in their GSE scores but also through qualitative findings.	The OOS Girls Club will help improve the learnings of LS and ASRH. Additionally, it will also help boost their self-efficacy with clear indications that they not only have increased self-worth and confidence, but envisage their futures through a more self-managed, aspiring and fulfilling lens which should help them in transitioning into the next phase of their lives. However, the OOS Girls Club as a model is not sustainable.
Capacity Building Female Voice Learning Support	Financial Literacy and Business Development Training to OOS Girls	**IO 4 and 5** The project will provide 12 sessions of Financial Literacy Training (FLT) to OOS and SG girls and a one day training to IS girls and boys. Similarly, a 3 day Business Development Training will be offered to OOS and SG girls. These are mandatory trainings for GTF loan recipients in order to make them financially aware and improve their business acumen to ensure they have the knowledge to continue their business with care and planning. This should motivate	Financial Literacy Training and Business Development Training has been tailored to improve non-formal educational learning of OOS and SG groups. Furthermore, this will also support their transition into their career pathways. To make these activities more sustainable, the training will be facilitated not by the project staff but ToT will be given to local young leaders and GTF partner staff who will then train the FLT and BSD participants. This will ensure the

		and install confidence in girls for their career aspirations.	ownership of the training is with the local communities.
Capacity Building Female Voice Learning Support	Vocational Trainings to OOS Girls Clubs	**IO 5 and 4** Vocational training is an effective means which not only opens doors in the labor market but also creates job opportunities to girls and encourages self-employment through entrepreneurship development. The project milestone sets to provide access to vocational training and apprenticeship programs to 650 OOS and SG girls in the project areas. The types of trainings will be based on their interest and a market study. This should motivate and install confidence in girls for their career aspirations.	Vocational Training has been designed to help in the learning of non-formal education of school drop-outs and grade 10 graduates who did not continue their education. The training will also support the successful transition of girls by providing access to apprenticeships and vocational training and encouraging the training graduate girls to commence micro-enterprises. To make this activity sustainable, the project will coordinate with government agencies to link girls with the government's free training program and also link the girls to local private training providers for the ones who can afford to pay the training fees.
Capacity Building Female Voice Community Initiative	Provide GTF to OOS and SG girls	**IO 5 and 4** The GTF is a revolving fund designed to provide low interest, collateral free loans to OOS and SG girls to start or expand their businesses. Before the GTF was established in Kailali in phase 1, unmarried girls were not eligible to receive loans from the cooperatives. The loans were disbursed to married girls with collateral at a higher interest rate ranging from 18 to 36%. Another gap filled by the GTF in Kailali district was providing loans to start up small businesses. This activity has a multitude of effects - first on the life of an individual girl who through the GTF has increased income, confidence and self-efficacy and most importantly regains the respect from her community members.	Even though there is no direct intervention planned for the OOS girls to increase their learning achievements through literacy and numeracy (therefore they are not a part of the learning cohort measurement) with increased business exposure and market access of the OOS and SG girls through GTF they tend to sharpen and retain their numeracy skills as found in phase 1 study. OOS girls who receive financial literacy training and/or vocational trainings do not have the opportunity to start up their own businesses due to a lack of funds/seed money. This activity helps them transition into safer career opportunities. The sustainability of the GTF is firstly engraved in the model itself through its revolving nature. It is further strengthened through the formation of the GTF management committee comprised of cooperative members, community leaders, parents' of recipients, media, GTF recipients and local government bodies. The committee will work independently to manage and monitor the funds to ensure that the GTF continues to operate and disburse loans, and to avoid payment defaulting.
Material Support Safe Space	Establish Library and Learning Center in STEM	**IO 3** To increase girls' school attendance and	Access to child and girl friendly infrastructure, libraries and computer labs will promote an enabling learning

Learning Support	Schools and EGAP Upgrade Award	improve the overall learning environment, STEM II will provide Infrastructure support to STEM II schools through the EGAP Upgrade Award and Learning Centre with library and computer lab. This activity has been designed with a vision to improve the quality of education, increase attendance and reduce the disparity in access to quality learning resources. Improved infrastructure and the integration of libraries and computer labs in their educational course will help enhance the teaching-learning process and motivate the children to attend school regularly.	environment within schools to better support girls' access and transition rates within those formal institutions. With improved WASH facilities girls will feel more comfortable to stay at school during menstruation and the facilities help reduce incidence of water-borne and vector-borne diseases. Attendance is hindered, especially during the monsoon season, when the risk of flooding is high in the Terai. Furthermore, physical improvements to learning spaces with inclusion of basic facilities like library and computer lab will promote learning for students by better teaching techniques and wider resources for students. This will help the girls to maintainregular and sustained attendance and improved learning.

1.3. Target beneficiaries group and target numbers

The project is primarily working with IS girls from grade 8 to 10, OOS those girls who have dropped out from school (from grade 6 to grade 10 in phase I) and also the group who have graduated from grade 10 but are currently not enrolled in formal education (SG). The project has categorised the STEM II beneficiaries into 3 cohorts:

- IS girls (Grade 8 to 10)
- SG
- OOS

As per GEC mandate, the project has not included any new beneficiaries but is working with the beneficiaries from phase I. For this, the STEM II team carried out individual tracking of STEM phase I beneficiaries. The team tracked a total of 4,594 IS girls, 3,749 SG girls and 1,182 OOS girls. The project's social mobilisers and field officers were assigned a particular cohort for tracking through contacting the schools and communities.

IS girls

For IS girls, the social mobilisers went to the STEM schools and contacted the girls directly where they were and each girl was asked to fill out a form that contained their basic information and a unique ID for each girl. Considering the large volume of IS girls, time and resource constraints, paper based data collection was adopted for this group. The social mobilisers matched the school records with the girls present in school that day. For the missing girls, the social mobilisers followed up with schools and communities to ensure whether the girl is still attending school or had dropped out. The master data sheet containing information of direct beneficiaries was updated accordingly. From the phase 1 data, the team had set out to track 4,594 IS girls of which the project has successfully identified 4,460 girls who are eligible for this group.

The data collection for IS beneficiaries would be done at the start of the academic year with the help of school records and contacting girls in the Girls Clubs. The project will verify both the records from the school and Girls Clubs and will thereafter update the master sheet. The attendance of the Girls Club will also be collected by the project. For the girls who are regularly absent in the Girls Club, the social mobilisers will verify the record of the girls from the school register and consult with the teachers from their grade. The social mobilisers will also visit their home to find out the reason for absence as well as to ensure that all the parents are well informed about the provision of Girls Club. If it is found that the girls have dropped out from school, the reason for dropout will be recorded and updated in the master beneficiary list. For the girls who have migrated to non-STEM areas the girls will be recorded as dropout and migrated to non-STEM area and no further intervention will take place with them, whereas for girls who have dropped out but are still in the project area, their location will be updated and they will be moved to the OOS cohort and will be given OOS intervention. A sample of In School girls will be tracked for both learning and transition.

The details of IS girls is given in the table below:

Table 2: Distribution of IS girls'

Grade	Age range	Ethnicity	Location type	Total Girls	Expected Exposure to Intervention
8 from all 30 STEM school	• 11-14: 642 girls • 15-17: 503 girls • 18-23: 23 girls	• Tharu 596 • Brahmin/Chhetri: 358 • Dalit: 174 • Janjati: 32 • Other: 8	• Urban: 246 • Semi-Urban: 310 • Rural: 612	1,168	• After School Girls' Club in English, Math, Science, Life Skills and Adolescent Sexual Reproductive Health • Girl to Community Event • Financial literacy training • Girl's jamboree • EGAP campaigns • Thematic event on International Day of Girl Child, Womens' Day and Youth Day • Learning and Skill Exhibition Day • Establishment of Resource Center -Library and Computer Labs • EGAP Infrastructure to School
9 from all 30 STEM school	• 11-14: 507 girls • 15-17: 1,127 girls • 18-23: 86 girls • 24-34: 1 girl	• Tharu 876 • Brahmin/Chhetri: 561 • Dalit: 218 • Janjati: 58 • Other: 8	• Urban: 312 • Semi-Urban: 525 • Rural: 884	1,721	
10 from all 30 STEM school	• 11-14: 84 • 15-17: 1,295 • 18-23: 190 • 24-34: 2	• Tharu: 807 • Brahmin/Chhetri: 534 • Dalit: 171 • Janjati: 53 • Other: 6	• Urban: 292 • Semi-Urban: 522 • Rural: 757	1,571	

OOS and SG

Considering the highly mobile nature of the OOS population, the project has successfully tracked 1,072 OOS girls who had dropped out from grade 6 to 10 from STEM schools in the first phase. Of the 1,072 girls 139 girls have re-joined schools and 933 girls are either looking after their household chores or are involved in some form of income generating activities within or outside their home. The OOS intervention has been designed for the 933 tracked girls. Similarly, the project set out to track grade 10 graduates from phase 1 which was a difficult task considering the project in phase 1 did not follow up on these girls after their graduation. The project was successful in tracking 3,749 grade 10 graduates from 2013, 2014, 2015 and 2016, of which 2,878 are currently pursuing their higher education and 871 are not enrolled in formal education and are currently looking after their household chores or are involved in some form of income generating activities within or outside their home. For OOS and SG population tracking, the social mobilisers and field monitors are assigned a particular project area where they are based and have been monitoring the status of these girls and also inform them about any upcoming project activity. For the individual tracking, mobile data collection was done for OOS and SG population. As this is a mobile population and the project does not have a single point of contact for everyone like for the IS population, mobile numbers and the father's name of each beneficiary has been collected which will be used to reach out to these groups. Each girl has been given a unique ID to avoid double counting.

Since SG (those who have graduated and are not studying) and OOS girls share similar characteristics and will be given the same intervention, the project decided to combine the two cohorts. The total number of OOS and SG girls that will have direct intervention from the project is 1,804. The social mobilisers and field monitors will update the number annually as well as verify the girls' data during training invitations, before and after the training. The numbers will be updated in the master sheet annually as well as on an ad hoc basis. Girls from both of these groups will not be a part of the learning sample but the EE will be tracking their transition into different phases of life.

The details of OOS and SG girls is given in the table below:

Table 3: Distribution of SG/OOS girls

Cohort type and number	Characteristics and number		Expected Exposure to Intervention
SG: 871 girls	Age range: ● 15-17: 80 ● 18-23: 771 ● 24-34: 20	Ethnicity: ● Brahmin/Chhetri: 150 ● Dalit: 77 ● Janjati: 26 ● Tharu: 618	● Girls Club in Life Skills and Adolescent Sexual Reproductive Health ● SEE (Grade 10) Intensive Classes ● Financial Literacy Training ● Business Development Training ● Vocational Training ● Reusable Sanitary Pad making training ● EGAP Campaigns
	Location: ● Rural: 494 ● Urban: 114 ● Semi-Urban: 263	Marital Status ● Married: 275 ● Unmarried: 596	
	Employment Status: ● Currently working: 32 ● Not working: 839 girls		
OOS girls: 933 girls	Age range: ● 12-14: 5 ● 15-17: 39 ● 18-23: 607 ● 24-34: 282	Ethnicity: ● Brahmin/Chhetri: 160 ● Dalit: 44 ● Janjati: 20 ● Tharu: 709	
	Location: ● Rural: 558 ● Urban: 35 ● Semi-Urban: 340	Marital Status ● Married: 452 ● Unmarried: 481	
	Drop out grade: ● Grade 5: 5 ● Grade 6: 43 ● Grade 7: 46 ● Grade 8: 105 ● Grade 9: 80 ● Grade 10: 614 ● Grade 11 and 12: 37 ● Bachelor: 2 ● Master: 1	Employment Status: ● Currently working: 173 girls ● Not working: 760 girls	

As the Social Mobilisers and Field Monitors have been individually tracking the girls from the start of the second phase of the project, there is a difference in the current target number in comparison to GEC 1 and the GEC-T proposal. During phase 1 the total beneficiary number was 7,374 comprising 6,374 IS and 1,000 OOS girls whereas in the GEC-T proposal, considering the attrition rate, the team proposed that they will target 3,240 in school girls and 1,760 out of school girls. The breakdown of the number of girls in phase 1, the proposal and phase 2 is given in the table below:

Table 4: Beneficiary number at different stages

	IS Girls	OOS Girls	SG Girls	Total
STEM I	6,374	1,000	N/A	**7,374**
STEM II Proposal	3,240	1,760		**5,000**
STEM II Baseline	4,460	933	871	**6,264**

The number for IS has decreased from STEM I as the second phase intervention is designed for grades 8 to 10 whereas the first phase had girls from grade 6 to 10 from 30 STEM schools. Similarly, during the proposal the project had estimated a conservative number but there was an increase in the number of IS girls as the retention rate was higher than what the team had projected and there were new girls joining grade 8 and 9. As for the OOS girls with the combination of OOS and SG the current number of 1,804 (933+871) which is slightly higher than the estimate for the proposal as the project was able to contact 44 more SG girls.

Comment on the beneficiary numbers by external evaluator:

The sampling for the baseline evaluation was done on the basis of target beneficiary numbers provided by MCN to FDM. Using a random stratified sampling approach, the sample for the baseline was selected randomly from the target population. During FDM's evaluation, all the girls who had been systematically selected for the sample could be located in the district; suggesting that the target beneficiary numbers were accurate and no double-counting or false information had been entered.

The fact that the project used a 'one-on-one' approach to calculate its target beneficiaries also lends strong support to the authenticity and accuracy of the target beneficiary numbers. Since MCN's social mobilizers, who were based in each village, were responsible for recording the target girls by tracking them individually, the calculation of target beneficiary numbers has been achieved through a thorough process to ensure that all girls who were studying in grades 8, 9 and 10 did not miss out on the project intervention.

FDM's own enrolment data also further validates the target beneficiary number presented by MCN. During the baseline data collection, FDM had calculated enrolment data from the schools as part of the spot check process. As per this, the enrolment figure collected by FDM is very much similar to that of MCN. Some differences do appear since enrolment figures often increase/decrease after the first few months of school commencement. At times, new students are admitted even after 2 or 3 months of school commencement whereas at times, some students shift school to avail scholarship opportunities in another school. Given below is the target beneficiary number collected by MCN and the enrolment figure collected by FDM.

Table 5: A comparison of target beneficiary figure calculated by MCN and enrolment figure collected by FDM

Grade	Target beneficiary number collected by MCN	Enrolment figure collected by FDM
Grade 8	1168	1172
Grade 9	1721	1749
Grade 10	1571	1538

In the case of SG/OOS girls, FDM supports MCN's argument that the SG/OOS population is highly mobile (having dropped out of school, they might move around in search of work) and their number presented in this report might change at subsequent evaluation points. This was experienced by FDM during STEM I, where the sample size of SG/OOS changed throughout all the evaluation points. In this regards, updating the number annually through the social mobilizer is the most appropriate approach adopted by MCN.

2. Baseline evaluation approach and methodology

2.1. Key evaluation questions & role of the baseline

The evaluation questions have been designed to assess relevance, effectiveness, impact, Value for Money (VfM) and sustainability of the project. More specifically, the answers to the evaluation questions will be used:

- By the project management team, project partners and stakeholders to see achievements and drawbacks in the delivery of the project during its lifetime
- To demonstrate accountability for the funding received from DFID, other UK Government Departments, UK tax-payers, UK media
- By the project management team to leverage additional resources from existing and new partners and stakeholders in order to scale-up and sustain the activities /benefits delivered by the project
- By the project management team to support the on-going development and implementation of the project's sustainability and succession strategies
- By partners, stakeholders and the government to learn lessons from the project for the purpose of replicating what works elsewhere and/or taking up approaches and activities that have proven to work in order to scale up the project
- By the Fund Manager to feed into and identify insights in order to inform programme level questions
- By other donors, academic institutions and education networks to inform the wider policy debate concerning the education of girls and marginalised girls

Answers to the key evaluation questions will mostly be generated at subsequent evaluation points for which information collected during the baseline will serve as valuable input.

The key evaluation questions are as follows-

1. Was STEM II successfully designed and implemented?

1.1. How successful was the project in targeting marginalised girls?
1.2. Did STEM II design effective and efficient interventions?
1.3. What lessons can be learned from the MCN experience of implementing STEM II?

2. What impact did STEM II have on the learning and transition of marginalised girls?

2.1. What was STEM II's impact on enrolment and retention of girls in Formal Education (FE)/Non Formal Education (NFE)?
2.2. What was the impact of the project on the learning and transition outcomes of the beneficiaries?
2.3. What was the impact on school level indicators of performance such as improved attendance, grades and performance of the beneficiaries?
2.4. Did the impact of the project represent good VfM?

2.5. What aspects of the programme did not work well and why?

3. What works to increase the enrolment, retention, learning and transition of marginalised girls?

3.1. What impact did STEM II have on barriers to educating girls at the individual/household, community and institutional level?

3.2.

a. Which STEM II approaches were most successful in increasing retention and learning of marginalised girls?
b. What were the drivers for increased attendance of girls in both formal classes and Girls Club?
c. What were the drivers for successful transitions of the girls?
d. Did improving the school governance and regularly updating SIPs as per school need contribute towards girls learning and transition achievements and promote girls sensitive education?
e. Did teachers adopting girl-friendly teaching resource/methodologies increase girls' attendance, class participation and learnings?
f. What were the contributors to increased self-efficacy of the girls?
g. Did the level of self-efficacy have any impact on attendance, learning and transition of marginalised girls?

3.3. Gender inequalities theme: How did girls' experience of gender inequality interact with educational opportunity?

3.4. Dimension of marginalisation theme: How did girls' from different ethnicities experience of marginalisation interact with educational opportunity?

3.5.

a. How have the vocational skills, financial literacy and business development skills contributed for the girls to prepare for their job and entrepreneurship readiness?
b. How have the income generating activities - Girls Transition Fund (GTF) or other employment contributed to marginalised girls' economic status and self-efficacy?

4. How sustainable were the activities funded by the GEC and was the programme successful in leveraging additional interest and investment?

4.1. How successful was STEM II in leveraging funds?

4.2. What STEM II activities are sustainable? Has STEM II made a substantial impact?

4.3. Did the engagement of different partners (private sector, civil society and government) contribute more or less to the longer term sustainability of the programme or helped to create a more sustainable environment to girls' education?

4.4. Has there been project/activity ownership from the girls, school, their parents, communities and other stakeholders?

5. What worked best to change behaviours and practices?

5.1. What worked to positively change behaviour and practices of marginalised girls, their parents, communities and schools?
5.2. Did changing parents and community members' attitudes towards girls formal and non-formal education increase their attendance, learning and transition?
5.3. Which part of EGAP campaigning was found to be most effective by the girls, boys, their parents, communities and schools?

6. What were the unintended outcomes of the project, if any?

6.1. Did the emphasis on changing parents' attitudes towards the education of their daughters have any impact on their aspirations for their sons' education and/or their personal educational aspirations?
6.2. Have the parents welcomed untouched avenues for financial resources in order to support their daughters' education?
6.3. What sort of impact did the project have on boys?

Based on the baseline finding, none of the evaluation questions were found to be redundant or irrelevant and all the questions were found to be covering the overarching aspects of the ToC. The questions adequately touch upon all the barriers mentioned in the ToC pertaining to household environment, higher education, child protection, environmental shocks, psychosocial aspect, teaching quality, school environment and financial opportunities and aims to explore how and to what level these barriers have an impact on learning, transition and sustainability. In the process, the questions will help answer whether the project has been adopting the correct approach - right from its inception to delivery.

Moreover, the answers to the questions will also provide an assessment of how well the project activities are suited to achieve the outcomes for the project. This will help the project decide during subsequent evaluation points as to whether some of its intervention need modification or whether any additional interventions are still required. Along with this, the questions will also answer whether there were any unintended outcomes - a key issue that was raised in STEM I endline report where it was found that the project was having an impact not just on the girls, but also amongst boys. From an evaluation point of view, the questions are adequately placed to explore the cause-effect relationship within the project.

2.2. Outcome and intermediate outcomes

The project has 3 outcomes and 5 IOs:

Outcome 1 - Learning: Number of marginalised girls supported by GEC with improved learning outcomes

Outcome 2 - Transition: Number of marginalised girls who have transitioned through key stages of education, training or employment

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

Intermediate Outcome 1 - Attitudes and Perceptions: Parents and/or guardians believe that girls' education is equally valuable as boys

Intermediate Outcome 2 - School Governance: School environment promotes quality education supporting girls

Intermediate Outcome 3 - Attendance: Improvement in marginalised girls' attendance in schools throughout the life of the project (weighted average percentage)

Intermediate Outcome 4 - Self-esteem: Marginalised girls demonstrate increased confidence, voice and influence in home, school, business and community

Intermediate Outcome 5 - Economic opportunities: Marginalised OOS/SG girls have access to financial resources and paths to employment.

Table 6: Outcome level data measurement

Outcome	Level at which measurement will take place, e.g. household, school, study club etc.	Tool and mode of data collection, e.g. household survey, school based survey, FGD etc.	Rationale, i.e. why is this the most appropriate approach for this outcome	Frequency of data collection, i.e. per evaluation point, annually, per term
Outcome 1: Literacy: Number of marginalised girls supported by GEC with improved learning outcomes	School	SeGRA	SeGRA is a custom-built literacy assessment framework containing sub-tasks which evaluates the literacy skills of students in various aspects. It has been designed for the GEC in order to accommodate for potential ceiling and floor effects in GEC - T	Baseline, midline and endline
Outcome 1: Numeracy: Number of marginalised girls supported by GEC with improved learning outcomes	School	SeGMA	SeGMA is a custom-built numeracy assessment framework containing sub-tasks which evaluates the numeracy skills of students in various aspects. It has been designed for the GEC in order to accommodate for potential	Baseline, midline and endline

			ceiling and floor effects in GEC-T.	
Outcome 2: Transition: Number of marginalised girls who have transitioned through key stages of education, training or employment	Household	Household survey School records FGD with girls, parents, teachers, OOS facilitators	While the household survey with parents of transition cohort girls will generate information on the status of their transition, the qualitative research will explore the enablers, barriers and other influencing factors of transition, especially those that are specific to girls.	Baseline, midline and endline
Intermediate Outcome 1: Parents and/or guardians believe that girls education is equally valuable as boys **Indicator 1.1:** Percent of parent/guardian who evidence supporting their daughters' formal and non-formal education (weighted average of moral support, financial support and time/labor support)	School Household Cluster	Knowledge Attitude and Practice (KAP) survey with girls Household survey with parents FGDs and/or Key Informant Interview (KII) with parents, boys teachers, head teachers, community leaders and social mobilisers	Since this indicator measures the support of parents on their daughter's formal and non-formal education, the household survey will assess what percentage of parents support their daughters' formal and non-formal education. The KAP survey administered with the girls will validate this information. The information provided will be triangulated with the information generated from FGDs with the various stakeholders like parents, teachers, head teachers, community members, social mobilisers, and boys.	Baseline, midline and endline
Indicator 1.2: Percent of parents who agree that girls should complete their Secondary Education Examination (SEE)	STEM II activities Cluster Household level	Pre and post test questionnaire before and after STEM II activities with parents FGDs and KIIs with parents	A pre and post knowledge assessment tool will analyse the level of awareness of parents on whether they realise what benefits education can have at different levels - for girls, their family, community and at the country. Assessment used in STEM I will be adapted to fit the ToC for STEM II.	As per STEM II activity Baseline, midline and endline

		Household survey	FDGs and KIIs will try to look deeper into this statement. Thematic areas - Why parents agree or do not agree with this statement. What are the barriers to girls completing their SEE. What support do the girls need and as parents what support are they providing for their daughter, families' investment in government versus private education, whether parents believe it is equally valuable to invest in a daughters education as a son and what parents are aspiring for their children to do with their education. Furthermore, FGDs will girls and boys will also be conducted to look at the gendered aspirations of jobs beyond schools and boys attitude and support towards girls education. In addition, the KAP module will also be rolled out by the external evaluator to triangulate the percentage of parents who agree that girls should complete their SLC.	
Intermediate Outcome 2: **School governance -** School management promotes quality education supporting girls by promoting gender friendly environment. **Indicator:** Number of schools that identify girl's needs through gap assessment and incorporate into their SIPs	School	SIP finalised by the SMC FGDs and KIIs with Head Teacher, teachers, SMC, Parents Teachers Association (PTA) PTA and girls	Since the indicator for this IO is the number of schools that incorporate issues related to girls education in their SIPs, every year the evaluation team will directly monitor the SIPs of each schools to identify the girls education agenda incorporated in their SIPs. The information will be further validated through the qualitative tools	Baseline, midline and endline

Intermediate outcome 3: **Attendance -** Improvement in marginalised girls' attendance in schools throughout the life of the project **Indicator:** Percent of improvement in attendance rates	School	School register Household survey Girls clubs register FGDs/KIIs Spot checks	Attendance data will be collected by the external evaluators from the school registers on an annual basis. Furthermore, the household survey will also examine the attendance rate of the girls in the classrooms. The project team will collect and assess the attendance rate in the girls club every quarter of the GC cycle. Spot checks will be conducted in both classroom and clubs by the external evaluator and the STEM II team to verify the attendance data collected. The FGDs and KIIs will analyse the trend seen in the attendance of the girls and boys.	Baseline, midline and endline
Intermediate outcomes 4: **Self-esteem -** Marginalised girls demonstrate increased confidence, voice and influence in home, school, business and community **Indicator:** Percent of marginalised girls who feel confident to handle their day-to-day life problems	Cluster School Household	GSE module in the KAP girls survey FGDs/KIIs with the girls, parents, teachers, head teachers, project staffs, community leaders	The GSE test used for STEM I will be used to assess the girls' GSE level. GSE includes the following statements: • I am strong enough to overcome life's struggles. • At root, I am a weak person. • I can handle the situations that life brings. • I usually feel that I am an unsuccessful person. • I often feel that there is nothing that I can do well. • I feel competent to deal effectively with the real world. • I often feel like a failure. • I usually feel I can handle the typical problems that come up in life. which will be read out to the respondents and asked to indicate the extent of their	Baseline, midline and endline

			agreement with each item, using the following scale: -2 = Strongly Disagree -1 = Disagree 0 = Neither Agree nor Disagree +1 = Agree +2 = Strongly Agree Since many organisations have focused on the assessment and research of life skills of girls in Nepal, STEM II will aim to fill the gap in research and knowledge surrounding girl's self-efficacy. The findings of the GSE will be triangulated by the external evaluator from FGDs and KIIs.	
Intermediate outcomes 5: **Economic Opportunities -** Marginalised OOS/SG have access to financial resources and paths to employment **Indicator 5.1:** Percent of OOS/SG marginalised girls who have received financial literacy, vocational and/or business development training who report to have increased opportunities to their career aspirations	Household Cluster	Loan agreement paper Employment contract KAP survey FGDs/KIIs with OOS girls KII with cooperatives/employers	KAP survey will be conducted by the external evaluator to study marginalised girl's level of access to financial services. The data will be triangulated through loan agreement papers. FGDs/KIIs with a sample of marginalised girls to look deeper into i. how did they hear about the training ii. why did they not take similar trainings before iii. did they have to compromise in any aspect of their everyday life to get this training v. has external perspective /behaviour (parents, family members, friends and community) changed after they took this training vi. how are they using these training now and how will they use it in the future vii. how life would have been for them had they not taken this training viii. the impact that these training had on their lives and what is different now	Baseline, midline and endline

Indicator 5.2: Percent of OOS marginalised girls who get STEM's financial literacy training have greater financial literacy knowledge	Household	Test will be conducted with a sample of FLT OOS participants FGDs will be conducted with the girls, their parents to triangulate the quantitative findings	The project intends to provide Financial Literacy Training to 510 OOS/SG girls by midline and another batch of 510 OOS/SG girls by endline. The project will conduct pre-post tests before and after the training with a sample of FLT participants, while the test questionnaire, survey sample and analysis will be done by the external evaluator. The baseline data collection cannot be done as this indicator has been introduced after the baseline data collection. The external evaluator will also look deeper into the knowledge increase and effectiveness of the training by conducting FGDs with the OOS/SG sample.	Midline and endline

The sustainability aspect of the project was measured through FGDs and KIIs. Since most of the sustainability indicators were related to project interventions, they were not relevant during baseline. As a result, the sustainability score remained low.

Table 7: Sustainability level data measurement

Sustainability Level	**Where will measurement take place?**	**What source of measurement/ verification will you use?**	**Rationale – clarify how you will use your qualitative analysis to support your chosen indicators**	**Frequency of data collection**
Community 1.1 Number of CEN formed	Village / municipality level	● Approval of the CEN by the municipal office ● Meeting between community stakeholders (Village Development Committee (VDC) official, resource center, community leaders, parents and school) ● KIIs/FGD with the members of	FGDs and KII will be conducted with the community education network to look at the depth of the following: ● What led to the formation of the network? ● How were the members selected? ● What motivated them to participate in this network?	Annually

		Community Education Network	• Why wasn't the network formed earlier? • What work have the network done? What led them to doing this particular work? • What are their future plans? • Who have supported them in this process?	
Community 1.2 Number of VCPC members, RP, community leaders and non-treatment group members visiting STEM schools in support of girl's education	School Village/ municipality level	• School guest register • FGDs/KIIs with the community members visiting school	FGDs and KIIs will look deeper into this topic: • How often do they visit schools? • What motivates them to visit school? • What do they do when they visit schools? • Are the schools supportive and cooperate with them? • How do they address the problems presented by the schools when they visit schools?	Baseline, midline and endline
Community 1.3 Percent of community members surveyed report increased awareness on girls educational rights, right to protection and right to participate in life choices	Village/ Municipality	• Community members KAP survey (parents, SMC/PTA, DEO official, RP) • KIIs with community members to look at the cause of shift in their knowledge and attitude	FGDs and KIIs will be done to look deeper into these themes: • What were the factors that led to these changes? • Why didn't these changes happen before STEM? • How have these changes impacted their individual lives? • How are they using these changes in their lives?	

School 2.1 Number of schools that generate local resources (financial and/or human) to implement gender sensitive activities/work (Infrastructure, Extra-curricular activities, scholarships, parents' sensitisation, etc.)based on their school needs	School Household	• Activity report • Meeting minutes • KIIs and FGDs with head teacher, SMC and PTA members	FGDs and KIIs will be done to look deeper into these themes: • How did they generate these resources? • The level of government and community support that they got. • Why weren't these resources generated before STEM? • How are they planning to use these resources? • What have they thought about making these resources sustainable?	Annually
School 2.2 Percent of STEM II trained teachers who share lessons learned and best practices with non-STEM teachers from their school	School	• Documentation evidence(the medium of knowledge/resource transferred may vary) • KIIs with Teacher	FGDs and KIIs will be done to look deeper into these themes: • How was the STEM teachers training different from other trainings that they got from schools or government? • What motivated them to share their training knowledge to the other teachers? • Was sharing the training content done before? If no, why not? • How do they plan to pass these knowledge/skills to other teachers in the long run?	Annually
School 2.3 Number of schools with inclusive infrastructure	School	• EGAP Assessment Monitoring report • FGDs • KIIs	• Quantitative: For inclusive infrastructure, three criterias will be tested. 1. girl friendly 2. disability friendly 3. child friendly. For a school to qualify for this indicator, they will	

established and maintained.			have to meet 2 of the 3 criterias. This will be evaluated in the EGAP Assessment and Monitoring Report. For the schools that received the EGAP Upgrade Award in Phase I, they will be evaluated based on their upkeep of those infrastructure against a set standard (tool to be developed). ● Qualitative: FGDs and KIIs with girls, parents, teachers and school management will be conducted to look at how these infrastructure have supported the students.	
System 3.1 Number of MoU signed by DEO in support of STEM II programme	District level	● MoU agreement paper ● KIIs with members of regional education training center/district education office to understand the benefits of partnership to both STEM II and DEO	KII with the DEO and the district resource person will try to address the following themes- ● Since there are so many education programmes in Kailali how do they decide which programme to support? ● How do they think STEM II has impacted on the lives of the marginalised girls? ● Which aspect of STEM II activities do they think will be useful to the DEOs office?	Annually
System 3.2 Percent of Resource Person from the DEO's office have increased knowledge on gender friendly	School District	● KAP survey of RPs ● KIIs with the RPs and head teachers	KIIs will be done to look deeper into these themes: ● What level of gender friendly education approach knowledge did they have before? ● What led to increase/decrease/same	Annually

education approaches			level of their knowledge in this issue? ● Did they practice gender friendly education approach before, if yes- what, if no –why not? ● What is their view on different schools in Kailali practicing gender friendly education approach? ● What changes have they seen in education quality after practicing gender friendly education approach? ● Have they thought/planned how to make this approach sustainable in the long run and pass it on to other schools in Kailali?	
System 3.3 Number of STEM II resources endorsed by regional educational training centre/district education office to utilise in different trainings	District Level	● Acknowledgement letter from regional educational training center and/or district education office ● KIIs with members of regional educational training center and/or district education office	KIIs will be done to look deeper into these themes- ● How did they hear about this resource ● How is this beneficial to them ● How do they plan to use the resource	Annually

2.3. Evaluation methodology

The evaluation used a quasi-experimental design approach. The rationale behind adopting the quasi-experimental design was that the change happening in the control group (non-intervention group) could provide the counterfactual scenario to the project's interventions and help assess the project's impact and effectiveness more clearly.

The respondents of the baseline evaluation included a sample of the project's primary beneficiaries i.e. IS, SG and OOS girls as well as a sample of the project's

secondary beneficiaries, namely, the parents, school teachers, head teachers, DEO officials and community leader.

In regards to data collection, the evaluation used a mixed methods approach comprising of both quantitative and qualitative tools. The role of quantitative tools was to provide a numerical measurement of the characteristics, barriers and current scenario of the sample whereas the role of qualitative tools was to explore personal and social experiences, meanings and practices as well as the role of context in shaping these. Furthermore, qualitative data was also used to as an exploratory approach to look for emergent themes around girls' education.

To measure the impact of the project on the target beneficiaries at different points throughout the duration of the project, FDM will adopt a longitudinal approach whereby monitoring will be conducted at three evaluation points - baseline, midline and endline. Furthermore, research on outcomes and IOs will also be integrated in a consistent and structured manner to enable cross-referencing of results.

The evaluation comprised of two groups of girls; learning and transition cohort. In addition, other indirect beneficiaries like guardians, school authorities, DEO officials, boys and community leaders were also a part of the evaluation. The table below shows the target groups that were involved during the evaluation of each of outcome and IO.

Table 8: Target groups evaluated for each outcome and IO

Outcomes and IOs	**Direct beneficiaries**			**Indirect beneficiaries**				
	OOS girls	*SG girls*	*IS girls*	*Guardians*	*School authorities (including teachers, head teachers and SMC members)*	*DEO official*	*Boys*	*Community leaders*
Learning			✓	✓	✓			
Transition	✓	✓	✓	✓	✓			✓
Sustainability					✓	✓		
IO 1: Parental attitude and perception	✓	✓	✓	✓	✓	✓	✓	✓
IO 2: School governance			✓	✓	✓			
IO 3: Attendance			✓	✓	✓			
IO 4: Self-esteem	✓	✓	✓	✓	✓			
IO 5: Economic opportunities	✓	✓		✓				✓

The baseline laid special emphasis on evaluating the relationship between IOs and outcomes. As the achievement of IOs are vital for achieving the overall outcomes,

analysis has been included under each of the IOs (in section 5) discussing the current status of IOs and how they are currently contributing to the outcomes. Both quantitative and qualitative findings have been used to assess the relationship between the IOs and their respective outcomes. Correlations between the IOs and outcome have also been included in section 6.1, under the section 'Appropriateness of project activities to barriers and characteristics'.

As has been shown in the project ToC, all the IOs have an important role in achieving the overall outcomes. For this, FDM has evaluated all the IOs in context of their contribution to the overall outcomes. For example, in the case of IO 1, it has been discussed how parental attitude and perception has been having both a positive and negative impact on girls' education and transition. Similarly, in the case of IO 3, it has been explored how positive attendance has had a positive impact on the girls' learning. Furthermore, the types of interventions that are required to improve the status of the IOs for the project to achieve all three outcomes have also been included in the recommendations section at the end of the report.

Learning cohort

The learning cohort is comprised of grade 8, 9 and 10 IS girls. This is the population that will receive the project's learning interventions particularly aimed at improving the girls' literacy and numeracy skills. Although the Monitoring, Evaluation and Learning (MEL) framework stated that only grade 8 and 9 girls would be a part of the learning cohort, this was later revised by FDM in consultation with MCN and GEC due to the complexities that arose during sampling. As a result, all the IS girls were agreed to be included in the learning cohort.

The treatment learning cohort had a corresponding control learning cohort. The treatment learning cohort was selected from all 30 treatment schools and the control learning cohort was selected from all 15 different control schools (12 of which were a part of STEM I as control schools).

As suggested in the Monitoring & Evaluation (M&E) framework, cohort tracking for learning was carried out at the school level. The SeGRA/SeGMA tests were conducted to measure learning. Upon completion of the SeGRA/SeGMA test, the cohort girls were administered the girls' survey in the school itself. The corresponding household survey was conducted at the girls' household.

Transition cohort

The transition cohort, on the other hand, is comprised of SG, OOS and the entire IS sample. The same learning cohort was a part of the transition cohort.

As agreed between GEC, MCN and FDM, the SG/OOS girls from the transition cohort did not have any control group to compare the data with. This was decided as it was understood that identifying the SG and OOS control population was not feasible. Thus, the SG/OOS girls will not have a counter-factual group to compare

its information with. Their transition will be measured by comparing baseline and midline information. IS transition cohort, on the other hand, will have a counter-factual group to compare the transition information with.

Transition was measured through the household survey and the girls' survey. The cohort tracking for transition girls was done at the household level.

Gender Equality and Social Inclusion (GESI) standards

Keeping in mind the importance of GESI in the evaluation, the evaluation team was oriented on the topic by MCN staff before the evaluation. In accordance to the orientation, all language of all research tools were made gender sensitive. Furthermore, the research team was oriented on how to conduct the entire evaluation in line with the project's GESI standards. The Project Coordinator from FDM also served as the Gender Focal Point and coordinated with the Gender Focal Point of MCN Dhangadi office in case any issue pertaining to GESI arose. MCN also shared its gender report to FDM for reference.

In addition, to ensure inclusion of girls across a range of characteristics, the evaluation team gave uttermost importance to criteria like ethnicity and age while selecting the sample. Since the sample was calculated to be representative of the actual target population, girls across all characteristics were represented in the sample.

2.4. Baseline data collection process

2.4.1. Sampling

The sample for the baseline survey was calculated by initially disaggregating the target population into two groups; the IS girls and SG/OOS girls. The sample was calculated based on the following criteria suggested by GEC in the MEL guidance:

Table 9: Sample selection criteria suggested by GEC

Minimum detectable effect	0.25 standard deviations for learning sample; 10% for transition sample
Level of significance	5%
Power	80%
Intra-cluster correlation	0.1

As the sample signed off by GEC in the M&E framework had been calculated when the total population was not available and the ratio of schools (2:1) was used as the criteria to calculate the sample, the sample for the baseline is slightly different than the figure proposed in the M&E framework.

Moreover, it was later decided jointly by FDM, GEC and MCN that the SG control sample, which had been proposed in the M&E framework, would be removed altogether because of the complexities in identifying them. This was another reason that led to the decrease in the sample size.

Sampling for IS girls

The total treatment population of IS girls (as provided to FDM by MCN) was 4,454. A representative sample size for 4,454 girls at 95% confidence level and +/- 5% margin of error produced a sample of 354 girls. A 13% attrition rate was added to this sample, which thus generated the following figure:

Table 10: IS treatment girls' sample

Student group	Total population	Sample	Margin of error
IS girls	4,454	400 *(including 13% attrition rate)*	+/- 5%

MCN and FDM expect the attrition not to reach as high as 30% (as suggested by GEC in the MEL Guidance). The attrition in STEM I was only 2% for IS girls. Hence, 13% attrition is expected to be a much higher and comfortable figure.

This treatment sample was then divided amongst different grades - the primary stratification criteria. As agreed with MCN, since grade 10 girls would be difficult to track by the end of the project (they would have reached grade 12), a smaller number of grade 10 students was included in the sample.

On the other hand, grade 8 and 9 girls would be relatively easier to track; as a result of which their sample population was higher than that of grade 10 students. The sample was distributed equally amongst grade 8 and 9.

Although the MEL framework had given the external evaluator the option of adopting a 2:1 allocation ratio for treatment-control sample distribution (which meant the control population can be half of the treatment population), FDM had a slightly higher control population to ensure minimal margin of error. The sample thus calculated, was as follows:

Table 11: IS girls' sample disaggregated according to grade

Grade	Treatment	Control
Grade 8	150	100
Grade 9	150	100
Grade 10	100	50
Total	400	250

The sample was then proportionately distributed amongst the different ethnicities - another important stratification criteria for sample selection. Since the sample was selected from all 30 treatment schools, location was not used as a stratification criteria. Similarly, the control sample was disaggregated on the basis of ethnicity as well.

Out of the total sample of 650 girls, FDM enumerators could not survey 15 of the IS girls' parents (13 treatment and 2 control). While 7 of them refused to take part in the survey, the remaining 8 left for work in the morning and came back only at night making it difficult for them to manage time for the survey. As per FDM's standard procedure, multiple attempts were made to survey these parents, however, owing to their busy schedule, they could not provide time for the survey.

Sampling for SG/OOS girls

The population of SG and OOS was merged for sampling purposes since they would be receiving the same interventions.

The total population of OOS girls provided by MCN to FDM was 803. Although the total population of SG girls provided to FDM was 3,660, since the project plans on

providing its core intervention to only those SG who are not pursuing their higher education currently, the target population came down to 792 (the remaining 2,868 girls are currently enrolled in higher education). SG girls pursuing their higher education will receive some level of intervention but these will only be non-core interventions, particularly limited to Life Skills classes. Thus, it was agreed that only those population receiving the core interventions amongst SG population would be considered the basis for sample selection.

The total population of SG and OOS girls thus totaled to 1,595 girls (792 SG + 803 OOS girls). A representative sample for this population at 95% confidence level and +/- 5% margin of error produced a sample of 310. As with the IS girls, a 13% attrition rate was added to this which generated the following figure:

Table 12: SG and OOS girls' sample

Student group	Total population	Sample	Margin of error
SG and OOS girls	1,595	350 *(including 13% attrition rate)*	+/- 5%

As with the IS girls, the survey decided to take 13% attrition as MCN and FDM expect the attrition not to reach as high as 30% (as suggested by GEC in the MEL Guidance). The attrition in STEM I was only 5% for OOS girls. Hence, 13% attrition is expected to a much higher and comfortable figure.

The sample of 350 was then distributed equally among SG and OOS girls (175 each). The SG/OOS girls were selected from all the school catchment areas covering all three areas - rural, urban and semi-urban. Furthermore, as with the IS girls, the SG/OOS population was divided into different ethnicities, proportionately. This was the primary stratification criteria. FDM further stratified this sample based on their age, disability, marital status and current employment status.

Thus, the final sample for learning stood as follows:

Table 13: Final learning sample

Category	Treatment	Control
IS	400	250

On the other hand, the final sample for transition was as follows:

Table 14: Final transition sample

Category	Treatment	Control

IS	400	250
OOS and SG	350	-
Total	750	250

Benchmark sample

The learning benchmark sample was selected from grade 11 and 12 from the project's treatment schools. Since the highest grade the project beneficiaries will reach will be grade 11 and 12 by the endline, they were considered to be the learning sample. For the learning sample, 2 girls from grade 11 and 2 girls from grade 12 were selected from each of the 17 treatment schools which had higher secondary education level. Since boys were not being tested either for learning or transition, they were not a part of the benchmark sample. A total of 68 girls constituted the learning benchmark sample. These girls were administered the SeGRA/SeGMA test.

Table 15: Project grades in midline and endline

Baseline	Midline (1 year later)	Endline (2 years later)
Project grades		
8	9	10
9	10	11
10	11	12
Benchmark grades		
11	-	-
12	-	-

Table 16: Benchmark sample

Grade	Total
Grade 11	17 schools * 2 girls = 34
Grade 12	17 schools * 2 girls = 34
Total	68

The transition benchmark sample was divided into different age ranges. Since the minimum age of the target beneficiary is 12, the lowest age in the transition benchmark was 12 years old. Similarly, since the maximum age of the target girls is 30, the maximum age in the transition benchmark was 33 years old (a 30 year old is expected to be 32 by the end of the project).

Table 17: Transition benchmark sample

Age Range	Characteristics	Total
12-14	Majority of the girls in this age group will be grade 8 and 9 students or school drop-outs from grade 9 and below	**40**
15-17	Majority of the girls in this age group will be grade 10 students or school drop-outs from grade 10 and below or those who failed their SEE (grade 10 national board exam)	**40**
18-23	Majority of girls in this age group will be grade 10 pass out who are currently studying, working or at home, also girls who have dropped out from school from grade 10 and below	**40**
24-32	Majority of girls in this age group will be grade 10 pass out or drop out who are currently working or at home.	**40**
Total		**160**

Within each of the age range, 40 girls were randomly selected. The transition benchmark sample was selected from the control catchment area; however, they were not a part of the control sample. These girls were administered a two page transition benchmark survey containing questions on transition.

Sampling for quantitative data

To avoid personal bias and judgment in sample selection, the sample was selected using a systematic approach. Systematic sampling is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point and a fixed periodic interval. This interval, called the sampling interval, was calculated by dividing the population size by the desired sample size.

To undertake systematic sampling, the sample was first divided amongst different grades (for IS girls) and then ethnicity, which were the two primary stratification criteria. Based on the required number of the sample from each ethnic group, the cohort girls were then selected at a certain interval. For SG and OOS girls, ethnicity, age and marital status were considered as primary criteria.

Since the sample was selected proportionately from each of the criterion, the sample was automatically representative of the target group. This has been further verified by the project team's comments under section 3.5.

Sampling for qualitative data

Purposive sampling was used to select the respondents for the FGDs. The main criteria was ethnicity which meant every FGD had representation of ethnic groups proportionate to the total population. Each FGD had 8 - 10 respondents.

Since the MEL guidance did not suggest the exact number of FGDs and KIIs but instead suggested that data should be collected until a point of saturation of information is reached, FDM used STEM I as a reference to finalise on the number of FGDs and KIIs. All qualitative data was collected from three VDCs representing rural, semi-urban and urban areas.

To check for data saturation, the FDM enumerators analyzed the qualitative data collected everyday by listening to the recorded clips. For each of question in FGDs and KIIs, key words and key issues were noted down. When the researchers collected data the following day, they checked whether new issues and key words were coming up or whether they were the same as the preceding day. When information was found to be repetitive, the FGDs and KIIs were stopped with an understanding that data saturation had been achieved.

2.4.2. Tools

Quantitative tools

The quantitative tools comprised of the following:

- Learning tools - SeGRA/SeGMA for IS girls
- Household survey for IS girls' parents
- Household survey for SG/OOS girls' parents
- Girls survey for IS girls
- Girls survey for SG/OOS girls
- Transition benchmark survey
- Learning benchmark survey
- Sustainability scorecard

Learning tools - SeGRA/SeGMA

The evaluation made use of SeGRA to assess the literacy skills of the cohort girls whereas SeGMA was used to assess the numeracy skills. Both tools were designed and piloted by their respective experts from GoN's Education Review Office (ERO).

The SeGRA tool consisted of three different sections - two of which required the student to read a passage and answer the corresponding questions to check their comprehension skills. The third section required the student to write an essay which was then assessed based on their understanding of the topic and the language used. Similarly, the SeGMA test contained three different groups - Task 1 and Task 2 and Task 3. Task 1 contained questions mostly on arithmetic, while Task 2 contained questions on algebra and Task 3 contained questions on word problems and geometry. 1 hour was allotted to complete the SeGRA test, whereas 1 hour 15 minutes was provided to the students to complete the SeGMA test.

Household survey

The household survey was designed by FDM 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 contextualisation were contextualised.

The household survey for IS girls' parents collected information like - basic information, practice within the household, information pertaining to the household economy, girls' status - including whether they had been working, training or studying in the previous year and current year (to assess transition) and awareness level of the parents regarding girls' education. Furthermore, it also looked into girls' accessibility to school, parents' perception of school governance, girls' attendance to school, whether the girl has any disability and finally, self-esteem. For parents of SG/OOS girls, questions pertaining to school governance, accessibility and attendance were removed and replaced by questions on parents' perception towards their vocational training, entrepreneurship etc.

Many of the questions in the household survey were repeated in the girls' survey to verify the authenticity of the responses provided by parents through the girls and vice versa.

Girls' survey

As with the household survey, the survey framework provided by GEC was further adapted to develop the girls' survey. Since the girls' survey framework provided by GEC was very short, questions were added to the survey.

The girls survey to be administered to the IS girls collected information like - the existing practice at home, parents' perception of girls' education, school governance, the girls' perception of the teachers and their perception about studies. Moreover, it also collected information on the girls' decision making skills, life skills (self - esteem) and whether they had any disability. The girls' survey for SG girls did not contain questions on studies or school governance but rather on the reasons they dropped out of school and their interest in taking vocational trainings and initiating a business, if provided an opportunity.

Transition benchmark survey

This survey was administered to the one time transition benchmark girls. They contained questions pertaining to transition like what the girl were doing in the previous year and what she is currently engaged in.

Qualitative tools

The qualitative tools comprised of the following:

- FGDs
- KIIs

The FGDs were conducted with a range of stakeholders including IS and SG/OOS girls, parents of IS and SG/OOS girls and boys. The checklist from STEM I was used as a reference by FDM to design the checklist for the baseline. While a few of the questions were kept from STEM I, many others were added. The information from FGDs have been used to validate and support the information generated through the surveys.

Although a checklist was finalised in consultation with GEC and MCN, FDM added a few questions to the checklist once an initial trend was established through the quantitative survey. As the quantitative survey was carried out through tablet, the data collected was immediately uploaded in the server which allowed the evaluation team to assess the initial trend. Based on this initial trend, a few questions were added to the FGDs and KIIs.

The KIIs were conducted with DEO officials, Chairman of SMCs/PTAs, teachers (Maths, Science and English), head teachers and community leaders. As with the FGDs, the KII checklist from STEM I was used as reference to design the checklist for STEM II. Questions were added under different IOs.

In summary, the sample size for each tool was as follows:

Table 18: Sample size for each tool

	Direct beneficiaries			**Indirect beneficiaries**				
	OOS	*SG*	*IS*	*Guardians*	*School authorities (including teachers, head teachers and SMC members)*	*DEO official*	*Boys*	*Community leaders*
Quantitative tools								
SeGRA/SeGMA tests	-	-	650 (400 treatment and 250 control)	-	-	-	-	-
Girls survey	175	175	650 (400 treatment and 250 control)	-	-	-	-	-
Household survey	-	-	-	1,000 (400 IS treatment parents,	-	-	-	-

				250 IS control parents and 350 SG/OOS parents)				
Qualitative tools								
FGD	26 (8 participants in urban FGD, 10 participants in semi-urban FGD and 8 participants in urban FGD)	30(10 participants in urban FGD, 10 in semi-urban FGD and 10 in rural FGD)	62 (20 participants in two urban FGDs, 22 participants in two rural FGDs and 20 participants in two semi-urban FGDs)	50 (20 participants in two urban FGDs, 15 participants in two semi-urban FGDs and 15 participants in two rural FGDs)	-	-	28 (8 in urban FGD, 10 in rural FGD and 10 in semi-urban FGD)	-
KII					12 (6 head teachers - two each in urban, semi-urban and rural KIIs, 6 teachers - two each in urban, semi-urban and rural KIIs, 3 SMCs one each in urban, semi-urban and rural KII)	2 (1 DEO and 1 RP)	-	3 (1 each in urban, semi-urban and rural area)

School information collection form/Spot check

Apart from the quantitative and qualitative tools, FDM also developed a school information collection form. The form collected the enrolment, drop-out and promotion rate of all 30 treatment schools. This information was disaggregated on the basis of grades (8, 9 and 10) and gender. For attendance, FDM took photos of the attendance registers maintained by the school authority.

The enrolment data collected was of the year *2074 BS* (2017/2018) i.e. the number of students admitted in grades 8, 9 and 10 in the academic year *2074 BS* (2017/2018). Attendance data was also collected for the year *2074 BS* (2017/2018). However, a problem with collecting attendance data for *2074 BS* (2017/2018) was that it contained information only from *Baisakh* (March/April)

till the month of baseline study, *Mangsir* (October/November) i.e. only for the first 8 months.

The drop-out and promotion, however, contained records of the students while transitioning from *2073 BS* (2016/2017) to *2074 BS* (2017/2018). This is because the baseline was conducted during the month of *Poush* (November/December) when the final exams had not yet taken place which naturally means that promotion and dropout information will not be available for the year *2074 BS* (2017/2018).

2.4.3. Data collection

Piloting

The household and girls survey was piloted in Shubh Chamunda High School in Banepa, Kabhre (adjoining district to Kathmandu) with a sample of 20 girls (5 of whom were OOS) and their parents. The pilot result showed that a few of the questions in the household survey and girls' survey needed rephrasing and revision. All such changes were made in the questionnaire which was approved by MCN and GEC.

Enumerator selection and orientation

A total of 20 enumerators were responsible for data collection in the field. Half of the enumerators used were part of STEM I and were acquainted with the project modality. The remaining enumerators were selected through a rigorous selection process. FDM's Field Mobilizer in Dhangadi firstly contacted college authorities in Dhangadi to ask if they had any interested/experienced under-graduate students in their respective colleges who would be interested to join the evaluation process. Interested students were asked to send in their CVs. The CVs were reviewed by FDM researchers and the Project Co-ordinator after which 20 candidates were short-listed. Short-listed candidates were interviewed on thephone with the main criteria for selection being at least one year of prior research experience, pursuing Bachelors' level degree and ability to talk fluently in both Nepali and Tharu (local language). Moreover, it was also ensured that the selected enumerators had not worked with MCN in project implementation at any point of their career.

The FGDs and KIIs were conducted by FDM researchers who had been deployed from the office in Kathmandu. Both the researchers had at least 3 years of experience in conducting FGDs and KIIs for various development projects pertaining to thematic areas such as education, health and infrastructure. Since the researchers had been involved in the qualitative tool design process from the very beginning, an extensive training was not required for them. However, the Project Coordinator did conduct a brief orientation before the field visit to ensure that key areas were adequately covered during qualitative tool administration.

The orientation, as suggested by GEC, was held for three days to ensure that enumerators properly understood the objective of the baseline study. The orientation covered the following topics:

Table 19: Enumerator orientation schedule

Day 1	● Introduction to the project ● Objectives of the baseline ● Comprehensive overview of the household and girls survey ● Introduction to SeGRA/SeGMA tests and how to administer them
Day 2	● Training on how to administer the surveys using the tablet ● Code of conduct and Child Protection Policy (the latter to be provided by MCN) ● Team formation and allocation of cluster to each team
Day 3	● Trial data collection ● Feedback ● Final question and answer

Since some of the enumerators were found to have been confused in some of the questionnaires, a revision session was done at the end to ensure that all of them had properly understood the questions and knew how to administer them.

In addition, the enumerators were oriented on Mercy Corps' child safeguarding policy and also on standard research ethics. The enumerators were asked to abide the following ethics while conducting the survey:

- Consent

- The IS girls were to be approached in school only after the head teacher signed the consent form.
- For SG/OOS girls, consent from parents/guardians was required before conducting the survey.
- In case any guardian refused to take part in the survey, the enumerators were asked not to force them in any way.

- Refrain from influencing answers

- The enumerators were asked to build rapport with the girls before beginning the survey.
- Enumerators were to strictly refrain from avoiding respondents' answers.
- In cases where respondents were unable to provide answers, enumerators were not to force them to answer.

- Confidentiality

- The enumerators had to maintain the confidentiality of respondents by refraining from sharing the girls' responses with teachers, head teachers or any other stakeholder.
- The enumerators were strictly asked to refrain from filling the questionnaires at home, by themselves.

- Strict adherence to child safeguarding policy

- The enumerators had to adhere by Mercy Corps' Child Safeguarding Policy at all times during the survey
- They were asked to strictly avoid touching, patting or saying anything verbally that would make the girl uncomfortable.

Field plan

The baseline data collection started from 29th December and went on till the 15th January. Although the MEL guidance suggested collecting quantitative data first and then explore the trends through qualitative data later, due to time constraints, this was not possible. The quantitative and qualitative data was collected simultaneously. However, since the quantitative data was collected through a tablet, the emerging trends could be analysed by the researchers on an everyday basis. These trends were then explored through qualitative tools.

As per the planned data collection method, for IS girls, a group of enumerators visited the school where they met with the principal to obtain consent for the survey. Since FDM already had the details of the girls to be included in the sample, the enumerators went to the classes and requested for their time to conduct the survey. Upon completion, their home address was verified and the enumerators then went to their homes to survey the parents.

For SG/OOS girls, since FDM had details of their home address, they were contacted directly in their homes where the enumerators first met their parents to obtain consent. Following this, surveys were administered with both the parents as well as the girls.

Since FDM had a comprehensive list containing the sample's details, this was the most appropriate approach to conducting the surveys. On the other hand, in regards to qualitative data, FDM researchers took help from the social mobilizers in arranging the first few FGDs and KIIs. However, after the FDM researchers were acquainted with local people and conditions, a snowballing approach was used to arrange and conduct FGDs and KIIs.

Quality assurance and data cleaning

Since data was collected through a tablet device and uploaded on a daily basis by the enumerators, the Project Coordinator was able to review the information

every day and note any inconsistency or error in the data collection. This was then communicated to the enumerators. Furthermore, FDM researchers, who were in the field for the entire duration of the study, made unannounced visits to the survey area to monitor how the enumerators were collecting data.

Once the data was collected, it was thoroughly cleaned using the following steps:

Step 1: Conducting frequency analysis in each of the variable to check whether any data is missing in any of the variables

Step 2: Appending missing data wherever possible by re-contacting the enumerators

Step 3: Standardizing data wherever there is inconsistency.

Step 3: Arranging each of the variable in a standard order (ascending/descending) to **purge any duplicated information or any other outlier.** Since all the girls/parents had a Unique ID, duplication of information could be easily spotted.

Step 4: Checking for coding errors while data is arranged in an ascending/descending order.

Step 5: Checking the variable description and **ensuring that the 'measure' is correct (nominal, ordinal or scale)**

Step 6: Conducting frequency analysis one more time to see if all inconsistencies and missing data had been filled.

The qualitative data, on the other hand, was collected by the researchers using a recording device. The entire FGD/KII was recorded only after permission was acquired from the respondents at the start. Each of the recorded FGDs and KIIs were then copied to computers where they were named and given a date (the date on which the FGD/KII was conducted). Upon return to FDM office (from Kailali), the researchers then transcribed the recorded clips and then translated them into English for the purpose of this report.

While the quantitative data was analysed using SPSS software, the qualitative data was analysed using a thematic approach.

2.5. Challenges in baseline data collection

Table 20: Challenges and mitigation strategies

Challenge	Mitigation strategy
Difficulty in collecting data during the final three days due to closing down of schools because of cold wave	Due to the extreme weather conditions, all schools in the project districts closed down during the final three days of data collection. FDM coordinated with the local partner and school authorities and contacted the cohort girls to survey them. Since the schools had already been closed, the SeGRA/SeGMA test was undertaken in a community space which could accommodate the students. To ensure that this does not come up as a challenge in the midline and endline, FDM suggests conducting the midline and endline during November, when the weather conditions are more favorable.
Reluctance of control schools to participate in the evaluation	Despite the provision of incentives, two of the control schools were reluctant to participate in the survey. These schools complained about not being informed about the survey beforehand despite the fact that FDM had communicated its field plan a week prior to the commencement of the evaluation. The students of these control schools were contacted at household level and surveyed. For midline and endline, it has been agreed that MCN and BASE staff will visit these schools beforehand and inform them about the impending evaluation program.
Inability to record GPS location of the target beneficiaries	Given the remoteness of some of the areas, FDM enumerators were not able to collect GPS coordinates of the girls' houses. To facilitate the tracking process, FDM possesses information like the contact number, house address, father's name etc. Thus, the absence of GPS location is unlikely to pose any difficulty.
A total of 15 IS HH parents (out of 750) and 2 SG/OOS parents (out of 350) could not be contacted during the baseline data collection despite repeated attempts. While some of them could not provide time due to their busy schedule, a few did not wish to take part in the survey.	As it has been mentioned under the sampling section in Section 2.4, since the total sample has been calculated considering 13% attrition risk, inability to survey 15 IS HH parents and 2 SG/OOS parents (which is well below 13%) will not have any impact on the findings as the sample will still be statistically significant for baseline evaluation. Since FDM could not collect baseline data from these parents, they will not be included in the subsequent evaluation points to avoid inconsistency. The girls (daughters of these parents), however, will be a part of the subsequent evaluations.

Potential researcher bias in data collection	FDM realizes that evaluation studies are prone to researcher biases. The risk of researcher bias was high in this project because all the enumerators belonged to the project district (half of them belonged to the Tharu ethnic group, the ethnic group that majority of girls belonged to) and posed the risk of recording impartial information. Abiding by its strict policy of minimizing any form of researcher bias, the enumerators were oriented during the three day orientation on what kind of actions were referred to as being 'impartial' and how it could affect the study findings. As explained in the enumerator hiring section below, it was ensured that none of the enumerators had been associated with Mercy Corps or STEM I project in any way. All the enumerators had some form of research experience before, hence they were well aware about the risks of researcher bias in evaluation studies. To ensure that the questionnaires were not wrongly interpreted into Tharu (while administering the surveys), all the enumerators were properly oriented on the purpose of each question and asked to note down key Tharu words for each question to avoid misinterpretation during the orientation. Furthermore, FDM researchers paid unannounced visits to the survey sites (schools and households both) to monitor these surveys and ensure that research bias was minimized as much as possible. For qualitative data, FDM researchers were deployed from the head office in Kathmandu. These researchers had at least three years of experience in conducting FGDs and KIIs and were well acquainted with the risk of researcher bias. The Project coordinator held a meeting with them before the field visit to revise the FGD/KII checklist and ensure that the researchers understood the purpose of each question.

FDM understands that attrition could come up as a challenge in the subsequent evaluation points. Considering the fact that a few of the sampled girls might not be re-contactable during midline and endline, FDM has calculated the sample taking into account 13% attrition rate. Hence, inability to re-contact some of the sample will not pose any challenge to the integrity of the findings. If in case, the attrition rate is high (more than 13%), FDM will use a substitution strategy to select a new girl in place of the lost one. For IS sample, it will be ensured that the girl is of the same grade, ethnic group and same school. For SG/OOS sample, it will be ensured that the girl shares the same marital status, age and transition stage as the lost sample.

While FDM also recognizes the risk of potential bias in using data provided by MCN. As IO 1 and IO 5 require a 'pre-training survey' to be administered by the project, the data will be provided to FDM during midline evaluation, this raises the risk of potential bias in the data. Moreover, since IO 1 and IO 5 entail providing trainings (to parents as well as SG/OOS girls), there will be no certainty on how many of the parents and girls from the FDM sample will take the trainings offered

by MCN. In case only a small percentage of parents/girls from the sample take the MCN trainings, the results for IO 1 and IO 5 indicators might not be statistically significant. As a result, FDM suggests including indicators regarding training under IO 1 and IO 5 to output level where the project will be solely responsible for collecting and monitoring the data.

Moreover, since some of the secondary information sources such as the school registers (which are used to calculate the attendance data) are maintained by the school themselves, it would be difficult to guarantee the authenticity of all the registers. FDM will be doing a head count of students present on that specific day to verify the information contained in the attendance registers.

Although a majority of the girls spoke Tharu in Kailali, the questionnaire (which was in Nepali) did not pose any challenge to the girls. As explained in section 4.2, it is compulsory for all the girls to learn Nepali from an early grade in Nepal. Since the sample girls were in secondary level, they were already used to Nepali language. This was further verified by the fact that only 1.3% of treatment girls and 0.8% of control girls stated they could not speak the language of instruction. However, for clearer understanding, FDM had ensured that all the enumerators were fluent in Tharu language. During the orientation, the enumerators were explained about the objective of each question to ensure that they understood each question thoroughly. Furthermore, key Tharu words were noted down for each question in the orientation, just in case the enumerators needed to administer the questionnaire in Tharu language.

However, as explained in section 5.4, one of the issues with using the GSE test as a tool to measure the efficacy was that some of the statements were very complicated for the girls to understand. As a result most of the girls tended to reply positively without comprehending the statements properly. It should be noted that this was not because the Tharu girls had difficulty in understanding Nepali, but due to the complicated nature of the GSE test itself. In order to avoid this at subsequent evaluation points, FDM has suggested using an alternative tool to measure self-efficacy. This has been discussed in detail in section 6.2.

3. Key characteristics of baseline samples

3.1. Project beneficiaries

The Far West region of Nepal is ranked fourth out of five development regions in in terms of the Human Development Index (HDI) with a rating of 0.461 against the national average of 0.509[6]. With a Gender Development Index (GDI) of 0.447 against the national average of 0.499, the region is also behind when it comes to the status of women. In the project district Kailali, girls face numerous gender-based barriers. They have low mobility and less access to resources and even fewer leadership opportunities as compared to boys. Gender based barriers lead to girls having time poverty which limits their after school studies and playing time, eventually hampering their studies and in the long run, having a serious impact on their life chances. Furthermore, parents often prioritise boys when it comes to providing quality resources like education as they are considered the future primary wage earners. Some of the most marginalised and disadvantaged in Kailali in terms of access to education, social and economic life opportunities are girls from Tharu and Dalit ethnic groups.

Keeping this context in mind, for the purpose of this project, MCN defines a marginalised girl as:

a. any girl living in Kailali who is enrolled in secondary level - grade 8, 9 and 10 (referred to as IS girls in this study)

b. any girl in Kailali who was previously enrolled in secondary school and has dropped out and is not currently in school (referred to as OOS girls) or has passed grade 10(referred to as SG)

All of the project's direct beneficiaries meet this definition of marginalisation. However, since boys do not feature in the project's definition of 'marginalised', they are not a part of the project intervention.

FDM fully agrees with MCN's definition of 'marginalization for this project. As shown by this report later, it can be seen that most of the gender based barriers that were identified during the baseline were applicable to girls of all ethnic groups and across all ages. The biased cultural norm, lack of time to study at home, restricted mobility and lack of opportunities are faced by almost all girls, irrespective of their location, ethnicity, age or grades. Hence, in the project's context, it is not possible to classify only one group of target beneficiaries as marginalized.

The baseline finding strongly shows that this is the case. Although Dalit and Tharu girls do have relatively lesser study time to study at home, the overarching barrier arising from the biased cultural norm was applicable to all girls. None of the girls

[6] Human Development Report 2009, UNDP
http://hdr.undp.org/en/content/human-development-report-2009

can be said to be 'more' marginalised than the other as they face the same level of barriers.

3.2. Representativeness of the learning and transition samples

As mentioned in section 2.4, the sample for treatment IS girls was 400 and 250 for control IS girls. This was divided into three different grades - grade 8, 9 and 10. Recognizing the difficulty in tracking grade 10 students by the end of the project, relatively fewer girls from grade 10 were included in the sample. The disaggregation of the IS treatment and control sample in terms of grade was done as follows:

As mentioned in the sampling framework, since the project used a random stratified sampling approach, whereby the random was first stratified into different groups (ethnicity, grade for IS girls and ethnicity, age group and marital status for SG/OOS girls) and then proportionate samples were selected from each group, the sample for all the sub-groups mentioned above are proportionate to the actual beneficiary population.

Table 21: IS sample disaggregated according to grades

Grade	Category	
	Treatment	*Control*
Grade 8	150	100
Grade 9	150	100
Grade 10	100	50
Total	400	250

Source: IS girls' survey

The above mentioned sample was then divided into different ethnicities in proportion to their representation in the total population. To show the representativeness of the sample, the percentage composition of each sub-group in the total population has also been in shown in brackets. The IS treatment sample in terms of ethnic division was as follows:

Table 22: IS sample disaggregated according to ethnicity (treatment)

Grade	Ethnicity				Total
	Tharu	*Brahmin/ Chettri*	*Dalit*	*Janajati*	
8	51.3% (51.0%)	35.3% (30.6%)	12.0% (14.9%)	1.3% (2.7%)	100%
9	50.7% (50.9%)	34.7% (32.5%)	12.0% (12.6%)	2.7% (3.3%)	100%
10	52.0% (51.3%)	36.0% (33.9%)	10.0% (10.8%)	2.0% (3.3%)	100%

Source: IS girls' survey | n = 400

Similarly, the IS control sample in terms of ethnic division was as follows:

Table 23: IS sample disaggregated according to ethnicity (control)

Grade	Ethnicity				Total
	Tharu	*Brahmin/ Chettri*	*Dalit*	*Janajati*	
8	51.0% (47.9%)	35.0% (36.7%)	13.0% (12.5%)	1.0% (2.6%)	100%
9	49.0% (46.9%)	38.0% (38.6)	11.0% (11.5%)	2.0% (2.6%)	100%
10	46.0% (49.4%)	38.0% (38.4%)	8.0% (9.3%)	8.0% (3.0%)	100%

Source: IS girls' survey | n = 250

As all girls irrespective of their grade are of almost similar ages, age was not used as a different criteria for IS sample.

The division of sample on the basis of their school location was as follows:

Table 24: Division of sample according to location

Category	Location of school		
	Rural	*Semi-urban*	*Urban*
Treatment	52.5% (52.3%)	28.0% (26.5%)	19.5% (21.0%)
Control	64.8% (65.6%)	22.8% (22.3%)	12.4% (11.9%)

Source: IS girls' survey | n = 650

As with the IS sample, the SG/OOS sample was also divided into different ethnicities. The ethnic division of SG/OOS sample was as follows:

Table 25: SG/OOS sample disaggregated according to ethnicity

Category	Ethnicity				Total
	Tharu	*Brahmin/ Chettri*	*Dalit*	*Janajati*	
SG	76.6% (70.9%)	13.7% (17.2%)	8.0% (8.8%)	1.7% (2.9%)	100%
OOS	76.6% (75.9%)	15.4% (17.1%)	6.3% (4.7%)	1.7% (2.1%)	100%

Source: SG/OOS girls' survey | n = 350

The SG/OOS sample was also disaggregated in terms of age. The age wise division of the sample stood as follows:

Table 26: SG/OOS sample disaggregated according to age

Age group	Percentage of sample
12 to 14	- (0.2%)
15 to 17	1.7% (6.5%)
18 to 23	79.7% (76.3%)
24 to 32	18.6% (16.7%)
Total	100%

Source: SG/OOS girls' survey | n = 350

Furthermore, the SG/OOS sample was also disaggregated in terms of their marital status as presented below:

Table 27: SG/OOS sample disaggregated according to marital status

Marital status	Percentage of sample
Married	38.5%
Unmarried	61.5%
Total	100%

Source: SG/OOS HH survey | n = 350

Neither of the girls in the IS sample nor the SG/OOS sample had any of the impairments mentioned in Washington Group Survey. Although some of the girls did say they had some difficulty in hearing or seeing, none of the girls said they had 'a lot of difficulty' or 'could not do the task at all' - the two criteria suggested by GEC for identifying girls with disability. This means none of the girls - either in the IS or SG/OOS group - could be termed as disabled. Due to this, disability status has not been used in the sub-group analysis of outcome and IO findings.

Table 28: Disability status of IS girls (treatment)

Activity	Level of difficulty				Total
	No, no difficulty	*Yes, some difficulty*	*Yes, a lot of difficulty*	*Cannot do at all*	
Seeing	95.5%	4.5%	0.0%	0.0%	100%
Hearing	97.8%	2.2%	0.0%	0.0%	100%
Walking or climbing steps	99.0%	1.0%	0.0%	0.0%	100%
Remembering things or concentrating	96.2%	3.5%	0.0%	0.0%	100%
Self-care	100.0%	0.0%	0.0%	0.0%	100%
Communicating	97.2%	2.8%	0.0%	0.0%	100%

Source: IS girls' survey | n = 400

Table 29: Disability status of SG/OOS girls

Activity	Level of difficulty				Total
	No, no difficulty	*Yes, some difficulty*	*Yes, a lot of difficulty*	*Cannot do at all*	
Seeing	94.6%	5.4%	0.0%	0.0%	100%
Hearing	97.4%	2.6%	0.0%	0.0%	100%
Walking or climbing steps	98.9%	1.1%	0.0%	0.0%	100%
Remembering things or concentrating	98.9%	1.1%	0.0%	0.0%	100%
Self-care	98.9%	1.1%	0.0%	0.0%	100%
Communicating	94.6%	5.4%	0.0%	0.0%	100%

Source: SG/OOS girls' survey | n = 350

The disability status was low primarily because there were not many girls with disability. The fact can be verified by MCN's beneficiary mapping data where out of total beneficiaries, only 9 IS girls and 4 SG/OOS girls were reported to be disabled. The fact that none of the FGD and KII respondents mentioned 'disability' as being a challenge points to the fact that disability was not really a problem for any of the girls.

For qualitative information, since the MEL guidance did not suggest the exact number of FGDs and KIIs but instead suggested that data should be collected until a point of saturation of information is reached, FDM used STEM I as a reference to finalise the number of FGDs and KIIs. Qualitative data was collected from three VDCs representing rural, semi-urban and urban areas. FDM referred to the sampling framework document, where the location of schools was specified, to select the areas and schools for collecting qualitative information. The schools were then selected randomly from each area.

3.3. Education marginalisation

3.3.1. Characteristics

In line with the GEC-T's objective of understanding and addressing educational marginalisation of girls in terms of sub-groups, this section discusses the characteristics of the sample population along with the key barriers they face. An intersection of the key characteristics and the key barriers has also been provided to show how girls with certain characteristics are more educationally marginalised than others. The intersection helps not only understand education marginalisation but also provides inputs for the project on how it can tailor its intervention differently for different sub-groups.

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

Religion, caste and language

Based on the distribution of households by religion, the majority of the sample girls were Hindus - 97.2 % in treatment, 98.0% in control and 94.5% in the SG/OOS sample.

Table 30: Distribution of sample on the basis of religion

Religion	Category		
	Treatment	*Control*	*SG/OOS*
Hindu	97.2%	98.0%	94.5%
Christian	2.1%	1.6%	5.2%
Muslim	0.3%	0.0%	0.0%
Buddhist	0.3%	0.0%	0.3%
Others	0.3%	0.4%	0.0%
Total	100.0%	100.0%	100.0%

Source: IS and SG/OOS HH survey | n = 650 (IS)/350 (SG/OOS)

In both treatment and control group as well as within the SG/OOS sample, the Tharus formed majority of the sample. This was specifically ensured, since during STEM I, the distribution of the sample between treatment and control group was disproportionate in terms of ethnicity.

Table 31: Distribution of sample on the basis of ethnicity

Ethnicity	Category		
	Treatment	*Control*	*SG/OOS*
Tharu	51.2%	49.2%	76.6%
Brahmin/ Chettri	35.2%	36.8%	14.6%
Dalit	11.5%	11.2%	7.1%
Janajati	2.0%	2.8%	1.7%
Total	100.0%	100.0%	100.0%

Source: IS and SG/OOS HH survey | n = 650 (IS)/350 (SG/OOS)

Family size, occupation and income earners

A majority of the sample households relied on farming as the source for income. This was true for all three groups - treatment, control as well as SG/OOS. The second most mentioned source of income was daily wage for treatment and SG/OOS households whereas for control households, it was remittances. Remittances contributed as a source of income for 24.5% treatment household, 27% of control and 22.4% of SG/OOS households.

Table 32: Sources of income for sample households

Source of income	Category		
	Treatment	*Control*	*SG/OOS*
Farming	59.4%	64.9%	77.9%
Daily wage	30.2%	23.8%	37.9%
Remittance	24.5%	27.0%	22.4%
Business	18.1%	14.9%	21.6%
Monthly paid job	13.2%	15.7%	12.1%
Total*	145.4%	146.3%	171.9%

Source: IS and SG/OOS HH survey | n = 650 (IS)/350 (SG/OOS)
**Total exceeds 100 as this was a multiple choice question*

57.4% of the treatment households had only one source of income whereas 42.6% had multiple sources. On the other hand, 56% of the control households had only one source of income whereas 44% had multiple sources of income. Similar, in the SG/OOS sample, 36.5% of the SG/OOS households had only one source of income whereas 63.5% had multiple sources. All three groups had an average of 2 income earners at home.

Table 33: Number of income sources

Sources of income	Category		
	Treatment	*Control*	*SG/OOS*
Single source	57.4%	56.0%	36.5%
Multiple source	42.6%	44.0%	63.5%
Total	100%	100%	100%

Source: IS and SG/OOS HH survey | n = 650 (IS)/350 (SG/OOS)

Most of the sample households' had 5-8 members dining in the same kitchen. Although higher numbers of family members would suggest sharing of work duties amongst family members and lesser burden of household chores on girls, this assumption did not hold true. A cross-tabulation of time spent on household chores and number of family members did not yield any significant data. Girls who participated in the FGDs corroborated this finding and shared that irrespective of the number of family members, their daily routine at home was almost the same.

Table 34: Number of family members in the sample households

Number of family members	Category		
	Treatment	*Control*	*SG/OOS*
1-4 members	19.9%	15.7%	11.8%
5-8 members	62.5%	66.9%	60.9%
9-12 members	13.2%	11.3%	18.4%
above 13	4.4%	6.0%	8.9%
Total	100%	100%	100%

Source: IS and SG/OOS HH survey | n = 650 (IS)/350 (SG/OOS)

Miscellaneous characteristics

In terms of their household characteristics, only 4.1% of treatment girls, 5.6% of control girls, 1.7% of the SG girls and 8.1% of the OOS girls said they lived without their parents (for SG/OOS girls, along with parents, in-laws was also included in the question). Furthermore, leaving out a few girls in the IS sample, almost the entire treatment and control sample girls were not married. The SG/OOS sample, which constitutes girls upto the age of 30, had however higher number of married girls. 24.6% of the SG girls and 52.6% of the OOS girls were married. In terms of caregivers' education status, 28.4% of the treatment girls' caregiver had no education whereas the figure was 27.0% for the caregivers of control girls. As for the caregivers of SG/OOS girls, the figure was slightly higher. 40% of SG parents were illiterate whereas the figure was 33.5% for OOS girls' parents. The majority of the households had more than 5 members in their homes (80.1% in treatment, 84.3% in control, 89.2% in SG and and 87.2% in OOS).

In regards to economic status, 12.4% of the treatment households did not have land for themselves whereas the figure was 15.3% for control households, 11.4% for SG girls and 9.2% for OOS girls. Only 2.8% of treatment households, 1.6% of control households and 1.7% of SG and OOS girls had a roof made of hay. None of the households had gone hungry to sleep many days in the past year or were unable to meet basic needs.

The majority of the girls' language of instruction at school did differ from their mother tongue (59% of treatment girls and 51.2% of control girls). This was particularly true for Tharu girls who speak their local Tharu language at home while teachers use Nepali to teach in schools. 97.1% of the Tharu girls said that they spoke a different language at home than the language of instruction at school. However, only 1.3% of treatment girls and 0.8% of control girls stated they could not speak the language of instruction.

Table 35: Characteristics of sample girls

Characteristics	Category			
	IS		*SG*	*OOS*
	Treatment	*Control*		
Household characteristics				
Girls living without parents (in the case of SG/OOS, in - laws was also included)	4.1%	5.6%	1.7%	8.1%
Married	0.5%	0.0%	24.6%	52.6%
Primary caregiver/head of household has no education	28.4%	27.0%	40.0%	33.5%
Households having 5 or more than 5 members	80.1%	84.3%	89.2%	87.2%
Poverty characteristics				
Household not having land for themselves	12.4%	15.3%	11.4%	9.2%
Roof made of hay	2.8%	1.6%	1.7%	1.7%
Unable to meet basic needs	0%	0%	0%	0%
Gone hungry to sleep many days in the past year	0%	0%	0%	0%
Cultural characteristics				
Language of instruction at school different from mother tongue	59.0%	51.2%	-	-
Girl finds language of instruction at school very difficult to understand	1.3%	0.8%	-	-

Source: IS and SG/OOS HH survey / IS and SG/OOS girls' survey | n = 650 (IS)/350 (SG/OOS)

3.3.2. Barriers

The baseline evaluation showed that many of the conventional barriers were absent for much of the sample girls. For example, travelling to school was reported to be safe by the majority of girls. Leaving out a few control girls, none of the girls had to walk for more than 1 hour to reach school. Furthermore, most of the girls got support from their parents to stay in school. In regards to SG/OOS girls, only 0.6% of SG girls and 1.2% of OOS girls' parents said they would not encourage their daughters to engage in trainings or initiate a business. The percentage of IS girls engaged in paid work was minimal. Only 3.2% of treatment girls and 2.4% of control girls were involved in paid work which means that the majority of the girls did not have any such disturbance to their studies. The percentage of SG/OOS girls who were engaged in paid work was higher (14.3% SG girls and 27.4% OOS girls).

This does not mean that all the barriers had subsided. Barriers did exist for the girls to study at home. 33.2% of the treatment girls and 36.0% of the control girls said they studied for 1 hour or less at home. The problem was caused and further compounded by the fact that most of the girls had to devote a higher time to household chores. 79.2% of the treatment girls and 88.4% of the control girls said that they contributed more than 3 hours of time to household chores. This information was verified by parents, head teachers, teachers and community leaders. This barrier stemmed from the prevailing cultural norm which expected girls to perform much of the household chores. The implications of this has been discussed in detail in section 4.2 and 5.1.

In the case of SG/OOS girls, 94.9% of SG girls and 98.9% of OOS girls said they worked for more than 3 hours at home. This is understandable as these girls, having dropped out, are expected to devote more time to household chores. Since these girls were not in school anymore, a high burden of household chores would not act as a barrier for them in pursuing education, but it could limit their time for skill development or engaging in non-formal education or engaging in paid work.

Table 36: Barriers faced by sample girls

Barriers	**Category**			
	IS		*SG*	*OOS*
	Treatment	*Control*		
Barriers at home/community level				
Fairly unsafe or very unsafe to travel to school	1.3%	0.0%	-	-
Has to perform household chores for 3 or more than 3 hours	79.2%	88.4%	94.9%	98.9%
Doesn't get support to stay in school and do well	0.5%	1.6%	-	-
Doesn't get support to participate in training or initiate business	-	-	0.6%	1.2%
Studies for 1 hour or less	33.2%	36.0%	-	-
Involved in any form of paid work	3.2%	2.4%	14.3%	27.4%
Girls whose parents do not financially support their education	0.5%	0.4%	-	-
Takes more than 1 hour to reach school	0.0%	1.2%	-	-

Attends school only half the time	0.0%	0.0%	-	-
Barriers at school level				
Doesn't feel safe at school	0%	0%	-	-
Feels disturbed in concentrating at school	5.0%	4.0%	-	-
No seats for all students	1.5%	1.2%	-	-
Doesn't use drinking water facilities at school	0.0%	0.0%	-	-
Doesn't use toilet at school	0.0%	0.0%	-	-
Toilets are cleaned only 'sometimes'	50.8%	55.6%	-	-
Lack of sanitary pad disposal facility	58.0%	81.6%	-	-
Disagrees teacher make them feel welcome	1.5%	2.4%	-	-
Agrees teacher treats boys and girls differently	5.2%	3.6%	-	-
Agrees teacher are often absent from class	13.5%	8.4%	-	-

Source: IS and SG/OOS HH survey / IS and SG/OOS girls' survey | n = 650 (IS)/350 (SG/OOS)

In regards to the school environment, all the girls said they felt safe at school. All the girls reported to have used toilets and drinking water facilities. However, 50.8% of the treatment girls and 55.6% of the control girls said that their toilets were cleaned only 'sometimes'. Moreover, 58% of the treatment girls and 81.6% of the control girls said that they lacked sanitary pad disposal facilities at schools. These barriers were likely to hamper the girls' learning environment at school. This has been explained in detail in section 5.2.

Expressing their views on the teachers, most of the students agreed to the fact that their teacher made them feel welcome in their classroom. 5.2% of the girls in treatment schools and 3.6% of the girls in control schools, however, did feel that their teacher treated boys and girls differently. Head teachers stated that teacher absenteeism was not an issue they faced at school as evidenced by the quantitative data but did admit that a few of the teachers who were not originally from Kailali

and went home during vacations missed a few classes at the beginning of the session when the school re-opened.

Although only 5.0% of the treatment girls and 4.0% of the control girls said they felt disturbed at school due to distractions, observation showed that some of the schools had a very poor state of infrastructure which were likely to act as barriers for the girls. This has been explained in detail in section 5.2.

A detailed explanation around the three broad barriers identified by the quantitative data - lack of study time, high household burden and poor quality of infrastructure in schools - was provided by stakeholders during qualitative data collection as well. In addition, other barriers were also identified through qualitative data. The first was restricted mobility of the girls which prevented girls from going outside of their village for study or work. This was true for both IS and SG/OOS girls. In terms of attendance, the obligation to stay at home during plantation season acted as another barrier. For SG/OOS girls, a lack of opportunities to engage in trainings or initiate businesses in their villages acted as barriers. To avoid repetition, the implication of all of these have been discussed under their respective IOs in section 5.

3.4. Intersection between key characteristics and key barriers

This section provides a cross tabulation of the characteristics and key barriers mentioned in the earlier sections. Since 'lack of enough study time' and 'high burden of household chores' came up as the two significant prevalent barriers from the quantitative data, only they have been cross-tabulated with key characteristics. It did not make sense to cross-tabulate school level barriers with characteristics as school level barriers affected all girls irrespective of age, ethnicity etc.). For example, from the 55% of girls who said their toilets are unclean, it would not be logical to see how many were girls who did not stay with parents, had 5 or more household members or spoke a different language. These barriers were specific to school and had little to do with the girls' characteristics.

Moreover, since there were not many girls with characteristics like 'married' (only 0.5% of the IS treatment sample was married), 'had difficulty speaking the language of instruction' (only 1.3% of the IS treatment sample had difficulty), 'had house roof made of hay' (only 2.8% of the IS treatment sample), 'had gone to sleep hungry' (none), 'unable to meet basic needs' (none) and 'did not stay with their parents' (4.1% of the IS treatment sample), they have been omitted in this cross-tabulation.

Table 37: Intersection of key barriers with different characteristics (IS sample)

Characteristics	Treatment		Control	
	Barriers		Barriers	
	Barrier 1: Girls studying 1 or less than 1 hour	*Barrier 2: Girls who contribute 3 hours or more than 3 hours to household chores*	*Barrier 1: Girls studying 1 or less than 1 hour*	*Barrier 2: Girls who contribute 3 hours or more than 3 hours to household chores*
Staying with/without parents				
Girls who do not stay with parents	18.8%	75.0%	28.6%	78.6%
Girls who stay with parents	33.4%	79.0%	36.3%	89.3%
Number of family members				
Households having 5 or more members	31.3%	80.0%	31.6%	88.5%
Households having 5 or less members	39.0%	74.0%	59.0%	89.7%
Primary caregivers' education				
Primary caregiver having no education	41.8%	77.3%	40.3%	92.5%
Primary caregivers who are literate	29.2%	79.4%	34.3%	87.3%
Language of instruction and primary language				
Girls speaking different language at home than language of instruction	37.7%	88.1%	40.6%	97.7%
Girls' taught in the same language at school as their primary language	26.8%	66.5%	31.1%	78.7%

Source: IS and SG/OOS HH survey / IS and SG/OOS girls' survey | n = 650 (IS)/350 (SG/OOS)

The relation of girls' study time with characteristics like 'girls staying with/without parents' and 'number of family members' was non-significant. This suggests that girls staying with/without parents did not have impact on the study hours. Moreover, having less than 5 or more than 5 members, too, did not have any impact on the study hours of the girls. As suggested by the qualitative data, presence of parents or number of family members played little role in determining the girls' study time. Irrespective of the characteristic, all girls in the FGDs said that they studied at their homes only after they finished household chores. Since most of the girls would be busy doing household chores immediately after coming back from school, they would have time to study only at night. Irrespective of whether there was a helping hand at home or not, all girls faced the same issue.

The primary caregivers' education, however, did have a significant relationship with the study time. Table 37 shows that a higher percentage of girls' whose primary caregiver had no education tended to study for 1 hour or less (41.8% as compared to 29.2%). This means that girls who had literate parents studied more at home as compared to those who had illiterate parents. Although this could be because literate parents encouraged their daughters to study more and gave them more time to study at home, no such information was generated through the qualitative data. On the contrary, FGD and KII respondents pointed out the fact that irrespective of the girls' family's characteristics, they were burdened with household chores and their study was always limited.

In terms of language's relation with study hours, a higher percentage of girls whose primary language and language of instruction were different tended to study for 1 hour less as compared to girls whose primary language and language of instruction was the same (37.7% as compared to 26.8%). The relationship between the two variables was significant. Again, information to support this trend was not generated in the FGDs or KIIs.

Barrier 2 (girls who contribute 3 or more than 3 hours to household chores) did not have a significant relationship with any of the characteristics apart from language of instruction. This then suggests that irrespective of their characteristic, obligation to contribute 3 or more than 3 hours to household chores was present for all girls. Since this practice stemmed from the cultural norm which was prevalent across the entire district, the barrier was not confined to any specific sub-group.

It should be noted that although some level of qualitative information can be provided to explain the key findings from the intersection shown above, all the findings cannot be backed by qualitative data. This is because they were not touched upon in the FGD/KII checklist. The checklist was finalized using STEM I as reference and some of the trends seen above, for example, caregivers' education having a significant impact on girls' study time, was not observed in STEM I. The fact that the relationship between these factors was established only during the analysis phase meant that FDM could not add anything in the FGD/KII checklist during the field visit. These trends can hence, be explored at midline and endline.

3.5. Appropriateness of project activities to characteristics and barriers

STEM II Beneficiaries classification:

STEM II Intersectional Marginalization											
	Location			***Exposure to natural hazard***		***Marital Status***		***Disability***		***Educational Status***	
	Urban	**Semi Urban**	**Rural**	**Yes**	**No**	**Married**	**Unmarried**	**Identified**	**Not Identified**	**Currently studying**	**Not Studying**
Tharu	7	16	35	41	16	8	50	0	0	37	21
Dalit	2	3	6	4	7	1	10	0	0	9	2
Janjati	1	2	1	1	2	0	3	0	0	2	1
Brahmin/ Chettri	6	12	10	10	18	3	25	0	0	23	5
***Note**: The number demonstrates (in percent) the project population at baseline across different identities*											

The project is working with girls from the far-west region of Nepal which is behind in terms of resources and opportunities. Nepalese people have predominantly a patriarchal mindset that is pervasive throughout the country. As per the Gender Gap Report released by the Work Economic Forum in 2013, Nepal ranks 121 out of 136 countries in terms of gender disparity. The country has set the minimum marriage age to 20 years, but UNICEF estimates that in spite of that 1 out of 10 girls are married before the age of 15. Being married means greater family responsibility, lower chances of continuing education, pressure to have children at an early age leading to health complications of both mother and the child. This phenomenon is more prevalent in rural settings compared to urban or semi-urban. As per STEM's gender report findings these girls are expected to support their parents in household chores and are given less priority in comparison to their male siblings for quality education, access to resources and parental support. Furthermore, they have restricted mobility and less decision making power across all spheres of their lives. Therefore, even though the 6264 STEM II girls are marginalized because of their gender, the project will also look at intersectionality where their ethnic, location, marital status and educational identities will be considered.

Discriminating people on the basis of ethnicity is a deep rooted problem in Nepal. People have been classified as higher caste for Brahmin and Chettri and lower caste for Tharu, Dalit and Janjati. Higher ethnic groups are associated with better education opportunities, resources and societal respect, whereas the other groups are left with lower capabilities due to less opportunities, resources, education and societal non-acceptance. This theory has been backed up by the report "Human Development for Everyone" the Human Development Report released by UNDP in 2016 which sheds light on the fact that for the marginalized groups the highest inequalities are in education which in fact can have a long term negative effect on their life chances.

Of the STEM population 58 percent are Tharu, 11 percent are Dalit, 3 percent are Janjati who are highly marginalized in terms of ethnicity. Amongst these 72 percent of the girls who are highly marginalized in terms of ethnicity, identities like location, marital and education status also intersect to pull them further down. The remaining 28 percent of girls who are Brahmin or Chettri are disadvantaged either due to the remoteness of their location, marital status or educational status. In the project population 297 girls (5 percent) are Brahmin/Chettri studying in STEM schools, living in urban areas and are not married, whereas 20 OOS (0.3 percent) Brahmin/Chettri girls live in urban areas and are not married. These girls (5.3 percent) are slightly more privileged than the other marginalized groups but since they are girls who go to public schools or are dropouts, they face barriers for being a girl and lack of quality education. As per the baseline report most of the barriers are prevalent across all sub-groups thus the project will design activities that will help mitigate those barriers and invite participants who we know are severely affected by those barriers also ensuring that the participant sample are representative of the population.

Correspondence of sample characteristics with total population

The key characteristics used by the project to map the beneficiaries were ethnicity, location, age range, disability status, marital and employment status. Since it was agreed that a random stratified approach would be used to select the sample, the total population was first stratified into different groups based on these characteristics. The sample was then selected from these groups proportionately. Hence, the data collected by the evaluator naturally corresponds to the total population data collected by the project. There were no other characteristics or sub-groups revealed through the baseline data collection.

Correspondence of barriers with the project ToC

While most of the barriers mentioned in the ToC did correspond to the baseline findings, the baseline report shows few of the barriers mentioned in ToC did not come up strongly. These particularly included:

- **Migration of families**

- **Accessing higher education**

    - *Corporal punishment by teachers*
    - *Early marriage and pregnancy*

- **Psychosocial barriers**

    -*Absenteeism due to stigma around menstruation*

The baseline did not generate any information regarding high rates of migration amongst families. Although the trend of going to India for work was widely

prevalent amongst boys, this trend was not so prevalent amongst girls or their parents. Hence, FDM suggests removal of this barrier from the ToC.

Secondly, under the barrier 'accessing higher education', the practice of corporal punishment by teachers was also found to have largely subsided. Most of the girls, as mentioned in section 5.2, said that while teachers did practice corporal punishment among primary level and lower secondary level students, they did not practice it with secondary level students. Moreover, cases of early marriage had also largely subsided and as stated in section 5.1, the baseline found that an average age of 22 was perceived by the parents as perfect for their daughters to marry.

Finally, absenteeism due to stigma around menstruation also did not come up as a barrier. As seen in section 5.3, the overall attendance rate was very positive among the girls. While attendance did go down in certain months, this was due to plantation and festivities at home rather than stigma around menstruation. Moreover, when asked whether they missed classes during their menstruation due to the 'stigma' around it, none of the girls said that they had missed school because of that reason. Hence, FDM suggests removal of this barrier from the ToC.

Broadly, the major barriers identified by the baseline report was unequal household work division, less study time at home, lack of mobility for girls, absence of gender specific facilities at school, lack of trained teachers in school and teachers absenteeism. While most of these barriers have been identified by the project and included in the ToC, less study time at home and lack of mobility for girls are missing in ToC. In this light, FDM suggests adding them in the ToC as a major barrier hindering girls' learning in Kailali.

Moreover, the project did not show any specific category of girls being more disadvantaged or marginalised than the others. Since the key barrier at household level stemmed from cultural norms which are prevalent across the district, it acted as a barrier for all the school going girls rather than any specific group. It was however true that the Dalit and Tharu girls were more disadvantaged than the others when it came to study time. Similarly, at school level, the lack of facilities affected girls of all groups and not just one certain group. In the case of SG/OOS girls, the lack of opportunities and restricted mobility applied to all, irrespective of their characteristic.

Table 38: Assessment of the project interventions in relation to the key barriers

Planned interventions	Comments by FDM

IO 1 • EGAP campaigns • P4QE trainings • Financing Education Training • Women Leadership in Education • Household time and budget management	Given the lack of time/labour support for the girls to study at home, the EGAP campaigns are appropriate. Trainings like P4QE trainings and Financing Education Training are pertinent as parents need skills on financial management for higher education. Similarly, household time and budget management training can make parents realise the importance of giving girls adequate time to study at home and how household chores should be equally distributed so as to not burden the girls.
IO 2 • M4QE • WLiE • SIP training • Infrastructure support through EGAP Upgrade Award • Scholarship campaigns • Class room management training • Support additional learning facilities (Library and Science labs) • Teachers cross learning visit to VSO schools	The M4QE training will be crucial in making school authorities understand what gender friendly infrastructures constitute. The SIP trainings can help ensure the inclusion of gender friendly plans in the SIP. Since lack of clean toilets, sanitary pad disposal facility and sick rooms are lacking in many schools, the EGAP Upgrade Award can be the most helpful in addressing these challenges. Similarly, for parents who are not very aware about scholarship opportunities available in higher grades, scholarship campaigns can be helpful. Furthermore, classroom management trainings to teachers can be helpful in imparting interactive teaching techniques to teachers and bring an improvement to the low learning performance.
IO 3 • Girls Clubs in English, Math, Science, Life Skills and Sexual Reproductive Health • Classroom Management Training • Best teaching practice sharing workshop • Publish a book on best teaching practices • Cross learning and sharing visit for selected STEM teachers • Develop and publish gender friendly teaching resources and methodologies • Computer labs and library established • EGAP Campaigns • Girls Jamboree	Since absenteeism is regular apart from three specific months, the interventions under IO3 must be targeted towards improving attendance in those specific three months. The EGAP campaigns as well as Girls Jamboree are relevant as they can make help in making parents realise the negative consequences of keeping their daughters at home during plantation season at the cost of their classes.
IO 4 • Girls Clubs in English, Math, Science, Life Skills and Sexual Reproductive Health • SEE Intensive revision classes • EGAP campaigns • Friday study group • Jamboree • International day of girls child celebration • P4QE training • Youth day celebration	Although most of the girls' have reported to have high confidence, classes like Life Skills can help the girls retain their confidence and give them more encouragement to do better in the future. For IS girls, SEE revision classes can help them be confident for their SEE examinations. Events like International day of girls' child celebration as well Youth day celebration can help further boost the confidence of the girls. The provision of computer labs as well as libraries can further help in developing the learning of the girls. Moreover, for girls who have lower self-confidence (there were a small number of girls who reported to have low

• Computer labs and library established • Financial Literacy Training • Vocational Training • Business development training • GTF • Psycho-social counselling	levels of confidence), psycho-social counseling can be of help.
IO 5 • Girls Clubs in Life Skills and Sexual Reproductive • SLC Intensive revision classes • Vocational Training • Financial Literacy Training • Business Development Training • Girl Transition Fund loans • Household Budget Management training • Psycho-social counselling	Since very few SG/OOS girls have shown interest to rejoin school, SEE intensive revision classes might not be very relevant. The trainings as well GTF loans, however, will be integral in helping SG/OOS girls engage in income generating activities and secure better transition for themselves.

In terms of gender approach and integration, the baseline finding showed that the nature of the project intervention was 'Gender Unresponsive'. However, this is particularly because the project was aimed solely for girls and boys were not a part of the target beneficiary in any way. The baseline did show that intervention was needed for boys as well whose attitude and perception can play a vital role in changing gender-biased cultural norms - the main barrier in girls' education as shown later by the baseline findings.. As further explained in section 5.1, when questioned what they thought about sharing household duties, while boys in urban and semi-urban areas did say it sounded good but not very practical, boys in rural areas laughed off the idea. This highlights a need to bring about a change in the attitude of boys as well. In this regards, provision of LS/SRH classes for boys as well as their participation in the 'family dialogue' intervention recommended by FDM can go a long way in making the project 'Gender Transformative'.

Comments by the project

The project has successfully tracked and identified 6,264 direct beneficiaries of which 4,460 are IS, 933 are OOS and 871 are SG. While data has been disaggregated by grade, age, ethnicity, marital status and geographic location for IS girls, it has been disaggregated by age, ethnicity, geographic location, marital status, drop out grade and employment status for OOS and SG girls. Thus, the project data for IS, SG and OOS girls can only be matched through ethnicity and marital status as seen in table below:

Table 39: Percent of population versus sample for IS, OOS and SG

	Characteristics	IS	OOS and SG
Ethnicity	Tharu	51% (51.2%)	73.5% (76.6%)

	Brahmin/Chhetri	32.6% (35.2%)	17.2% (14.6%)
	Dalit	12.6% (11.5)	6.7% (7.1%)
	Janjati	3.2% (2%)	2.5% (1.7%)
Marital status	Married	0.4% (0.5%)	40.29% (38.5%)
Note: The data on parentheses are sample percent			

Thus it can be seen from the table above that the sample has a good ethnic representation of population. The project does not have population data on religion, family members, household characteristics and poverty characteristics.

The major barriers identified by the external evaluator through baseline data collection was unequal household work division, less study time at home, lack of mobility for girls, absence of gender specific facilities at school, lack of trained teachers in school and teachers absenteeism. Though some of the barriers were identified by the project, ones like less study time at home and lack of mobility for girls are missing from the barriers identified in project ToC as the project had underestimated the severity of these barriers in supporting girls' learning and transition. However, these are underpinning in discriminatory gender based barriers to formal and non-formal education as mentioned in the ToC that the project aims to minimize.

In the upcoming RAM, the project team will discuss with the FM on adapting the ToC to include these major two barriers by adding a new theme under barrier – household environment to ensure that the project intervention is designed to help mitigate these barriers. The project would also recommend to remove "Higher rates of STDs & HIV among the boys and men who migrate to India" as one of the barriers in the project ToC as this barrier has not been identified through either baseline data collection or gender research.

For the ToC assumption, parental support will be added which will now read as – "This ToC is contingent upon a number of assumptions, some of which include: improved gatekeeper perception and support contributes to an enabling learning environment for marginalised girls and that increased access to economic opportunities coupled with learning will lead to economic empowerment for girls."

4. Key outcome findings

4.1. Learning outcome

The SeGRA and SeGMA tools were used to assess the literacy and numeracy scores of the sample girls, respectively. Like the Early Grade Reading Assessment (EGRA)/Early Grade Mathematical Assessment (EGMA) style tests, the SEGRA/SeGMA tests were structured around sub-tasks which were adjusted to

match the difficulty of secondary level. The specific sub-tasks were designed in line with the content and cognitive domains used in international assessment systems. Two consultants from the ERO were hired by MCN to develop the tools.

Both SeGRA and SeGMA consisted of three sub-tasks each. The sub-tasks for SeGRA contained:

- **Sub-task 1:** A comprehension passage followed by 5 analytical questions. Each question carried either 1 or 2 marks depending on the type of answer the question required. A girl who was unable to answer was not awarded any marks. The full marks for sub-task 1 was 7.

- **Sub-task 2:** A comprehension passage followed by 6 inferential questions. As with sub-task 1, the marks ranged from 1 to 2 depending on type of answer the question required. A girl who was unable to answer was not awarded any marks. The full marks for sub-task 2 was 8.

- **Sub-task 3:** Essay construction. The scoring for the essay was done on the basis of content, language and type of sentences constructed. Simplistic content and simple sentence construction was awarded a minimum 1 mark with marks increasing as the level of content and sentence construction went up. The full marks for sub-task 3 was 5.

Similarly, the sub-tasks for SeGMA contained:

- **Sub-task 1:** 10 different advanced arithmetic questions like multiplication and division, proportions (fractions, percentages), space and shape (geometry) and measurement (distance, length, area, capacity, money). Each question carried 1 mark. Girls who were unable to calculate the answer or calculated the right answer using the wrong approach were not awarded any marks. The full marks for sub-task 1 was 10.

- **Sub-task 2:** 6 different algebra questions. The marks for each question ranged from 1 to 3 depending on type of answer the question required. The full marks for sub-task 2 was 10.

- **Sub-task 3:** 3 different data interpretation and sophisticated word problems, solved using complex, multiple operations and geometry questions. Each question carried 1 mark. The full marks for sub-task 1 was 3.

As suggested in the baseline template, both the SeGRA and SeGMA scores were converted into 100 by weighting all the sub-tasks equally.

4.1.1. Literacy scores

In terms of the aggregate SeGRA scores, the treatment students were slightly better than their control counterparts. The average SeGRA score for treatment girls was 39.8 as compared to 36.4 for control girls. This difference was statistically significant and should be noted during successive evaluation points.

In terms of grades, following a natural progression, the scores of both treatment and control sample increased as the grades moved up higher.

Table 40: Aggregate SeGRA score

Grades	Category		Std. Deviation in treatment group
	Treatment	*Control*	
Grade 8	36.0	30.3	16.3
Grade 9	40.6	39.7	15.4
Grade 10	44.2	42.1	18.2

Source: SeGRA test | n = 650

The trend of score progression with grade was seen in all the sub-tasks. The difference between the scores of treatment and control sample was statistically significant in sub-task 1 and sub-task 2 whereas in sub-task 3, the difference was not statistically significant.

Table 41: SeGRA sub-task 1 scores

Grades	Category		Std. Deviation in treatment group
	Treatment	*Control*	
Grade 8	47.8	38.9	21.8
Grade 9	47.6	47.9	21.7
Grade 10	51.0	50.3	21.7

Source: SeGRA test | n = 650

Table 42: SeGRA sub-task 2 scores

Grades	Category		Std. Deviation in treatment group
	Treatment	*Control*	
Grade 8	51.3	44.3	29.1
Grade 9	59.4	56.1	27.2
Grade 10	63.2	59.5	29.1

Source: SeGRA test | n = 650

Table 43: SeGRA sub-task 3 scores

Grades	Category		Std. Deviation in treatment group
	Treatment	*Control*	
Grade 8	8.8	7.8	17.1
Grade 9	14.8	15.0	16.9
Grade 10	18.2	16.4	23.1

Source: SeGRA test | n = 650

The result of sub-task 3 was the most concerning amongst the results of the three sub-tasks. The score of all the grades, irrespective of treatment or control group, was very low. Despite having piloted the tool and decided that the tool was appropriate for secondary level students, the strikingly low scores highlight the difficulty the sample girls faced in drafting an essay.

When this trend became visible after the first few days of evaluation, FDM researchers asked the sample girls why they found sub-task 3 difficult. Although responses for this question cannot be quantified as this was asked over an informal conversation, a certain trend was discerned amongst the responses of the girls. While for sub-task 1 and 2, the girls could refer to the paragraph for answers, sub-task 3 required students to present their own ideas, form their own sentences and present their ideas and sentences in a structured format which they found challenging. This response suggested that the girls lacked analytical skills, which was later verified by head teachers and teachers themselves.

Although grade 8, 9 and 10 Nepali curriculum does require students to have essay writing skills, they were not adept in analytical thinking or writing owing to the 'rote-learning' system practiced in public schools. All the teachers interviewed for the study admitted that their teaching method was traditional and 'lecture-based'. When asked whether they knew about 'interactive teaching methods', none of the teachers interviewed for this study had ever practiced it. In lack of skills as well as resources, teachers relied on traditional teaching approach which hardly encouraged critical thinking/writing amongst girls.

Despite the low scores, FDM does not suggest making any alterations to sub-test 3. Since the project will be providing Nepali classes through the Girls' Club, where stress can be laid on developing analytical skills, the girls will have the opportunity to develop their skills; hence, the midline scores might see an increase in the scores. Moreover, decreasing the difficulty level of the test raises the chances of making baseline-midline comparison misleading.

Table 44: Foundation literacy skills gap of treatment sample

Categories	Sub-task 1	Sub-task 2	Sub-task 3
Non-learner (0%)	1.2%	6.5%	60.2%
Emergent learner (1%-40%)	28.0%	25.8%	34.8%
Established learner (41%-80%)	61.0%	42.0%	5.0%
Proficient learner (81%-100%)	9.8%	25.8%	0.0%
Total	**100%**	**100%**	**100%**

Source: SeGRA test | n = 650

An assessment of the foundation literacy skills gap of treatment sample showed that in sub-tasks 1 and 2, the majority of the sample girls fell under 'established learner' bracket meaning that most of the treatment girls (42.0%) secured 41% to 80% of the total score. 28.0% of the girls in sub-task 1 and 25.8% of girls in sub-task 2 fell under the 'emergent learner' bracket. The presence of 25.8% of the girls in proficient learner bracket in sub-task 2 means that considerable number of girls already had good inferential skills. Re-enforcing the fact that the girls had difficulty in drafting an essay, a large proportion of the sample (60.2%) fell under the 'non-learner' bracket in sub-task 3 while 34.8% were in the emergent learner bracket.

Grade level achieved

Since the experts from ERO were responsible for developing the SeGRA/SeGMA tests, their help was taken to map the content for each grade. As per the information provided by the experts, the grade level achieved for grade 8, 9 and 10 are as follows:

Table 45: Grade level achieve in SeGRA

	Proficiency level in SeGRA
Grade 8	Foundational skills in analytical answering Foundational skills in inferential answering Foundational skills in essay drafting
Grade 9	Established skills in analytical answering Established skills in inferential answering Established skills in essay drafting
Grade 10	Proficient skills in analytical answering Proficient skills in inferential answering Proficient skills in essay drafting

Amongst grade 8 students, in sub-task 1, 30.7% of the girls had achieved foundational skills, 58.7% had established skills and 9.3% had proficient skills. Similarly in terms of sub-task 2, 34.7% had achieved foundational skills, 37.3% had established skills and 20% had proficient skills. In sub-task 3, 21.3% of the girls had foundational skills, 4.7% had established skills and none of the girls had proficient skills..

Amongst grade 9 students, in sub-task 1, 30% had foundational skills, 59.3% of the girls had established skills and 9.3% had proficient skills. Similarly in terms of sub-task 2, 24.7% had foundational skills, 44.7% had established skills and 26% had proficient skills. In sub-task 3, 48% of the girls had foundational skills, only 0.7% of the girls had established skills and none of them had proficient skills.

Amongst grade 10 students, in sub-task 1, 21% had foundational skills, 67% had established skills and only 11% of the girls had proficient skills. Similarly, in terms of sub-task 2, 14% had foundational skills, 45% had established skills and 34% had proficient skills. In sub-task 3, 35% had foundational skills, 12% had established skills and none of the girls had proficient skills.

Target setting

For the purpose of target setting, a benchmark sample was administered the SeGRA test as well. The benchmark scores presented below have been entered in the outcomes spreadsheet to generate targets for subsequent evaluation points.

Table 46: Benchmark sample's SeGRA scores

Grade	Sub-task 1	Sub-task 2	Sub-task 3
11	45.8	70.2	33.5
12	54.6	70.6	32.4

Source: Benchmark SeGRA test | n = 68

Based on the information entered in the outcomes spreadsheet, the target generated for the midline is as follows:

Table 47: Midline literacy target

Cohort grades tracked*	Midline target (over and above control group)
8 (9)	3.9
9 (10)	4.6
10 (11)	5.1

**Figures in bracket are midline grades for the girls*

4.1.2. Numeracy scores

The aggregate SeGRA score for treatment girls was 17.7 while it was 17.8 for control girls. However, the difference was statistically non-significant. Following the trend seen in SeGRA scores, the SeGMA scores increased as the grades went up in both treatment and control group.

Table 48: Aggregate SeGMA score

Grades	Category		Std. Deviation in treatment group
	Treatment	*Control*	
Grade 8	14.7	15.7	11.2
Grade 9	18.3	18.5	13.2
Grade 10	21.2	20.3	13.0

Source: SeGMA test | n = 650

The difference between the scores of treatment and control sample was not significant in any of the sub-tasks.

Table 49: SeGMA sub-task 1 scores

Grades	Category		Std. Deviation in treatment group
	Treatment	*Control*	
Grade 8	33.9	35.1	19.4
Grade 9	38.0	35.3	21.7
Grade 10	39.8	36.6	20.3

Source: SeGMA test | n = 650

Table 50: SeGMA sub-task 2 scores

Grades	Category		Std. Deviation in treatment group
	Treatment	Control	
Grade 8	7.5	7.1	15.5
Grade 9	10.4	10.9	17.1
Grade 10	12.4	12.2	16.3

Source: SeGMA test | n = 650

Table 51: SeGMA sub-task 3 scores

Grades	Category		Std. Deviation in treatment group
	Treatment	Control	
Grade 8	2.7	5.0	9.1
Grade 9	6.4	9.3	15.3
Grade 10	11.3	12.0	22.8

Source: SeGMA test | n = 650

In all the sub-tasks, both treatment and control girls' scores were on the lower side. This is not a new finding since the majority of the students in public schools experience difficulty in Maths, especially in algebra and word problems owing to multiple factors, including poor teaching methods and lack of enough practice at home. As shown by national level data, along with Science and English, Maths features as one of the top three subjects in which students fail in the SLC examinations[7]. Within the sample as well, 82.5% of the treatment girls and 71.6% of the control girls stated that they found Maths difficult.

The reason for relatively lower scores in sub-task 3 is the same as the one provided for sub-task 3 of SeGRA. Lack of analytical and critical thinking skills meant that the girls could not comprehend and provide solutions to the word problems which required them to use their critical skills. While algebra and arithmetic questions involved simply calculating the numbers, solving word problems required them to comprehend the questions and then use their critical skills to solve them, which the girls found difficult.

[7] Study on student performance in SLC, Ministry of Education and Sports Advisory Team (2006) https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=9&cad=rja&uact=8&ved=0ahUKEwif6t2W6urZAhWErJQKHTkvBi0QFgh3MAg&url=http%3A%2F%2Fwww.moe.gov.np%2Fassets%2Fuploads%2Ffiles%2FSLC_Report_Main_English.pdf&usg=AOvVaw2kPkk1PuWIGrEAhRnjsC3R

Table 52: Foundation numeracy skill gap (treatment)

Categories	Sub-task 1	Sub-task 2	Sub-task 3
Non-learner (0%)	6.0%	61.8%	84.8%
Emergent learner (1%-40%)	60.5%	33.8%	12.2%
Established learner (41%-80%)	32.2%	4.2%	2.5%
Proficient learner (81%-100%)	1.2%	0.2%	0.5%
Total	**100%**	**100%**	**100%**

Source: SeGMA test | n = 650

The foundation numeracy skill gap for treatment sample showed that the majority of the sample fell under either the emergent learner or non-learner bracket in sub-task 1 and 2. Students fared the poorest in sub-task 3 with the majority falling under the non-learner bracket.

Grade level achieved

As per the information provided by the experts, the grade level achieved for grade 8, 9 and 10 are as follows:

Table 53: Grade level achieved in SeGMA

	Proficiency level in SeGMA
Grade 8	Foundational skills in arithmetic questions Foundational skills in algebra questions Foundational skills in word problems
Grade 9	Established skills in arithmetic questions Established skills in algebra questions Established skills in word problems
Grade 10	Proficient skills in arithmetic questions Proficient skills in algebra questions Proficient skills in word problems

In terms of SeGMA, amongst grade 8 students, in sub-task 1, 66.7% of the girls had foundational skills, 25.3% of the treatment girls had established skills and 1.3% had proficient skills. Similarly, in sub-task 2, 22.7% of the girls had foundational skills, 4.7% had established skills and none of the girls had proficient skills. In sub-task 3, 8% of the girls had foundational skills whereas none of the grade 8 girls had either established skills or proficient skills.

Amongst grade 9 students, in sub-task 1, 60% had foundational skills, 34% had established skills and 0.7% had proficient skills. Similarly, in sub-task 2, 38% of the girls had foundational skills, 3.3% had established skills and 0.7% had proficient skills. In sub-task 3, 16% had foundational skills, 0.7% had established skills and another 0.7% had proficient level skills.

Amongst grade 10 students, in sub-task 1, 52% of the girls had foundational skills, 40% had established skills and only 2% had proficient level skills. In sub-task 2, 44% of the girls had foundational skills, 5% of the girls had established skills while none of the grade 10 girls had proficient level skills. In sub-task 3, 13% of the girls had foundational skills, 9% had established skills and only 1% of the grade 10 girls had proficient level skills.

Target

For target setting purpose, the benchmark sample was administered the SeGMA test as well. Their scores were entered in the outcomes spreadsheet to calculate the targets for midline and endline.

Table 54: SeGMA score of benchmark sample

Grade	Sub-task 1	Sub-task 2	Sub-task 3
11	44.7	22.9	14.7
12	45.0	20.6	13.7

Source: Benchmark SeGRA test | n = 68

Based on the information entered in outcomes spreadsheet, the numeracy target generated for midline was as follows:

Table 55: Midline numeracy target

Cohort grades tracked*	Midline target (over and above control group)
8 (9)	3.3
9 (10)	3.3
10 (11)	4.5

**Figures in bracket are midline grades for the girls*

As it can be seen from the above section, there appears to be a floor effect in the scores in sub-task 3 of both SeGRA/SeGMA. In discussion with the project team as well as the SeGRA/SeGMA experts, FDM feels that decreasing the difficulty level of the the tests would make baseline to midline comparison invalid and hence does not recommend this. Instead, it has been recommended to the project team that the Girls' Club introduce content focusing on sub-task 3 (essay writing in SeGRA and word problems in SeGMA). More importantly, it has been recommended that the Girls' Club focus extensively on developing analytical and critical skills of the girls (see section 6.3). This can help in improving the girls' skills in performing better in sub-task 3 during subsequent evaluation points.

So what does this mean for MCN?

- The fact that the girls have extremely low scores in SeGRA and SeGMA sub-tasks 3 highlight the need for MCN to focus extensively on developing their critical analysis skills. For this, the Girls' Club should develop its curriculum in such a way that the girls are constantly encouraged to develop critical/analytical thinking.

- In sub-task 1 and 2 in SeGRA, a considerable number of students being in established and proficient learner bracket is a good sign. However, there is much room for improvement for many of the students as the scores are only at a satisfactory level and deviation figure is in 20s meaning that there are some students who are still not doing well. MCN should consider this fact and plan its intervention accordingly.

4.2. Subgroup analysis of learning outcome

This section presents the disaggregation of SeGRA and SeGMA scores on the basis of different characteristics and barriers. This helps to understand the characteristics and barriers associated with the lowest levels of learning. Since the project will be targeting only the treatment girls, only their scores have been analyzed. In addition, apart from poor teaching quality of the teachers, this section will also explore whether other factors lead to low learning scores.

When looked at in terms of ethnicity, the Brahmin/Chettri and Janajati sample was found to be doing better than other ethnicities in both literacy and numeracy scores. Differences between the scores of the different ethnicities was statistically significant (in both SeGRA and SeGMA).

Table 56: Learning scores of according to ethnicities (treatment)

Ethnicity	Mean SeGRA scores	Mean SeGMA scores
Brahmin/ Chettri	42.6	20.1
Janajati	42.5	21.1
Tharu	39.0	15.6

Dalit	33.8	18.9

Source: IS girls' survey | n = 400

The average study hour at home was a key factor that led to Tharu and Dalit girls' relatively poorer performance. Although lack of study time affected girls of all ethnicities, data showed that Dalit and Tharu girls were comparatively more disadvantaged as these girls devoted comparatively lesser time to studies at home than Brahmin/Chettri and Janajati girls. While the Dalit and Tharu girls got 1.8 hours to study, the Brahmin/Chettri and Janajati girls got relatively more time - 2.1 hours to study which then corresponded to better literacy/numeracy scores.

Table 57: Study hours of different ethnicities (treatment)

Ethnicity	Average study hour at home (hours)
Brahmin/ Chettri	2.1
Janajati	2.1
Dalit	1.8
Tharu	1.8

Source: IS girls' survey | n = 400

This fact was further corroborated when the relationship between study hours at home and literacy/numeracy scores was assessed. A positive correlation existed between the two variables. This meant that with increasing study duration, the SeGRA/SeGMA scores went up. This correlation further validates the fact that Brahmin/Chettri girls achieved relatively better scores due to their comparatively higher study time at home whereas Tharu and Dalit girls had lower scores due to lesser study time. Furthermore, it also shows that with an increase of study time as little as 0.3 hours on an average, there could be a significant impact on the scores.

Table 58: Study duration and learning scores (treatment)

Study duration	Mean SeGRA scores	Mean SeGMA scores
Less than 1 hour	30.6	16.5
1 hour	36.2	15.5
2 hours	39.9	16.9
3 hours	44.6	20.9
4 hours	52.6	24.3

Source: IS girls' survey | n = 400

The baseline data showed that Tharu and Dalit girls tended to have lesser study time at home because of a relatively higher burden of household chores. A cross-tabulation of ethnicity and average time devoted to household chores showed that Tharu and Dalit girls devoted comparatively more time (3.7 hours and 3.4 hours respectively) to household chores as compared to Brahmin/Chettri and Janajati girls (3.0 hours and 2.9 hours respectively). The difference between the time spent on household chores of the different ethnicities was also statistically significant.

Table 59: Average time devoted to household chores by different ethnicities (treatment)

Ethnicity	Average time devoted to household chores (in hours)
Tharu	3.7
Dalit	3.4
Brahmin/ Chettri	3.0
Janajati	2.9

Source: IS girls' survey | n = 400

When the relationship of average time devoted to household chores and literacy/numeracy scores was explored, an inverse correlation was found meaning that with increasing burden of household chores, the SeGRA/SeGMA scores slowly decreased. It can thus be concluded that Tharu and Dalit girls, as a result of devoting more time to household chores find less time for studies which then impacts their learning performance.

Table 60: Time spent on household chores and learning scores (treatment)

Time spent on household chores	Mean SeGRA scores	Mean SeGMA scores
2 hours	42.6	20.1
3 hours	40.4	18.0
4 hours	39.1	16.7
5 hours	35.1	15.3

Source: IS girls' survey | n = 400

Since for most of the Tharu girls, the language of instruction at school was different from their mother tongue, this section has also looked into whether this factor played any role in determining the SeGRA/SeGMA score.

Table 61: Language and learning scores (treatment)

Language	Mean SeGRA scores	Mean SeGMA scores
Language of instruction and primary language different	40.2	16.2
Same language of instruction and primary language	39.2	19.7

Source: IS girls' survey | n = 400

In terms of the SeGRA scores, girls whose mother tongue differed from the language of instruction at school scored slightly higher than girls who had the same language of instruction and mother tongue. However, the difference was not statistically significant. On the other hand, in terms of SeGMA scores, girls whose mother tongue differed from the language of instruction at school scored slightly lower than girls who had the same language of instruction and primary language. The difference in this case, was statistically significant.

While the SeGMA scores do seem to suggest that language acts as a barrier for girls whose language of instruction was different from their mother tongue, follow up questions in the quantitative survey and FGDs strongly refuted this argument. When girls whose language of instruction was different from their mother tongue were asked how much difficulty they had in comprehending the lessons, 88.1% of them said that they understood everything taught in the school and had no problems comprehending the lessons whatsoever. The logic provided by teachers of one of the schools sheds light on the issue. The teachers stated that since the girls had been learning Nepali in school right from class 1, they did not have difficulty comprehending the lessons despite using a different language at home. The Tharu girls themselves denied that they had difficulty in comprehending lessons at schools. They confessed that they did not have perfect Nepali pronunciation but that did not mean they could not speak or understand Nepali.

Another characteristic that was cross-tabulated with the learning score was the poverty level of the girls' household to see if girls coming from poor families were more educationally marginalised than the other girls.

The baseline findings did not find any relationship between the economic condition of a family and their girls' learning performance. As shown in the table below, girls coming from comparatively well off families were still scoring lower than girls coming from relatively poorer families meaning that economic condition had little role to play in the girls' education. The difference between the scores was statistically non-significant.

Table 62: Household types and earning scores (treatment)

Household characteristic	Mean SeGRA score	Mean SeGMA score
Unable to meet basic needs without support	-	-

Able to meet basic needs	39.7	17.4
Able to meet basic needs with some non-essential goods	43.7	18.9
Able to purchase most non-essential goods	38.4	18.1
Refused to answer	52.6	30.0

Source: IS HH survey | n = 400

In terms of area, it was seen that girls from schools which were in urban areas performed better in both SeGRA and SeGMA. While this trend was not elaborated during qualitative data collection, this could be a result of better resource access in urban schools as compared to that of rural schools.

Table 63: Location and learning scores (treatment)

Area	Aggregate SeGRA scores	Aggregate SeGMA scores
Rural	37.4	17.7
Semi-urban	41.1	15.5
Urban	44.3	20.7

Source: IS girls' survey | n = 400

Since poor state of toilets also came up as a barrier, the learning scores were cross-tabulated with it. However, no significant trend could be discerned from the cross-tabulation. Moreover, the difference between both SeGRA and SeGMA cores in terms of the state of toilets was not significant.

Table 64: State of toilet and aggregate learning scores (treatment)

State of toilets	Aggregate SeGRA scores	Aggregate SeGMA scores
Always clean	41.7	19.6
Clean only most of the time	40.8	17.1
Clean only sometimes	38.7	16.8

Never	39.2	18.7

Source: IS girls' survey | n = 400

In addition, as lack of sanitary pad disposal facility also came up as another barrier, the learning scores were cross-tabulated with it. There was no significant difference in the scores of the two responses.

Table 65: Sanitary pad disposal facility and aggregate learning scores (treatment)

Does the toilet have sanitary pad disposal facility?	Aggregate SeGRA score	Aggregate SeGMA score
Yes	39.6	17.6
No	39.8	17.7

Source: IS girls' survey | n = 400

So what does this mean for MCN?

- The fact that Tharu and Dalit girls are relatively more marginalized when it comes to the learning should be taken up by MCN. In its EGAP campaigns as well as family dialogues (which has been proposed by FDM), stress should be laid on targeting Tharu and Dalit parents and making them aware about importance of giving their daughters adequate time to study at home and not burdening them with household chores.

- An inverse correlation between household chores and learning scores as well positive correlation between study time and learning scores directly point to the fact that girls' learning is being affected due to their obligation to perform household chores. This is in fact one of the key barriers highlighted by the baseline finding and should be the main focus of MCN. Gender biased cultural norm is the main factor resulting in this practice and the project should implement its intervention by placing uttermost value to this fact.

- Since factors like language, lack of proper toilet facilities and economic condition was not found to be having any impact on the learning scores, the interventions need not place much stress on these factors.

4.3. Transition outcome

Transition in the GEC is best understood in terms of the pathways that girls follow. These pathways map the different points to which the girls could move to over time during the duration of the project. Both the qualitative as well as quantitative tools were used to explore these pathways. While the household survey with parents of transition cohort girls generated information on the status of transition rates, the qualitative research explored the enablers and barriers to transition.

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

Table 66: Transition pathways

Transition Points			
Student type	**Baseline point**	**Successful transition**	**Unsuccessful transition**
IS	Enrolled in Grade 8, 9 and 10	● Re-enrolled in school ● Successive class ● Successive class with conditions (married, working, moved to different school etc.) ● Dropout and moved to non formal education (vocational, training)	● Dropout and stays at home ● Stayed in the same class
SG/OOS	Doing nothing Involved in training Doing business Engaged in a job	● Re-enrol into school ● Re-enrol into school with condition (married, working, training) ● Started/continued training ● Started/continued business (including vegetable/fruit stalls, handicraft, food kiosks, tailoring shop) ● Started/continued formal job (including any form of salaried job. This could be formal jobs like clerical ones or informal ones like working in a tailoring shop on a monthly salary basis) ● Positive Migration (e.g. migration for a better job, education, social opportunities)	● Drop - out (If the OOS/SG girl was enrolled in school last year) ● Has been doing nothing ● Negative migration (e.g. trafficking, due to natural disasters etc.) ● Started/continued working as a wage labourer

The transition pathways were determined by the project team and the external evaluator based on the findings and experience of STEM I. In addition, the project team conducted a number of FGDs and KIIs during the planning phase which gave an insight into the different pathways that girls follow in Kailali. The project team and FDM also decided during preliminary meetings that if any unique transition pathway came up during baseline evaluation, it would be added to existing information.

Since the transition cohort included IS as well as SG/OOS girls, who had completely different characteristics and transition pathways, their analysis has been done differently for better understanding.

A few of the transition pathways need to be explained here for better understanding. For SG/OOS girls, business included setting up vegetable/fruit stalls, selling of handicraft items, setting up food kiosks in the community, establishing their tailoring shops and setting up their own grocery stores. These are the most common forms of business initiated by SG/OOS girls (as seen in STEM I) in the project area. The baseline information did not reveal any other form of business.

Job referred to any form of salaried job. In the project area, this could mean both clerical as well as non-clerical form of jobs, for example, working in a shop, school or some office. Only those girls who got a monthly salary for their work qualified to be holding a job. Others, who were compensated on a daily basis were considered as daily wage labourers. Considering the temporary nature and lack of financial security in such kind of work, they were put under unsuccessful transition.

The transition benchmark sample consisted of randomly selected girls whose present transition outcomes are taken as indicative of potential future outcomes for the cohort girls. An analysis of the transition pathways of the benchmark showed that the rate of successful transition decreased along with increasing age range. Transition was most successful for girls aged 12 - 14 (97.5%) followed by girls aged 15 - 17 (85%). Girls aged 24 - 35 had the lowest successful transition rate (57.5%).

Since the benchmark sample was randomly selected, the majority of the girls aged 18 - 23 happened to be out of school, hence, their transition rate is relatively less successful (60%) than that of IS girls of the same age bracket (90.9%). This is because the IS girls had more probability of experiencing successful transitions by moving into a successful class as compared to the OOS girls, who as the baseline has shown, are less likely to experience successful transitions owing to factors like limited mobility and lack of opportunities in their village.

Table 67: Benchmark transition pathway

Age	Sample size	Transition pathway									Transition rates
		Successful transition						*Unsuccessful transition*			
		Successive class	Dropped out and moved to non formal education or training	Started / continued training	Started/ continued business	Started/ continued salaried job	Continued /Started taking non formal education	Dropped out of school	Has done nothing	Started/ continued working as daily wage labourer	**Successful transition rate per age (%)**

12-14	40	97.5%	-	-		-	-	-	2.5%	-	97.5%
15-17	40	82.5%	-	-	2.5%	-	2.5%	2.5%	10.0%	-	85.0%
18-23	40	15.0%	5.0%	7.5%	30.0%	-	2.5%	12.5%	25.0%	2.5%	60.0%
24-34	40	0.0%	-	7.5%	50.0%	-	-	5.0%	20.0%	17.5%	57.5%
Overall	160										75.6%

Source: Benchmark transition survey | n = 160

The analysis of IS treatment transition information showed the majority of girls had transitioned into the successive class. This held true for all the age groups. 81.0% of the girls from the age group 12 - 14, 85% of the girls from the age group 15 - 17 and 78.8% of the girls from the age group 18 - 23 had been successfully promoted into the successive class from last year.

Some of the girls were found to be re-enrolled into school. 13.2% of girls from age group 12 - 14, 7.3% from the age group 15 - 17 and 6.1% from the age group 18 - 23 had re-enrolled into school only this year. 5.4% girls of the age group 12 - 14, 3.4% girls of the age group 15 - 17 and 9.1% of the girls from the age group 18-12 failed their previous year's exam but did not drop out of school. Despite failure, since they had stayed in school, these girls were considered to have successfully transitioned.

5.0% of girls from the age group 12 - 14 had unsuccessful transitions as they had failed and stayed in the same class. The percentage of girls who had failed and experienced unsuccessful transitions amongst the age group 15 - 17 was 3.4% while it was 9.1% for girls aged 18 - 23. FDM does not have qualitative information on why these girls failed. This can be explored during the midline.

Table 68: Treatment transition pathway

Age	**Sample size**	**Benchmark transition pathway**						**Transition rates**
		Successful transition				*Unsuccessful transition*		
		Re-enrolled in school	Successive class	Successive class with condition	Drop out and moved to non formal education	Stayed in the same class	Drop out	Successful transition rate per age (%)
12-14	122	13.2%	81.0%	0.8%	-	5.0%	-	95%
15-17	243	7.3%	85.0%	4.0%	-	3.4%	-	96.6%
18-23	35	6.1%	78.8%	6.1%	-	9.1%	-	90.9%
24-32	-	-	-	-	-	-	-	-

Overall	400		95.6%

Source: IS HH survey | n = 400

The results were similar for control girls as well. The majority of the control girls moved into the successive class this year. 4.2% of the girls aged 12 - 14 experienced unsuccessful transition as they stayed in the same class. The figure was 4.5% for girls aged 15 - 17.

Table 69: Control transition pathway

Age	**Sample size**	**Transition pathway**						**Transition rates**
		Successful transition				*Unsuccessful transition*		Successful transition rate per age (%)
		Re-enrolled in school	Successive class	Successive class with condition	Drop out and moved to non formal education	Stayed in the same class	Drop out	
12-14	72	5.6%	88.9%	1.4%	-	4.2%	-	95.8%
15-17	158	9.0%	85.9%	0.6%	-	4.5%	-	95.5%
18-23	20	15.0%	70.0%	15.0%	-	-	-	100%
24-32	-	-	-	-	-	-	-	-
Overall	**250**							96.0%

Source: IS HH survey | n = 400

A comparison of treatment and control transition showed that a higher percentage of girls from control schools experiencing successful transition at present (96.0%) as compared to girls from treatment school (95.6%). However, the difference was non-significant.

To assess the transition pathway after their SEE exams, the girls were administered a question asking them what they planned to do after finishing their SEE examinations. The majority of the treatment girls said that they would pursue higher secondary level education (79.8%). Only 14.8% of the treatment girls said they would leave studies and engage in vocational training. The percentage of girls saying they would go for formal employment was marginal (2.8%). Given that the majority of the parents were willing to lend their support to daughters to study as much as they wished to (see section 5.1), it is likely that most of the IS girls will have successful transitions throughout the duration of the project.

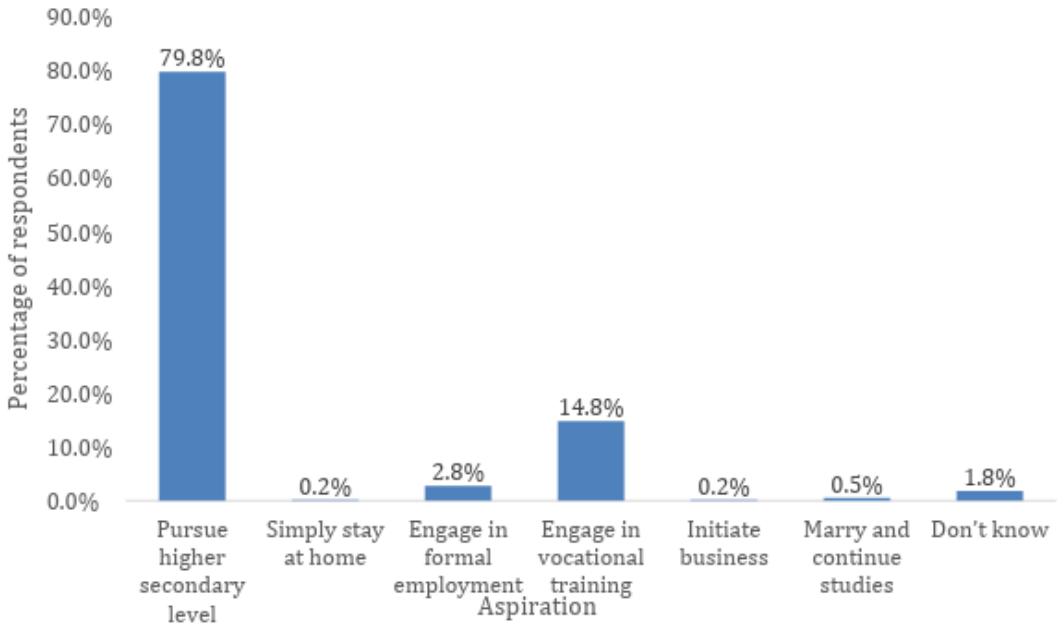

Figure 2: Aspiration of IS girls after SEE examination (treatment)
Source: IS girls' survey | n = 400

For the SG/OOS girls, the transition trend was completely different than that of the IS girls. The trend showed that the transition for this group was not as successful as it was amongst the IS girls. Only 20% of SG girls aged 15 - 17 experienced successful transitions over the past year. These were girls who had dropped out of school after graduating from grade 10 but moved to training or non-formal education. On the other hand most of the students (60%) continued to do nothing while 20% of the girls from this age group started/continued working as daily wage labourers.

Successful transition rate was slightly higher for SG girls aged 18-23 (30.5%). In this age bracket 20.4% of the girls started/continued training this year whereas 4.8% of girls started/continued business. A small percentage of girls (1.8%) started/continued their formal job. Most of the girls in this age bracket continued to do nothing (54.5%).

None of the SG girls aged 24 - 32 experienced successful transition. In this age bracket, the majority of the girls were not engaged in anything productive (66.7%). 33.3% of the girls were in school last year but dropped out this year.

Table 70: SG girls transition pathway

Age	Sample size	Transition pathway											Transition rates
		Successful transition							*Unsuccessful transition*				
		Re-enrolled in school	Re-enrolled into school with condition	Started/continued training	Started/continued business	Started/continued salaried job	Positive migration	Dropped out of school and moved to training, non formal education	Negative migration	Dropped out of school	Has been doing nothing	Started/continued working as wage labourer	**Successful transition rate per age (%)**
12-14	-	-	-	-	-	-	-	-	-	-	-	-	-
15-17	5	-	-	-	-	-	-	20.0%	-	-	60.0%	20.0%	20.0%
18-23	167	-	-	20.4%	4.8%	1.8%	-	3.6%	-	11.4%	54.5%	3.6%	30.5%
24-32	3	-	-	-	-	-	-	-	-	33.3%	66.7%	-	-
Overall	175												29.7%

Source: SG/OOS HH survey | n = 350

The transition trend was similar for OOS girls. None of the OOS girls aged 15 - 17 experienced successful transition as all of them had been doing nothing productive. 29.5% of the girls aged 18-23 experienced successful transition. In this age group 16.1% of the girls started/continued training this year. 8% of the girls started/continued business. Majority of girls in this age group (59.8%), were not doing anything productive.

Transition was most successful amongst OOS girls aged 24 - 32 (46.7%). 35% of the girls in this age bracket started/continued their business this year; which became a major contributor to the successful transition rate. However, there were still 51.7% of girls in this age bracket who were not engaged in anything productive.

Table 71: OOS girls transition pathway

Age	Sample size	Transition pathway											Transition rates
		Successful transition							*Unsuccessful transition*				
		Re-enrolled in school	Re-enrolled into school with condition	Started /continued training	Started /continued business	Started /continued formal job	Positive migration	Dropped out of school and moved to training, non formal education	Negative migration	Dropped out of school	Has been doing nothing	Started /continued working as wage labourer	**Successful transition rate per age (%)**
12-14	-	-	-	-	-	-	-	-	-	-	-	-	-
15-17	1	-	-	-	-	-	-	-	-	-	100%	-	-
18-23	112	-	-	16.1%	8.0%	0.9%	-	4.5%	-	6.2%	59.8%	4.5%	29.5%
24-32	62	-	-	10.0%	35.0%	1.7%	-	-	-	-	51.7%	1.7%	46.7%
Overall	175												35.3%

Source: SG/OOS HH survey | n = 350

There are multiple reasons why SG/OOS girls have low successful transition rates. Firstly, limited availability of training and employment opportunities mean that most of the SG/OOS girls lacked adequate skills and were compelled to stay at home catering to their families. Those who did take trainings did so by travelling out of the village. This was, however, not an option that was open to all. The girls did not have as free mobility as boys. There were primarily two reasons for this – the first one being parents' concern regarding what the community would think if girls' started 'moving about freely'. The second reason, they stated was safety. Most of the parents felt that it was not 'safe' for girls to walk about freely as boys although when asked if there had been any security related incident, the parents could not recall any such incident. SG/OOS girls thus stated that going to cities and towns to take vocational trainings or work was not an option for them. Although an overwhelming majority of SG/OOS girls did say that their parents encouraged them to develop their skills (96.9%), qualitative data showed that parents' encouragement came with a caveat - that the girls should not travel outside the village for trainings/job opportunities.

"Our parents are supportive and encouraging but that comes with a condition".

- OOS girls, Darakh

Re-enrolling into school - one of the pathways under successful transition - was also not an option for the girls. Since many SG/OOS girls had dropped out due to failure (67.6%), they had limited prospects of re-joining school owing to their poor performance. Although 21.9%

of the girls said that poor economic condition of the family was a reason for dropping out and another 18.5% and 18.3% said that marriage and obligation to do household chores was their reasons to drop out of school, respectively, qualitative data showed that in most of these cases, the reason stemmed from failure or poor educational performance. A head teacher from Dhangadi stated that when the girl failed continuously, the parents would find it difficult to fund their daughters' education thus leading them to drop out. Similarly, parents of SG/OOS girls themselves stated that despite continuous encouragement, some of their daughters had failed multiple times after which they suggested them to either get married or stay home to perform household chores rather than continuing studies.

Table 72: SG/OOS girls' reasons for drop out

Reason for drop-out	Percentage of cases
Failure in exams	67.6%
Poor economic condition of the family	21.9%
Marriage	18.5%
Obligation to do household chores	18.3%
Others	1.1%
Parents' perception that education is not important	0.4%
Total	**127.8%***

Source: SG/OOS girls' survey | n = 350
Total exceeds 100 as it was a multiple choice question

The fact that very few SG/OOS girls wanted to re-join school was verified by the question on what they wanted to do in the next five years where only 2.3% of the girls said they wanted to re-join school (see section 5.5). Relatively older OOS/SG girls said that it would be 'embarrassing' for them to re-join school during the FGDs.

Higher self-esteem and confidence allowed girls of the age group 24 - 32 to run their own businesses and hence, better transition. When the GSE scores of the different age groups were compared, girls aged 24 - 32 had the highest GSE amongst all the age groups (see section 5.4). Among the FGD participants, it was older girls who were running their businesses or aspired to do so whereas the younger girls were more inclined towards engaging in vocational training.

So what does this mean for MCN?

- The fact that the IS girls are recording a very high rate of successful transition is very positive. Since most of the IS girls have been progressing to the successive class, this is a good sign.
- For those students who have been failing and experiencing unsuccessful transition, MCN needs to explore the reasons and stress on it in the Girls' Club.

- Moreover, 79.8% of the girls saying that they want to pursue higher education after their SEE is very positive. To continue to motivate them, MCN should provide girls with encouragement through the LS classes in the Girls Club. At the same time, the parents should be encouraged to support their daughters during the EGAP campaigns.
- In light of unsuccessful transition amongst majority of the SG/OOS girls, the project's intervention to provide skill based training and GTF fund is very appropriate. This intervention is all the more relevant as most of the SG/OOS girls do not seek to re-join school. However, MCN needs to carry out the training after a thorough market analysis to see what kinds of skills are relevant in which village and if the girls' will be able to utilize those skills to generate income for herself in the future. Since girls with lower age tend to have low GSE score as compared to girls of lower age (see section 5.4), they were found to be less engaged in businesses or other income generating opportunity. MCN should seek to develop the confidence of lower age girls so that are confident to run their own business and earn an income for themselves.
- However, it should be noted that most of these trainings and GTF fund will be useless if the girls' are denied mobility. Hence, it is integral for parents to be made aware about letting their daughters move about freely for work. This can be focus on in family dialogues as well as EGAP campaigns as well as girls' jamboree.

4.4. Sub-group analysis of transition outcomes

The transition of IS girls was done with the major characteristics outlined in section 3.3.1 and major barriers outlined in section 3.3.2. It can be seen that transition was successful amongst the majority of girls, irrespective of the characteristic and barrier.

Table 73: IS girls' characteristics and their transition (treatment)

Characteristics	Successful transition	Unsuccessful transition
Primary caregiver/head of household has no education	94.5%	5.5%
Households having 5 or more than 5 members	96.1%	3.9%
Language of instruction at school different from mother tongue	97.0%	3.0%

Source: IS HH survey | n = 400

Table 74: Ethnicity and transition (treatment)

Ethnicity	Successful transition	Unsuccessful transition
Tharu	97.0%	3.0%
Dalit	90.9%	9.1%
Brahmin/ Chettri	94.9%	5.1%
Janajati	100.0%	0.0%

Source: IS HH survey | n = 400

Table 75: Barriers faced by IS girls and their transition (treatment)

Barriers	Successful transition	Unsuccessful transition
Has to perform household chores for 3 or more than 3 hours	96.7%	3.3%
Studies for 1 hour or less	93.7%	6.3%
Toilets are cleaned only 'sometimes'	93.4%	6.6%
Lack of sanitary pad disposal facility	93.8%	6.2%

Source: IS HH survey | n = 400

The transition was almost uniform across all the ethnic groups of SG/OOS girls. Although a slightly lower number of Janajati girls appeared to be experiencing successful transition (20.0%) as compared to girls of other ethnicities, the relation between transition and ethnicity was non-significant.

Table 76: SG/OOS ethnicity and transition

Ethnicity	Successful transition	Unsuccessful transition
Tharu	33.6%	66.4%
Dalit	32.0%	68.0%
Brahmin/ Chettri	28.0%	72.0%
Janajati	20.0%	80.0%
Total	100%	100%

Source: SG/OOS HH survey | n = 350

To assess whether transition was influenced in anyway by the education level of the primary caretaker, a cross-tabulation was done between the two variables. No

certain trend could be discerned from it concluding the fact that the education level of the primary caretaker had little to do with the transition of the girls.

Quantitative analysis showed that the poverty level of SG/OOS girls too did not affect the transition of the girls. As shown in the table below, girls whose households were able to meet basic needs still had better transition rate (31.9%) than girls whose households were able to purchase most non-essential goods (28.9%).

Table 77: SG/OOS household characteristic and transition type

Household characteristic	Successful transition	Unsuccessful transition	Total
Able to meet basic needs	31.9%	68.1%	100%
Able to meet basic needs with some non-essential goods	41.9%	58.1%	100%
Able to purchase most non-essential goods	28.9%	71.1%	100%

Source: SG/OOS HH survey | n = 350

Since there was no information on the type of location of the SG/OOS girls (rural, semi-urban or urban), their transition data cannot be disaggregated on the basis of location. This will be collected during subsequent evaluation points.

4.5. Cohort tracking and target setting for transition outcome

In order to track the same beneficiaries during midline and endline, FDM has comprehensive contact information of all the sample girls. This includes the girls' name, address, father's name and phone numbers. Since there was a problem in recording the GPS coordinates, GPS coordinates will not be used as a tracking mechanism.

Since the transition target is to be set as a percentage achievement over and above the control group, SG/OOS girls do not have midline target due to the absence of control cohort. Their midline transition rates will be compared against that of baseline.

The midline transition target for treatment IS girls is as follows:

Table 78: Midline transition target for IS girls

Evaluation point 2	Evaluation point 3
5%	5%

In consultation with MCN, FDM feels that the transition target calculated by the outcomes spreadsheet is appropriate and has decided not to suggest any changes.

4.6. Sustainability outcome

Since most of the sustainability indicators are linked with the project interventions, they could not be assessed at baseline. The sustainability score is also low due to this reason. Only relevant information generated during the baseline evaluation, mostly from the FGDs and KIIs have been included in table 65 to measure sustainability.

Table 79: Sustainability scores at baseline stage

Indicator	Sustainability measures
Community level	
Indicator 1.1: Number of Community Education Network (CEN) formed	CEN did not exist in any of the project municipalities during the time of the baseline evaluation. Since the local administrative structures have changed in Nepal recently, CENs are yet to be formulated under the guidelines of the new structure.
Indicator 1.2: Number of VCPC members, Resource Person, community leaders and non-treatment group members visiting STEM schools in support of girl's education	The VCPC, like the CEN, did not exist due to the change in administrative structure. Although RPs did visit STEM treatment schools (which they started doing upon being trained in STEM I), their interactions were limited to teachers and the visits were sporadic. None of the community leaders interviewed by FDM used to visit the schools in support of girls' education.
Indicator 1.3: Percent of community members surveyed report increased awareness on girls educational rights, right to protection and right to participate in life choices	The fact that 79.6% of the parents stated that they would allow their daughters to study up to whatever level they wished to evidences increased awareness amongst parents and community regarding girls' educational rights. However, in terms of right to participate in life choices, the parents' awareness was low. Although 96% of the girls said that decisions pertaining to them were taken by their parents with their consultation, the girls never had final decision making power meaning that the girls did not get to exercise their right to participate in life choices.
Score	**1** A score of 1 has been given considering parents' increased awareness on girls' educational right.
School level	
Indicator 2.1: Number of schools that generate local resources (financial and/or human) to implement gender sensitive activities/work	All school principals interacted with in the rural, urban and semi-urban setting said that their schools generated resources by leasing out

(Infrastructure, Extra-curricular activities, scholarships, parents sensitisation, etc) based on their school needs	land. The head teachers as well as the DEO officials claimed that this was the approach used by most of the schools in Kailali. However, the fund was mostly used for infrastructure development and paying teachers rather than for girls' education or gender sensitive work
Indicator 2.2: Percent of STEM II trained teachers who share lessons learned and best practices with non-STEM teachers from their school	Since the trainings are yet to commence, this aspect was not explored. However, it should be noted that the practice of sharing amongst teachers is absent in public schools.
Indicator 2.3: Number of schools with inclusive infrastructure established and maintained.	All the schools had separate toilets for boys and girls. However, that was the only 'inclusive' infrastructure that existed at schools. Sanitary pad disposal facilities were absent in most of the schools. Only 42% of the girls said that they had sanitary pad disposal facilities in their toilets. No other form of inclusive infrastructure existed at any of the schools.
Score	**1** A score of 1 has been given considering the school's effort in generating resources by itself by leasing land. Moreover, all the schools initiative in ensuring separate toilets is commendable. However, much still needs to be done in this regards.
System level	
Indicator 3.1: Number of MoU signed by DEO in support of STEM II programme	MoU has been singed with DEO to execute the implementation of STEM II with clear roles and responsibilities of both parties. The DEO has also agreed to support the overall evaluation/research of project including coordination control school. One MoU with DEO and several contract agreement with Resource Person to facilitate training on GC curricula and P4QE have been signed. Similarly, the project has signed the pre-consensus letter from District Coordination committee.
Indicator 3.2: Percent of Resource Persons from the DEO's office have increased knowledge on gender friendly education approaches.	Based on the KII information, none of the Resource Persons had idea on gender friendly educational approaches. Although they did mention inclusive and interactive teaching approaches, no mention was made of gender friendly teaching methods.
Indicator 3.3: Number of STEM II resources endorsed by regional educational training centre/district education office to utilise in different trainings	Since project interventions are yet to begin, this will be measured only during the midline.
Score	**1** Score 1 has been given considering the fact that the project has managed to sign an initial MoU with DEO ensuring support to the program

Overall sustainability score = 3 out of 16

Table 80: Changes needed for sustainability

	Community	School	System
Change: what change should happen by the end of the implementation period	1. Number of Community Education Network Formed 2. Number of VCPC members, Resource Person, Community Leaders and non-treatment group members visiting STEM schools in support of girls' education 3. Percent of community members surveyed report increased awareness on girls educational rights, right to protection and right to participate in life choices	1. Number of schools that generate local resources (financial and/or human) to implement gender sensitive activities/work (Infrastructure, Extra-curricular activities, scholarships, parents sensitisation, etc) based on their school needs 2. Percent of STEM II trained teachers who share lessons learned and best practices with non-STEM teachers from their school 3. Number of schools with inclusive infrastructure established and maintained.	1. Number of MoU signed by DEO in support of STEM II programme 2. Percent of Resource Persons from the DEO's office have increased knowledge on gender friendly education approaches. 3. Number of STEM II resources endorsed by regional educational training centre/district education office to utilise in different trainings
Activities: What activities are aimed at this change?	1. P4QE training 2. Financing Education Training 3. Advocate with the DEO for wider dissemination of information on government scholarship provisions to the parents 4. Provide orientation on child safeguarding at their communities by SMC/PTA/parents/*Bhalmansas,* mothers' groups and VCPC Members 5. Link the SMC, PTAs, Mothers' group, and *Bhalmansas* with the existing Child Protection Agencies in the VCPC and District agencies 6. EGAP Campaigns 7. Women Leadership in Education Training 8. Meetings with Municipal Education Committee (MEC)/District Education Office (DEO)	9. EGAP Upgrade Award 10. M4QE training 11. Fundraising campaigns by SMC and PTA to provide infrastructure or resource support for the school 12. Women Leadership in Education Training 13. Girls Club Facilitation Training 14. Adapt/Redesign teachers training content in partnership with DEO and RDEC based on teacher capacity assessment 15. Workshop on reflecting on teaching methodologies based on the assessment 16. Classroom Management Training 17. Establish STEM Teachers Network 18. Development Center for teachers capacity building	1. DCC pre consensus 2. Set up District Project Advisory Committee/Municipal level Project Advisory Committee 3. Introductory meeting with DEO and other government line agencies 4. MoU with DEO and other government line agencies 5. Submit project activities and budget to Municipal council 6. Assist the DEO to disseminate the information on scholarship provision to the stakeholders (parents, schools, students, teachers, community leaders) 7. Work alongside the DEO for wider dissemination of information on enrolment, dropout, retention and scholarship during the start of academic year 8. Child Safeguarding orientation 9. Adapt/Redesign teachers training content in partnership with DEO and RDEC based on teacher capacity assessment 10. DEO/MOE visit to program area (Influencing higher level agencies for girls supportive education system)

Stakeholders: Who are the relevant stakeholders?	1. DEO OR MEC 2. Resource Person 3. Community Leaders 4. Community Members 5. Parents (Male and Female) 6. Womens' Group 7. Village Child Protection Committee 8. Schools 9. Girls	1. STEM Schools 2. SMC and PTA 3. Teachers 4. STEM school students 5. District Education Officer/Office 6. Ministry of Education **7.** Community members	1. DEO OR MEC 2. Resource Person 3. Regional Educational Training Center
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	● The GDI indicates that women are still in a very weak social position.Though the society is slowly shifting towards a direction where parents are more open to sending their daughters to school but girls are still not prioritised as parents are struggling financially to provide basic needs to the family. Thus, though there is a great degree of awareness towards girls' education due to financial hardship of these marginalised families achieving this change is still difficult. ● A disproportionately high share of household chores, early marriage (perception that it will be difficult to find a groom for highly educated girls as husbands need to be more educated than wives and to get your daughter married to a highly educated man they need to provide higher dowry. Thus parents prefer to get their daughters married early), untouchability and isolation during menstruation, teasing and abuse on the way to, from and in school and lack of proper sanitation facilities are major factors that contribute negatively to girls' retention and transition in school.	● Since we are working with public schools the community members do not take complete ownership of these schools, thus, it will be difficult to convince them to take charge of generating local resources. ● With the changing government structure DEO to MEC it will take a while to handover the responsibility from DEO to MEC, and in the initial few years MEC will be busy with setting up their system with less direct involvement with the schools.	● DEO or MEC plays a key role in STEM II's sustainability mechanism. With the changing government structure DEO to MEC the project will have to start afresh to build a good relationship with MEC as STEM through the first phase of the project had already established a good relationship with the DEO. ● STEM II has oriented the Resource Persons on the project design, and have even evidenced their involvement and support in the initial programme setup phase.

The major sustainability partners for achieving all three sustainability outcomes are MEC (formerly it was the DEO), Resource Persons, Ministry of Education, Municipalities, Rural Municipalities, GTF Partner Cooperatives, Division Cooperative Office, Ministry of Cooperative and Poverty Alleviation, Schools, SMC and PTA, Teachers, Students, Parents and Community Members (Bhalmansa, Mothers Group, Community Forest Users Group (CFUG).

Community: STEM II has designed many activities for community members to ensure their involvement during the implementation phase in order to continue their involvement even after the project ends. The project will also guide these community members on how and when they can extend their support to these issues. Thus, by the end of the project period community education networks are formed, stakeholders of girls education frequent the public schools more to ensure quality education and are more informed on issues relating to girls educational rights, right to protection and right to participation in life choices. To measure this the external evaluator will be looking at the approval letter for the Community Education Network by the Municipal Office, Meeting Minutes, School Register, and Community Member KAP Survey. The working of the networks, the purpose of the school visits and the reasons for increase in KAP on girls' education will be explored through FGDs and KIIs.

School: Apart from the funding received by the schools through SIPs, there will still be gaps on the schools need and the funding they will receive from the government through SIPs. Thus, by the end of the implementation period, the project envisions the schools to be self-reliant where they are able to generate local resources (human and/or financial) to implement activities not covered through SIPs that are gender sensitive. The schools should also take complete ownership of all infrastructure present in the school where they set up a system to maintain that infrastructure. Furthermore, the training given by the STEM II team to teachers for gender and child friendly classroom facilitation and management should be passed on to the other teachers from STEM schools who did not receive these trainings. Thus, the project intends to establish a habit of learning-sharing between the teachers. To measure that a sustainable change is happening at the School level the external evaluator will ensure that the schools are designing and implementing activities that generate local resources to promote gender and child sensitive activities/work, schools have inclusive infrastructure and they establish a mechanism for its maintenance and teachers are holding meetings to share their learnings from STEM trainings with other teachers from their schools. The external evaluator will ensure that these activities are effective by checking the quality and effectiveness of generated resources through KIIs with HT, SMC and PTA members, spot checking the infrastructure present in the school, its maintenance and looking at how this infrastructure is supporting the students along with conducting FGDs and KIIs with students, parents, teachers and school management, and conducting KIIs with STEM and non-STEM training teachers on quality of knowledge transfer by the teachers.

System: The project has been designed ensuring that it works closely with the DEO or MEC complementing GoN's SSDP. Furthermore, the project plans to strengthen the existing DEO monitoring mechanism by enhancing the skills and better mobilising the Local Resource Persons (LRP) and the school supervisors. Similarly, the project will seek support and guidance from DEO (MEC) during training design and work to get the training resources endorsed by the DEO (MEC) for them to utilise it in different trainings. At the system level, external evaluators will verify the effectiveness of the MoU by conducting KIIs with members of the regional education training centers/MEC to understand the benefits of

partnership to both STEM II and MEC, conducting KIIs with Resource Persons of Kailali district to understand their knowledge on gender friendly educational approaches and KIIs with members of the regional educational training center and/or MEC to understand i. how did they hear about the STEM resources that they have endorsed, ii. how is this beneficial to them and iii. how do they plan to use the resources.

As mentioned by the external evaluator in the previous section, during baseline data collection the project activities supporting sustainability were not rolled out, thus the sustainability score for baseline is very low (3 out of 16). However, with activities planned in the coming quarters, the project expects the sustainability score to increase significantly in the next two evaluation points.

5. Key intermediate outcome findings

5.1. Intermediate outcome 1: Attitudes and perceptions

Attitudes and Perceptions: Parents and/or guardians believe that girls' education is equally valuable as boys

This IO has been chosen as parents and guardians are one of the major stakeholders while working with IS and OOS adolescent girls. Parents and guardians are the biggest influencing factors for girls, as they spend the majority of their time with their families and parents have decision making power. As seen in phase 1, support from parents have helped the girls to accelerate their growth and learning. However, the project felt that though there has been successful change in the perception of parents towards girls' education, there were still gaps in practicing gender equality.

STEM II aims to improve the perceptions of parents and community members regarding girls' participation in school and their involvement in economic opportunities so that girls have greater support to obtain better and higher level of education or to pursue their own livelihoods, thereby helping to create a more enabling environment. Since, attitude and perception in Kailali are shaped largely by the gender biased cultural norm, focus on this IO will go a long way in achieving the outcomes mentioned in the logframe.

Intermediate Outcome Indicator 1.1

Percent of parent/guardian who evidence supporting their daughters' formal and non-formal education (weighted average of moral support, financial support and time/labor support)

This indicator has been chosen to bridge the gender equality gap that is currently being practiced in the project area, especially at home that is hindering girls' education. The activities have been designed to increase parents' engagement with their children's education, find ways to finance education for girls and transform their mindsets to have equal division of resources, workload and time between their sons and daughters. It is anticipated that a significant outcome of STEM II's interventions will be that parents have greater understanding and willingness to prioritize girls' education.

Parents were supportive of their daughters - both in moral and financial terms. When girls were asked whether they received moral and financial support from their parents, 99.5% of the treatment girls said they did.

Table 81: Parents moral and financial support to daughters' education

Student type	Do your parents encourage you to study? (moral support)		Total	Are your parents providing you with necessary financial support for your education?		Total
	Yes	*No*		*Yes*	*No*	
Treatment	99.5%	0.5%	100%	99.5%	0.5%	100%
Control	98.4%	1.6%	100%	99.6%	0.4%	100%

Source: IS girls' survey | n = 650

"Parents today have a different mindset than what they had five or ten years back."

- Head teacher, Dhangadi

The teachers and head teachers agreed that the perception of parents had changed in recent years and they were now much more aware about girls' education. When asked how parental attitude had shifted, stakeholders pointed out to efforts by governmental and non-governmental organisations in recent years. The DEO official interviewed for this study claimed that with exposure to various forms of media and wider information, the attitude of communities had slowly evolved. Having worked in Kailali for many years, he claimed to have seen a gradual change in the attitude of parents.

The responses of parents who participated in the FGDs substantiated the claims. Parents of all three areas - rural, semi-urban and urban - strongly believed that girls deserved to be in school equally as boys. When asked what value they saw in educating their daughters, IS parents believed education would give their daughters better livelihood options.

In fact, not enrolling daughters to school often invited strong negative comments from community members. Community leaders interviewed in all three areas claimed that if any parent took a decision 'not to enroll' his/her daughter in school, he/she would be ostracised from the entire community. Explaining the case of drop-out girls, they said that in most cases, the decision to drop-out was taken by the girls themselves; mostly after failing or after eloping. They opined that drop-out should not be considered as an act resulted by parental pressure. The response of SG/OOS girls provided support to this view. 67.6% of the SG/OOS girls stated failure for the reason of dropping out.

To compare the parental perception regarding boys' and girls' education, parents who had a school going son in the household were asked till what level they wished to educate their sons and daughters. The figures were more or less similar for boys and girls. 85% of treatment parents said they would let their sons study up to whatever they wished to which was more or less similar to the aspiration

parents had for the girls - 79.6% of the parents wanted their daughters to study up to the level that their daughters wished to.

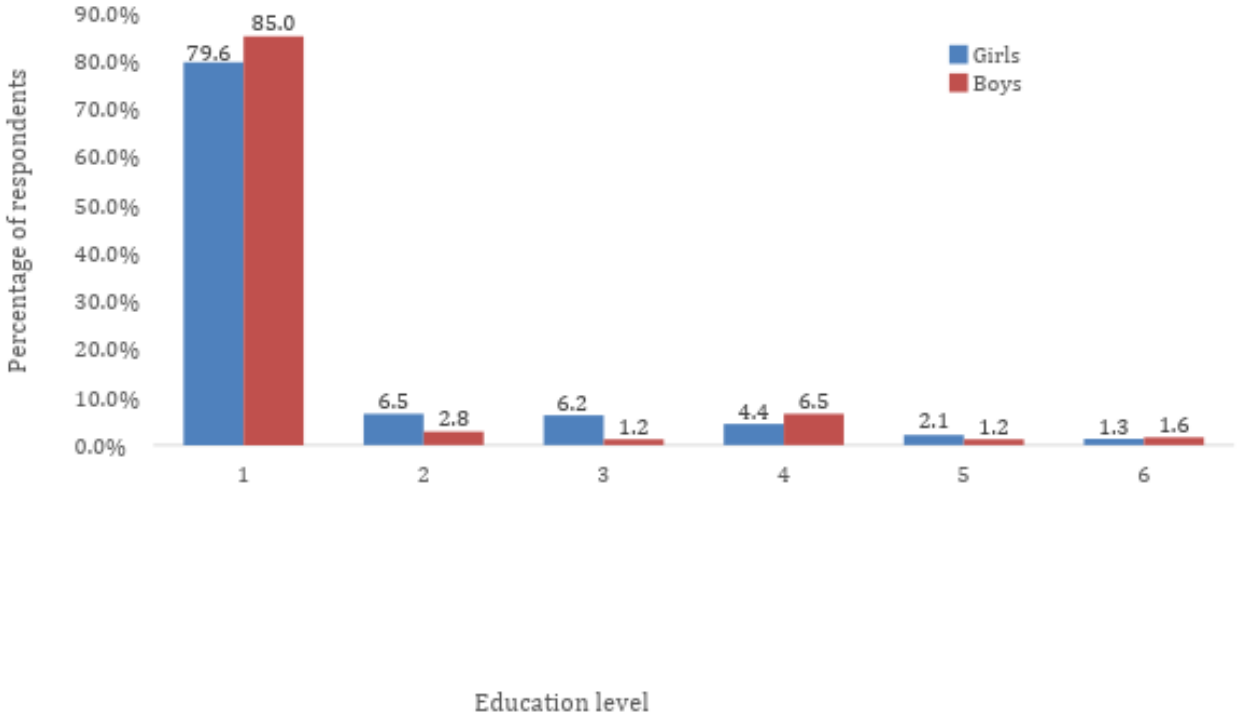

Figure 3: Parents' perception on what level of education their daughters and sons should complete (treatment)
Source: IS HH survey | n = 400

When questioned whether they would be able to afford the cost of higher education, while some of the parents present in the FGD said that it wouldn't be a problem, others agreed that it would be difficult for them especially since higher education involved higher cost. However, all parents stated that if their daughters wished to pursue higher education, they would find ways to manage find the funds. This was also verified by the quantitative data. Despite 57.9% of treatment parents saying that it was difficult to afford girls' education in the quantitative survey, the majority of the parents agreed that it was worth spending on girls' education even when funds were limited.

Table 82: Parents' perception on whether it is worth funding in girls' education

Category	**"Even when funds are limited it is worth investing in the girl's education"**					**Total**
	Strongly agree	*Agree*	*Neutral*	*Disagree*	*Strongly disagree*	
Treatment	44.4%	52.2%	2.3%	1.0%	0.0%	100%
Control	31.5%	66.5%	1.6%	0.4%	0.0%	100%

Source: IS HH survey | n = 650

The parents did state that in case if any higher education course turned out to be excessively expensive, they would suggest their daughters choose an alternative course. None of the parents were, however, aware about scholarship options at higher level.

However, there was a difference between responses provided by the parents and other stakeholders when it came to the question of sending their children to private schools. Head teachers, teachers and DEO officials stated that given the option of sending one of their children to private school (which is perceived as having better quality education than the public schools), the parents would prefer sending their sons. They stated that this was one of the reasons why the enrolment figure of boys in public schools appear lower than that of girls. Although parents who participated in the FGDs claimed that they would consider the opinion/interest of their children when deciding whom to enroll in private school, the trend seemed to suggest that the boys were naturally favoured. This points to a form of discrimination still existing amongst the families.

Explaining this, head teacher of a school in Dhangadi said that since parents expected their sons to look after them in their old age, they would prefer them being better equipped with quality education rather than their daughters, who would be married off.

"Parents believe that the returns of enrolling a son in private school is much higher and better than enrolling a daughter in private school"

- Head teacher, Ratanpur

Another concerning factor was the lack of parents' engagement in their daughters' education. Parents' 'support' to their daughters only extended up to the point of enrolling them in school and letting them pursue the level of education as per their interest. The practice of visiting their daughters' school to inquire about their studies was absent amongst most of the parents. When asked whether they had ever been inside their daughters' current school or classroom, 52.2% of the treatment parents said that they had never done so.

Table 83: Parents who have visited their daughters' school

Student type	Have you ever been inside your daughter's current classroom or school?		Total
	Yes	*No*	
Treatment	47.8%	52.2%	100%
Control	49.2%	50.8%	100%

Source: IS HH survey | n = 650

The head teachers raised this as a worrying issue. Despite inviting the parents to school numerous times, head teachers claimed that most of them failed to show

"We have invited them (parents) countless number of times, but they hardly turn up""

- Head teacher, Dhangadi

up; sometimes even to collect their children's result. While there were genuine reasons for some parents, like their inability to manage free time due to work pressure (mostly for daily wage workers), the head teachers said the main reason for this trend was ignorance. If the same parent had one of their other children enrolled in a private school, they would visit the school on a regular basis since private schools had strict guidelines and failure to show up could have serious repercussions.

The biggest and the most important barrier the girls faced was the lack of conducive environment to study at home, which was a result of the prevailing cultural norm. Identified in the recommendation section as a major challenge that the project should look to address, 'time poverty' acted as the biggest barrier in girls' learning. Despite encouragement and support from parents, girls had very limited time to study at home owing to the responsibility of performing household chores. Quantitative data showed that the average study hours for girls of both treatment and control girls was only 1.9 hours which they spent mostly doing homework. On the other hand the girls' average time devoted to household chores was 3.4 hours. Given that the study hour was positively correlated with learning performance (see section 4.2), it would not be incorrect to deduce that limited study hours was hampering the girls' performance at school.

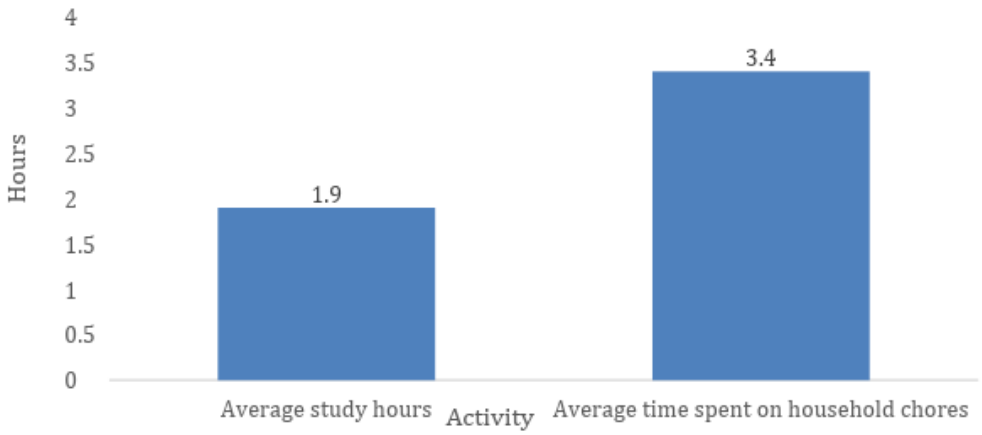

Figure 4: Comparison of average study hours and average time spent on household chores (treatment)
Source: IS girls' survey | n = 400

All the stakeholders were unanimous in their response that household chores acted as the biggest barriers for girls. Parental expectations and the socialisation process in the district were such that girls are expected to undertake a major share of the household chores. IS girls stated during FGDs that their parents naturally expected them to perform household chores rather than their brothers. Although they agreed that boys also bore the responsibility of households chores, this was less intensive than what the girls did.

"Our daughters have been helping us in kitchen every since they were little. We cannot manage without their help"

- IS parent, Dhangadi

A comparison of boys' and girls' daily routine paints a clearer picture. When IS girls were asked about their daily routine, almost all the girls stated they would have to wake up between 5 am to 6 am and immediately get down to cleaning and sweeping the house followed by cooking the afternoon meal for their family. Grade 10 girls would have some respite as they would be exempted from the household chores in the morning to attend SEE preparation tuition. Upon their return from school, the girls would have to be involved in chores like fetching water, cooking and washing the dishes. When questioned when they did their homework or studied, they said it would only be after 9 pm after they were done with their daily household chores.

On the other hand, the daily routine for boys completely differed. The boys said they would normally wake up around 6 am and spend some time studying in the morning after which they left for school. After coming back, they did lend a hand in the household chores but it would be less intensive than girls - like going to the shops, assisting the family business or feeding the cattle. This meant that thye would have time to play, visit friends and study.

"We cannot think of our brothers cleaning, cooking or looking after younger ones. We are always expected to do that"

- IS girl, Ratanpur

The parents saw gendered norms as normal and could not clearly see that such norms were acting as a hindrance to their daughters' education. Boys who participated in the FGDs accepted the prevalence of such gender biased practices. They acknowledged that the pressure of household chores were indeed hampering many of their fellow (girl) classmates' performance. When further questioned what they thought about boys sharing equal burden of household chores, while boys in urban and semi-urban areas did say it sounded good but not very practical, boys in rural areas laughed off the idea. On their part, girls said that despite their parents being supportive, there was little they could do when it came to gendered norms.

In terms of sub-group analysis, the response of all parents was similar. In terms of ethnicity, girls of all ethnic groups were unanimous in their response that their parents would encourage them to study. The trend was same in regards to location as well as education level of parents.

Intermediate Outcome Indicator 1.2

Percent of parents who agree that girls should complete their SLC

This indicator has been chosen as the project wants to ensure that girls have an increase worth in terms of social capital, greater access to networks, improving upon current modalities for girls in communities where they maintain little to no support networks, or receive minimal encouragement to achieve academic excellence or pursue livelihood opportunities. STEM II will provide prospects for financial inclusion, so that girls are better able to obtain their Grade 10 SLCs as this is still considered a big education milestone and a stepping stone towards market and career prospect. For this, parental support plays a big role.

Majority of parents in both treatment and control schools (79.6% and 83.9% respectively) said that they would want their daughters to study up to whatever level they wished to.

Table 84: Level of education that IS parents want their daughters to study up to

Category	**Level of education**						**Total**
	Simply pass SEE	*Complete Higher Secondary*	*Complete Bachelors*	*Complete Masters*	*Whatever level they want to study in*	*Don't know*	
Treatment	2.1%	6.5%	6.2%	4.4%	79.6%	1.3%	100%
Control	1.6%	7.7%	4.0%	1.6%	83.9%	1.2%	100%

Source: IS HH survey | n = 650

In order to assess expectations of parents from daughters in the future, parents were asked what they wanted their daughters to do after their SEE and subsequently in the future; future referring to five years later.

Table 85: Post SEE and next five years expectations of parents

Expectation	Expectations after SEE		Expectation for the next five years	
	Treatment	*Control*	*Treatment*	*Control*
Continue education	86.3%	89.5%	67.2%	70.2%
Start working (Paid job)	2.8%	3.2%	14.5%	14.9%
Participate in trainings	7.5%	6.0%	10.6%	10.9%
Initiate a business	0.5%	0.0%	2.1%	0.8%
Start working (paid job) after marriage	0.0%	0.0%	1.6%	0.0%
Continue education after marriage	0.5%	0.0%	0.8%	0.8%
Stay at home after marriage	0.3%	0.0%	0.8%	0.4%
Stay at home	0.5%	0.0%	0.3%	0.0%
Go abroad	0.0%	0.0%	0.3%	0.0%
Marry and get involved in trainings	0.3%	0.0%	0.3%	0.0%
Start a business after marriage	0.0%	0.0%	0.3%	0.0%
Don't know	1.3%	1.2%	1.6%	2.0%
Total	100%	100%	100%	100%

Source: IS HH survey | n = 650

The majority of the parents said that they wanted their daughters to continue their education post their SEE. Only a marginal number of parents wished their daughters be married. When their expectations for the next five years was assessed, the number of parents wishing their daughters to continue education declined. Only 67.2% of the treatment parents and 70.2% of control parents wished to see their daughters continue their education. When this information is seen in relation to the fact that 79.6% of parents had said that they would let their daughter to study as much as she wanted to, there were 12.4% of parents (79.6% - 67.2%)who despite saying that they would allow their daughters to study, wished that they move into something else apart from studies.

Table 86: Parents' expectation of future (disaggregated on the basis of their daughters' grade) (treatment)

Grade	Continue education	Stay at home	Start working (Paid job)	Participate in trainings	Initiate a business	Go abroad	Continue education after marriage	Stay at home after marriage	Start working (paid job) after marriage	Marry and get involved in trainings	Start a business after marriage	Don't know
8	71.6%	0.7%	8.8%	12.8%	1.4%	0.0%	0.7%	0.7%	0.7%	0.0%	0.0%	2.7%
9	70.1%	0.0%	16.0%	8.3%	2.1%	0.0%	0.7%	0.0%	1.4%	0.0%	0.0%	1.4%
10	55.8%	0.0%	21.1%	10.5%	3.2%	1.1%	1.1%	2.1%	3.2%	1.1%	1.1%	0.0%

Source: IS HH survey | n = 400

When this response of the parents was further disaggregated, it was seen that fewer numbers of parents in grade 10 wanted their daughters to continue their education in the next five years (55.8% as compared to 71.6% of grade 8 girls and 70.1% of grade 9 girls). Since the grade 10 girls would be nearing the end of their under-graduate level of education in the next five years, it is likely that their parents would want them to start working and earn income for themselves. In the FGDs, it was mainly grade 9 and grade 10 parents who voiced the opinion the they would prefer their daughters to either get married or start working by the end of the Bachelors (the level at which they would be in the next five years).

"Cases of girls marrying below the age of 20 are mostly a result of elopement. Majority of the parents do not wish to marry off their daughters before 20 these days"

- Community leader, Darakh

When asked about marriage, the parents stated that the trend of forcing daughters to marry at an early age had largely subsided in the district. All the parents present at the FGDs said that they would get their daughters married only after 22. The girls concurred to this and were confident that their parents would not force them to marry before the age of 22/23. The quantitative data revealed similar information. The average age appropriate for marriage was stated as 22 for girls whereas for boys it was 25. Since early marriage has been traditionally seen in Tharu communities, the response of the parents was seen in terms of ethnicity. All the parents stated almost the same age. The fact that even Tharu parents believed that the right age to marry for girls was 22 was an encouraging figure which accentuates the change in perception that has come about in the community.

Table 87: Appropriate age for marriage as stated by parents (treatment)

Ethnicity	Tharu	Dalit	Brahmin/ Chettri	Janajati
Response on appropriate age for marriage for girls	22	21	22	21

Source: IS HH survey | n = 400

In terms of sub-group analysis, the response of all parents was similar. In terms of ethnicity, majority of parents of all ethnic groups responded that they would allow their daughters to study upto whatever level they wished to. The trend was same in regards to location as well as education level of parents.

The baseline findings shows a direct linkage of IO1 with the outcomes of the project. Qualitative data has clearly shown that an improved parental attitude (in regards to cultural norm) can have a vital impact in improving the girls' learning since one of the reasons for the low scores is lack of enough study time at home. In addition, the baseline finding also shows that a change in the attitude and perception of SG/OOS parents' attitude regarding the mobility of their daughters can go a long way in improving the transition, which the second outcome of the project. Furthermore, an improved parental attitude is crucial for better sustainability since sustainability indicator 1.3. is directly linked to parental attitude and perception.

(For information on SG/OOS's parental information, see section 5.5)

So what does this mean for MCN?

- The finding that most of the parents are willing to educate their daughters up to the level they wish to is very positive and a significant shift in the attitude from earlier. This is commendable and a lot of the credit for this goes to interventions for STEM I.
- However, a change in the gender biased cultural norm is very necessary to ensure that girls are able to study as much as they want to. One of the first things that need to be ensured is that the girls are not burdened with household chores and they get enough time to study. This should be a central focus of MCN in the EGAP campaigns as well as any other campaigns targeted at changing the attitude and perception of the parents.
- In addition, parents also need to be made aware about the importance of visiting their daughters' school more regularly to ensure that the household has equal participation in the girls' education as the school. This should be included in the messaging component of MCN.

5.2. Intermediate outcome 2: School governance

School Governance: School Environment promotes quality education supporting girls

Under this IO, STEM II's aim is to enhance school management and governance structures so that they are more proactive and empowered to make positive decisions and policy changes to encourage girls to stay in school. Although schools across Nepal have SIPs, these SIPs are not 'gender-friendly' in nature. Many girls have to face problem due to lack of proper infrastructure at school directly affecting their learning and transition. Hence, an improved school governance is vital for achieving the outcomes of this project. The activities have been designed for parents and school governing bodies to increase their capacity to monitor the school governance system, increase accountability and know about their roles and responsibilities. It will also create a platform where the parents can openly interact with the school stakeholders and raise concerns on their children's education.

Intermediate Outcome Indicator 2

Number of schools that identify girl's needs through gap assessment and incorporate into their SIPs (Gap assessment would be a prerequisite to incorporating it to their SIP. So Gap Assessment wouldn't have a separate indicator, but would be covered within this tool)

Under this indicator which seeks to improve the learning environment for girls (and boys) through gender friendly SIPs, STEM will work to enhance school management and governance structures so that they are more proactive and empowered to make positive decisions and policy changes to encourage girls and boys stay in school. Since most of the school do not tailor their SIPs based on their schools need but just fill out the SIPs in the format provided by the government as a formality, the key ways to improve SIPs is by training the management on identifying gaps in the schools and training them to develop a gender friendly and inclusive SIPs based on their needs.

To assess how many of the schools' SIPs had gender specific plans, FDM visited all the schools and interacted with the head teachers as well as doing a general review of the SIPs. Apart from the provision of separate toilets for boys and girls and sanitary pad disposal facility (in some schools), the schools did not have any other gender specific plans mentioned in their SIPs. When asked what were the main features of their SIP, things like expanding school infrastructure, buying sports equipment, hiring additional teachers were the most common responses from the SMC chairperson and head teachers.

Table 88: GAP assessment of SIPs

Number of SIPs reviewed	Number of SIPs with gender friendly plans	Remarks
30	0	While 2 of the schools did have building of separate toilets as a priority in the SIPs, none of the other schools had any

		gender specific plans mentioned in their SIPs. In fact, most of the head teachers and SMC members were unaware about what such plans entailed

Since none of the schools had SIPs with gender friendly plans, sub-group analysis of this indicator was not required.

One of the two main reasons for absence of such plans in the SIP was the lack of knowledge. The SIP was formulated and endorsed through an inclusive approach whereby head teachers, teachers, SMC/PTA members and student representatives held a meeting to identify the needs of the schools. But head teachers stated that 'gender friendly plans' were rarely ever mentioned in such meetings. The second reason was lack of funds. An SMC Chairmen, who had some idea about 'gender friendly plans' stated that at a time when many of the top prioritized plans like infrastructure development were still not being implemented due to fund shortage, including gender friendly plans were not in the priority list for many schools.

"Our funds are so limited that it is difficult to even implement general plans. Gender specific plans would be very difficult for us to implement with this budget"

- SMC member, Darakh

Despite the absence of such plans in the SIP, the girls felt that the school environment was conducive for their studies. When asked whether there was anything in their school that hindered in their learning, the majority of the girls in both treatment and control schools said there were none.

Table 89: Presence of hindrance at school

Student type	Is there anything that hinders your learning at school?	
	Yes	*No*
Treatment	5.0%	95.0%
Control	4.0%	96.0%

Source: IS girls' survey | n = 650

However, FDM's observation showed that the state of infrastructure was very poor in some of the schools. As seen in STEM I as well, since most of the girls have studying in public schools their entire life, they do not have any set benchmark to compare their school's infrastructure with. Hence, they do not see anything wrong with the poor state of infrastructure and most importantly, do not perceive them as a hindrance to their school environment. In two of the project schools, there were no boundary walls. As a result, people from the community kept walking into the school grounds and vehicles like trucks and tractors passed from the school compound creating disturbance for the students. In another school, it was reported that classes would be completely inundated with water during monsoons and classes would often be disrupted. In a few of the schools, the

classrooms were poorly lit and without enough windows. Despite girls saying that they had seats for everyone in their class, some schools with high number of students had very crowded classrooms. Since they did not have enough teachers, the school administration did not split the class into two sections and had hence continued classes without dividing sections.

The state of toilets, too, was a major problem. 29.2% of the treatment girls and 36% of the control schools stated that they had running water in the toilet only 'sometimes'. 4.8% of the treatment girls and 11.6% of the control girls said they never had running water in the toilet. Furthermore, more than half of the girls in both treatment (50.8%) and control schools (55.6%) said that the toilets were kept clean 'only sometimes'. Girls in the FGD from all three areas - rural, semi-urban and urban areas - said that despite numerous complaints, the school authority had failed to respond to the complaints of the students.

Table 90: Running water in the school toilets

Category	Is there running water in the toilet?				Total
	Yes, always	*Only sometimes*	*Most of the time*	*Never*	
Treatment	48.8%	29.2%	17.2%	4.8%	100%
Control	37.6%	36.0%	14.8%	11.6%	100%

Source: IS girls' survey | n = 650

Table 91: Girls' response on cleanliness of the toilet

Category	Are the toilets kept clean?				Total
	Yes, always	*Only sometimes*	*Most of the time*	*Never*	
Treatment	22.0%	50.8%	17.0%	10.2%	100%
Control	16.8%	55.6%	11.2%	16.4%	100%

Source: IS girls' survey | n = 650

An even more concerning finding was the lack sanitary pad disposal facilities in many of the schools. Only 10 out of the 30 treatment schools were found to have sanitary pads in toilets. This meant that only 42% of the treatment sample girls had sanitary pad disposal facilities in their toilets. The girls complained that due to this, they had to throw away the used sanitary pads in the school grounds itself or go home to throw it away. At times, they left school half way and missed the remaining classes. Attending for the first half would be counted as 'present' in the school attendance register, but the girls' learning at school would be affected by missing classes.

Table 92: Toilet's sanitary pad disposal facility

Category	Does the toilet have sanitary pad disposal facility?		Total
	Yes	*No*	
Treatment	42.0%	58.0%	100%
Control	18.4%	81.6%	100%

Source: IS girls' survey | n = 650

Unclean toilets or lack of sanitary disposal facilities, however did not entirely lead to absenteeism amongst girls. When asked whether they had missed school due lack of these facilities, 91.5% of the treatment girls said that they had not.

However, they did affect the girls' learning environment at school. Many of the girls' were found to have missed classes during their menstruation due to lack of sanitary pad disposal facility at school and the lack of resting room. Some girls even stated that the state of toilets were so bad that they would leave school during lunch timings to use the toilet at home. Girls expressed fear about such toilets spreading infection/diseases.

The students were also asked about their perception of teachers. 58.5% of the treatment students said that they felt their teachers' teaching quality was 'good'. This was followed by 28.5% of the girls who said the quality was 'average'. 13% of the girls felt that their teachers' teaching quality was 'excellent'.

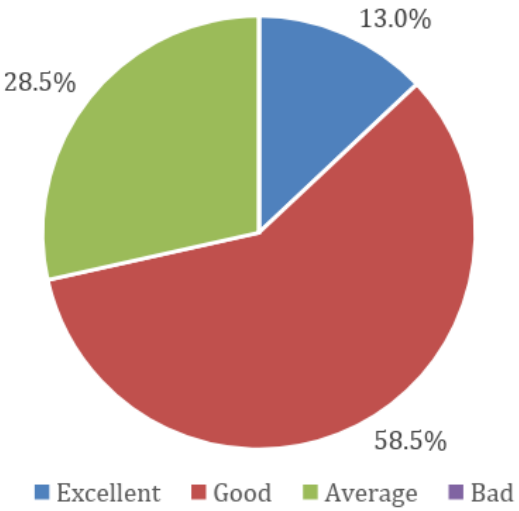

Figure 5: Students' perception on teachers' teaching quality
Source: IS girls' survey

Furthermore, the majority of the girls disagreed with the statement that teachers discriminated between girls and boys in the classroom.

Table 93: Response on whether teachers treat boys and girls differently in the classroom

Student type	My teachers treat boys and girls differently in the classroom					Total
	Agree a lot	Agree a little	Disagree a little	Disagree a lot	Don't know/Can't say	
Treatment	2.0%	3.2%	76.0%	18.5%	0.2%	**100%**
Control	0.4%	3.2%	74.8%	21.6%	0.0%	**100%**

Source: IS girls' survey | n = 650

When asked whether they had any complaint against their teacher, the majority of the students in both treatment and control schools said they did not have any

complaints. When asked about corporal punishment, which is common in public schools, girls in the FGDs said that since they had reached secondary level, the teachers did not resort to corporal punishment. The junior students were, however, still subject to beatings at school. Girls from rural areas, however, opined that it would be better to have female teachers for subjects like Science or Health and Population. They confessed that they felt uncomfortable asking questions to male teachers regarding reproductive health and other similar issues.

Table 94: Complaints against teachers

Student Type	Types of complaints against teachers					Total*
	No complaints	*Doesn't come on time*	*Uses difficult language in the class*	*Beats the student*	*Displays inappropriate behaviour with girls*	
Treatment	96.2%	2.2%	1.5%	1.0%	0.2%	**101.1%**
Control	97.2%	2.0%	0.4%	0.0%	0.8%	**100.4%**

Source: IS girls' survey | n = 650

**Total exceeds 100 as this was a multiple choice question*

Although the students stated that they did not have complaints against much of the teachers in general, the qualitative data brought a rather disconcerting matter to light. Girls from all three areas - rural, semi-urban and urban - said that they had at least one male teacher in their respective schools whose behavior they found inappropriate. The girls stated that the male teachers either 'came very close to them while speaking' or often 'touched them uncomfortably on their backs' during classes. When asked if they had ever complained against these teachers to the school authorities, none of the girls had done so. In Darakh, the girls stated that they were discouraged to do so by their seniors. When these girls confided to the senior girls about the behavior of the teacher, the seniors said that the school authority would not take any action against the teacher reasoning that 'a school that doesn't even respond to the call of providing basic amenities in the toilet' would never act on the complaints against the teacher. In Ratanpur and Dhangadi, the girls said they were too scared to approach the school management regarding the behavior of the teachers. They spoke about this matter only amongst friends.

Moreover, despite girls saying that they did not find any fault in the teachers' teaching approach, the teaching approach they practiced is concerning. Most of the teachers followed the traditional 'lecture-based' approach. A head teacher from Dhangadi pointed the blame toward GoN's teacher training program which had not been updated for years. This contributed to poor learning performance of the students as evidenced in the literacy/numeracy scores. Since the girls were not exposed to other forms of teaching approaches, they saw no fault in their teachers' current teaching method.

On their part, the teachers accepted they followed a 'lecture-based' approach in class. They also accepted that interactive teaching approaches would not only hone their own skills but also the performance of their students. But they pointed out that they neither had the skills nor the resources to change their teaching method. Since they had been teaching in the same way for many years, they did not have any idea about alternative teaching approaches. One of the teachers in Dhangadi explained that they would routinely find students inattentive in class, but said that they were helpless.

A better school governance is expected not only to help achieve better learning, as shown by the baseline findings above, but also other outcomes like transition and sustainability. As the baseline has shown, apart from separate toilets, there are hardly any provisions for gender friendly infrastructure at school. In this regards, an SIP with gender friendly provisions like sick room for girls to use during their menstruation and sports equipment can have positive impact on the girls' learning as well as transition.

Most importantly, an improved capacity of teachers is vital to contributing to the girls' learning. As it has been seen earlier, one of the reasons for the girls' poor learning scores is the lack of critical thinking ability – which is , in turn, a result of poor capacity of teachers. Thus, a better teaching workforce will undoubtedly have a positive impact on the girls' learning.

Although quantitative data did not directly find a linkage between learning scores and school infrastructure, FDM's observation of school infrastructure (which were in very poor state in most of the schools) showed that inundated and in many cases, overcrowded classrooms led many at times to disruption of classes; which is certain to have an impact on the learning of girls. Thus, an improved school infrastructure can go a long way in improving the learning of the girls.

In regards to sustainability, since indicators 2.1, 2.2 and 2.3 are directly linked to school system, an improved school system is certain to contribute to the project's sustainability.

So what does this mean for MCN?

- Although most of the girls' state that they are happy with the school infrastructure, FDM's observation has shown that the state of school infrastructure is below average in many of the schools. In this regards, MCN's provision of EGAP awards is very relevant. Since most of these

schools have been unable to upgrade their infrastructure due to lack of funds, the provision of EGAP upgrade awards will go a long way in improving the condition of the school.

- Since most of the schools do not have an SIP with gender friendly plans on it, MCN's planned intervention of training SMCs and other school authorities can help in including the missing components in the SIP. With provision of gender friendly infrastructure, the girls can achieve better learning and transition in the future.
- The case of harassment by male teachers is of high concern. This finding raises an important area which MCN should include in its project intervention - making teachers aware about appropriate teaching methodologies and make the girls more confident so that they are able to handle such situations appropriately.

Understanding the risk associated with child abuse cases reported by the EE and also from the project's experience, STEM II will implement a multi-pronged approach that will include the creation of safe spaces for girls in the afterschool clubs as well as addressing institutional weaknesses around child safeguarding in schools which will make schools a safer place for girls in the long-term.

STEM II will mitigate the risk of child abuse via sensitization of teachers, community leaders, parents and SMC/PTA members through trainings, orientation and awareness campaigns. In addition, the project team will support the institutionalization of feedback mechanisms in schools, while also collecting complaints wherein the SMs will follow up with the school. The project team will also support the establishment of municipal child protection mechanisms, the provision of psychosocial counselling and the building of networks with girls and schools as well as integrating child protection issues in school development plans.

The team will closely monitor any report related to abuse and deploy the project team for immediate intervention. In cases where the project might not get the required support from the school to address the abuse/harassment cases, the project will have an in-depth discussion with the SMC and PTA and even after that if no positive solution is found the project will have to remove a part of the EGAP Upgrade Award of that particular school. However, the project will ensure the safety of the victim, who might face backlash from the school and community members, by informing the parents, community leaders and also providing psycho-social counselling and rehabilitation support to the victim.

Historically when child safeguarding issues have emerged, the project has verified the issue, conducted individual discussions with the girls at risk and communicated with district line agencies that are handling severe child abuse cases and who are providing rehabilitation and providing legal assistance to victims.

Additionally, the project team will discuss with the FM in RAM for adding some activities to address this problem which are listed as below-

Training of trainers for young girl leaders: To equip girls for handling any kind of harassment the project will conduct ToT with 120 girls in self-defense which aims to instill the concept of "Self-confidence is my ornament" among the girls and ensure that adolescents are able to guard themselves of different dangers with a strong mental mindset, physical self-defense with the idea of legal provisions. The training will also provide detailed information about legal provisions in cases of harassment. This will empower young girls and women to boost their self-confidence. Following the training the young leaders will implement basic training on self-defense to the other beneficiaries.

Work with the local government to institutionalize child protection in their system and linking them with schools and child club for awareness in legal act, referral mechanism and provide guideline for immediate handling of child abuse cases.

5.3. Intermediate outcome 3: Attendance

Attendance: Improvement in marginalised girls' attendance in schools throughout the life of the project (weighted average percentage)
Note: control group no longer required

STEM II recognizes that barriers like obligation of household chores, plantation and menstruation causes many girls to remain absent at school at regular intervals. Missing classes is likely to affect the girls' understanding of the lessons which is certain to have an adverse impact on their learning. Repeated poor performance and failure then leads girls to drop out, successively, affecting their transition as well. Activities planned under IO3, will help ensure that girls maintain a steady attendance throughout the year and barriers at household level do not affect the attendance as well as learning and transition of the girls.

Furthermore, schools also need to be accessible through seasonal flooding and harsh weather conditions, with resources in place for girls to be able to maintain regular attendance, such as basic sanitation facilities that allow for girls to tend to their menstruation needs. The current experience for girls in Nepal makes the *logistics* of attending school especially challenging, with poor access due to weather, lack of appropriate WASH facilities, household chores, festivals and plantation and harvesting. STEM II will work to reduce those barriers and make attendance an easier prospect for girls through this project to increase their learning and support their transition.

Intermediate Outcome Indicator 3

Percentage improvement in attendance rates

The attendance data was collected from the attendance registers maintained by the school authorities. The sample girls were identified in the registers at first and their information was subsequently recorded. As per the GEC guidance, attendance data of control schools was not collected. Moreover, since the baseline evaluation was conducted during the ninth month of this academic year, attendance data of only the first eight months could be collected. It has been agreed with MCN and GEC that the attendance information of the remaining four months will be collected during midline.

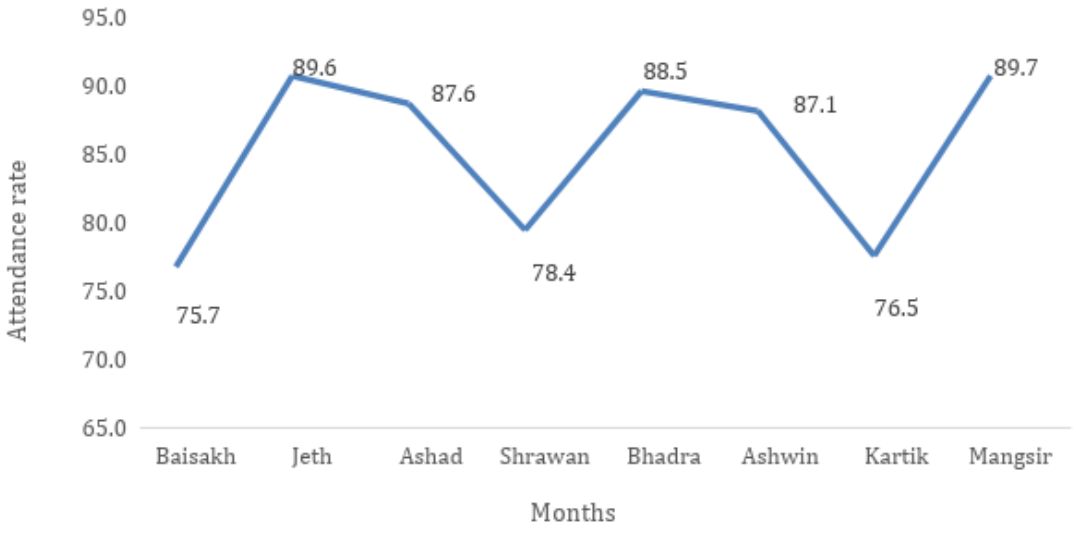

Figure 6: Attendance data of treatment sample for the first eight months (treatment)
Source: School attendance register | n = 400

The girls' attendance trend was similar to the trend presented in STEM I's endline report. The overall attendance rate was decent but it came with sharp drops in certain months. The overall attendance rate stood at 85.1% which is an encouraging figure. The attendance, however, dropped sharply during months like *Baisakh* (April/May), *Shrawan* (July/August) and *Kartik* (October/November).

There were different reasons for low attendance in these selected months. As the academic session begins in *Baisakh* (April/May), most of the students remained absent during the first few days of school as classes were not held regularly. Since some teachers came from outside the district, head teachers stated that even they would not arrive on time for the classes. Head teachers interacted with in the KIIs said that they had teachers who came from hilly areas and some even from Eastern parts of Nepal. Since travelling from these places usually required more time, many of them would miss the first two or three days of classes. Subsequently, attendance became regular only from the second month onwards i.e. from *Jestha* (May/June).

The attendance rate registered a sharp fall in *Shrawan* (July/August) because of an entirely different reason - plantation. Since *Ashad* (June/July) and *Shrawan* (July/August) is the monsoon season in Kailali, plantation is centered around these two months. During these months, the girls were expected to stay at home

and help the family. The IS girls stated that their work during plantation season were of two types. While some girls helped out their families by working in the field, others were asked to stay back home to cook or look after younger ones. It should be noted that the attendance does not fall only for girls but also for boys during this month as stated by the Project Officer interviewed for this study. He further informed that schools do close down for a month long monsoon break starting from the end of *Ashad* (June/July) to *Shrawan* (July/August) so that students can help their families out. But despite this, students still failed to show up when the school reopened around the end of *Shrawan* (July/August) owing to heavy workload at home. They became regular only from *Bhadra* (August/September) onwards.

"We need a helping hand during plantation season. We have no other option than using our children"

- IS parent, Ratanpur

The attendance trend saw a sharp fall again in *Kartik* (October/November). This is the time of *Dashain* and *Tihar,* the two main festivals observed by Hindus all over Nepal. The schools are normally closed for a month starting from *Ashwin* (September/October) to *Kartik* (October/November) during this period. However, since schools re-opened only in the final week of *Kartik* (October/November) and classes did not take place regularly since the teachers were not yet back to schools, the students attended only from the following month i.e. from *Mangsir* (November/December) onwards.

When looked at in terms of grades, the attendance rate was similar across all grades. However, the drop in the attendance of even grade 10 girls during *Baisakh, Shrawan* and *Kartik* is concerning. Their low attendance in these months could hamper their SEE preparation.

Table 95: Attendance data according to grades (treatment)

Month	Grade 8	Grade 9	Grade 10
Baisakh (April/May)	75.4	76.1	75.7
Jestha (May/June)	89.9	89.7	89.3
Ashad (June/July)	87.9	87.6	87.2
Shrawan (July/August)	78.1	78.7	78.3
Bhadra (August/September)	88.4	88.6	88.7
Ashwin (September/October)	86.8	87.2	87.4
Kartik (October/November)	76.3	76.9	76.3
Mangsir (November/December)	89.5	89.7	89.8

Source: School attendance register | n = 400

The IS parents admitted that they used their daughters' help during plantation season and although they did try to ensure that their daughters would not miss classes, there were instances where the heavy workload required the girls to miss

school. Explaining the dismal attendance record at school plantation season, frustrated teachers of Ratanpur shared their experience of teaching to almost empty classes.

In terms of ethnicity and school location, it was the Tharu girls and girls from rural areas who registered relatively lower attendance rates than others. The difference between the attendance rates of different locations was statistically significant and so was the difference in the attendance rate of the different ethnicities.

Table 96: Attendance rate as per school location (treatment)

School location	Attendance rate
Urban	87.0
Semi-urban	86.3
Rural	83.8

Source: IS girls' survey | n = 400

Table 97: Attendance rate as per ethnicity (treatment)

Ethnicity	Attendance rate
Brahmin/ Chettri	86.7
Dalit	85.6
Janajati	85.6
Tharu	83.9

Source: IS girls' survey | n = 400

The primary reason for the relatively low attendance of Tharu girls and girls from rural areas is due to their engagement in agriculture. When households were asked what sectors they relied on for their earning, 77.8% of the rural households said they relied on farming as compared to 51.4% of semi-urban households and 22.1% urban households. Similarly, 71.9% of the Tharu households relied on farming as compared to 62.5% of Janajati households, 54.5% of Dalit households and 42.6% of Brahmin/Chettri households. As already explained above, since the children are required at home during plantation season, they tend to miss school hence lowering their attendance during selected months.

However, apart from these selected months, attendance was seen to be more or less regular throughout the year. IS girls stated that sometimes they missed class during their menstruation because of stomach pain but it was only occasional. Some girls stated that they missed school if they had some 'urgent matter' at home. When asked whether they have had to miss school for many days (many days referring more more than 2 days a month) due to their household chores, 92.1% of the girls said that they had not missed school due to household chores.

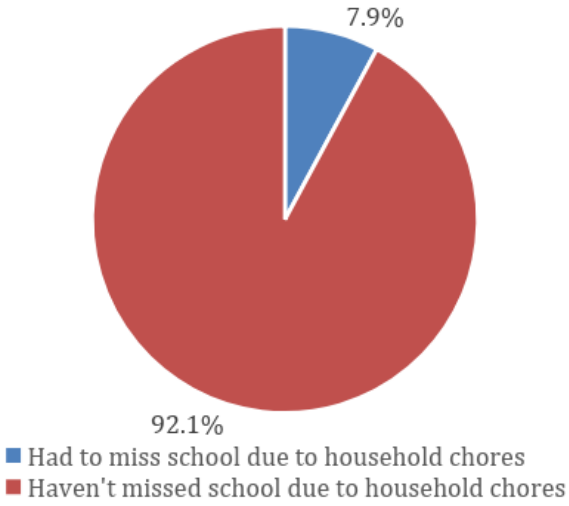

Figure 7: IS girls' on whether they had remained absent due to household chores (treatment)
Source: IS girls' survey | n = 400

The stakeholders' interviewed for qualitative data stated that it was, in fact, the boys who were more irregular in their school attendance. Although quantitative data is not available to verify this information, multiple stakeholders claimed that irregular attendance was prevalent amongst boys rather than girls. Explaining the trend, head teachers from schools in Dhangadi and Darakh stated that the practice of 'bunking' class was prevalent among boys. Moreover, many secondary level boys went to India for work often leaving their studies in between and coming back only to appear for exams. Although boys interacted with in the FGDs were regular to school, they did say that they had many friends who left for India to work. When asked whether this was due to compulsion to earn for their family or out of their own wish, they said that most of them went out of their own wish as it provided an opportunity to earn money and buy gadgets like mobile phones.

"Working in India gives prospects of earning money and buying mobile phones. One can always come back during exams"

- A boy, Ratanpur

Headcount data from spot check

As a part of cross-checking the attendance data collected from school registers, FDM conducted a spot check in all the treatment schools to count the number of girls who were present in the class that particular day and verify the figure with the attendance figure mentioned in the school register. Since it was earlier agreed that attendance would be taken of the entire target population (and not just the sample), the spot check information presented below contains information of the entire grade 8, 9 and 10 girls.

Based on the head-count data, the attendance rate on the day of the head-count was more or less similar to the attendance recorded for that day in the school

register. While the overall attendance rate was 79.4 from the school register, the attendance rate came up to around 79.3 from the head count.

Table 98: Head count data

Grade	Total girls enrolled	Attendance reported in school register	Attendance reported through head-count	Attendance rate (from school register)	Attendance rate (from head count)
Grade 8	1172	952	951	81.2	81.1
Grade 9	1749	1342	1340	76.7	76.6
Grade 10	1538	1247	1245	81.1	80.9
Total	**4459**	**3541**	**3536**	**79.4**	**79.3**

Source: Spot check data | n = All target beneficiaries

The fact that there was a positive correlation between the attendance as well as the SeGRA/SeGMA score points towards the finding that attendance as an IO has a direct impact on learning which is one of the outcomes. This was further verified by qualitative information whereby teachers and head-teachers stated that they had noticed that students who were more regular to school tended to perform better in exams. This is logical as students who attend school more regularly are likely to perform better due to better understanding of the class lessons. Thus, an improved attendance will facilitate in achieving the outcomes of the project successfully.

So what does this mean for MCN?

- The fact that attendance is on the higher side is very positive. However, MCN needs to focus on improving the attendance in the selected months as well.

- The fact there is a positive correlation between attendance and the learning scores point to the fact that attendance is extremely crucial in improving the learning scores. Hence, the project should lay stress on improving the attendance of the girls in those months where they are experiencing low attendance currently.

5.4. Intermediate outcome 4: Self-esteem[8]

Self-esteem: Marginalized girls demonstrate increased confidence, voice and influence in home, school, business and community

One of STEM II's aim is to improve the self-esteem of the girls so that they are confident to pursue their future aspirations and overcome any challenge they witness across their transition. The project realizes that self-esteem is very crucial for attaining successful transition for the girls.

[8] Since FDM used the GSE test to monitor IO 4, the statements of the Life Skills template were not relevant for the baseline.

The progression from self-worth to self-esteem and its outward signs (behavior, body language, eye contact, etc) often differs widely between ethnic groups and locations in Nepal. For example, girls who speak a non-majority language such as Tharu have different self-confidence and social standing than ones who primarily speak the Nepali language. STEM II chose this intermediate outcome to overcome such barriers to help girls gain self-efficacy and self-esteem which can take the form of greater confidence that help them improve their learning and transition into better opportunities. Majority of the STEM activities like GC, LS, ASRH classes, Girls to Community, VT, GTF, FLT and EGAP Campaigns have been designed to help the girls improve their self-efficacy and self-esteem.

Intermediate Outcome Indicator 4

Percent of marginalized girls who feel confident to handle their day-to-day life problems

The GSE test was used to assess the self-efficacy of the sample girls. The GSE test is 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 with the statements. Each response was given a score - 1 mark for not true at all, 2 for not true, 3 for true and 4 for very true). The total score thus ranges between 10 and 40 for each girl, with a higher score indicating higher self-efficacy. Although the standard procedure does not have any guideline on categorizing the respondents on the basis of the scores, for the purpose of this study, the students were categorised in the following way for a better understanding:

Table 99: GSE scores and level of self-efficacy

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

A comparison of treatment and control girls' GSE scores showed that the treatment girls had a slightly higher GSE score than the control girls. However, the difference was non-significant.

Table 100: IS girls' GSE scores

Category	GSE score
Treatment	27.2

Control	27.1

Source: IS girls' survey | n = 650

Furthermore, the baseline findings showed that girls in both treatment and control schools had high self-efficacy. 87.8% of the girls in treatment school had high self-efficacy while the control figure was slightly higher 90.8%.

Table 101: Student type and level of self efficacy

	Very low self-efficacy	Low self-efficacy	High self-efficacy	Very high self-efficacy	Total
Treatment	0.0%	5.5%	87.8%	6.8%	**100%**
Control	0.0%	5.6%	90.8%	3.6%	**100%**

Source: IS girls' survey | n = 650

Furthermore, an average of the GSE scores was calculated to assess which sub-group had the highest level of efficacy (the total GSE score being 40). In terms of ethnicity, although the Brahmin/Chettri group appeared to have the highest GSE mean score, the difference between the GSE mean scores was not significant. In terms of age as well, the GSE score was more or less same across all the age with differences being non-significant.

Table 102: IS girls' GSE mean scores in terms of ethnicity (treatment)

Ethnicity	GSE mean score
Brahmin/ Chettri	27.6
Dalit	27.5
Janajati	26.9
Tharu	26.9

Source: IS girls' survey | n = 400

Table 103: IS girls' GSE mean scores in terms of age (treatment)

Age range	GSE mean score
12 to 14	27.0
15 to 17	27.2
18 to 23	28.3

24 to 32	.

Source: IS girls' survey | n = 400

A comparison of GSE scores of SG/OOS girls and IS girls showed that the SG/OOS girls had a slightly higher GSE score than the IS girls. While reasons for this was not particularly explored or revealed in the FGDs or KIIs, it could be due to the fact that the SG/OOS category contained girls from 24 - 32 age group, who have been found to have a higher rate of self-efficacy as compared to girls of lower ages (see section 5.5.)

Table 104: GSE scores of IS (treatment) and SG/OOS girls

Category	GSE scores
IS	27.2
SG/OOS	28.7

Source: IS and SG/OOS girls' survey | n = 650 (IS)/350 (SG/OOS)

One of the issues with using the GSE as a tool to measure the efficacy was that some of the statements were very complicated for the girls to understand. As a result most of the girls tended to reply positively without comprehending the statements properly. Although qualitative data also supports the fact that the girls had high confidence (explained in the following paragraph), FDM suggests using an alternate quantitative tool at midline to measure the confidence level and efficacy of the girls. A situational assessment tool, whereby the girls are given hypothetical challenging situations and are told to react (their confidence will be graded on the basis of their reaction), could be a better and simpler tool to measure self-efficacy and confidence.

To assess the confidence level of the girls, the qualitative information was more focused on issues pertaining to confidence. FDM's own observation based on the FGDs was that girls were forthcoming and confident in their interaction. They stated said that they regularly participated in extracurricular activities like debate, essay and poem competitions held every Friday at their schools. When asked whether they felt confident to give their opinion on matters pertaining to the household, girls from both urban and semi-urban areas said they did not feel afraid to speak their mind.

The IS girls from Ratanpur, the rural area for qualitative data collection, were however, relatively more reserved in their response. The social mobiliser of the area explained that since most of the rural girls did not have as much access to outsiders as girls in urban and semi-urban area did, they were not as confident as urban girls. This was also verified by the quantitative data where girls of rural areas had relatively lower GSE scores as compared to girls of urban and semi-urban areas.

Table 105: GSE scores according to location of schools (treatment)

Location of school	Category	
	Treatment	*Control*
Rural	26.5	26.8
Semi-urban	27.9	26.9
Urban	28.0	28.8

Source: IS girls' survey | n = 400

Most of the girls were also confident that they had decision making skills. But while the girls did claim to have decision making powers, they did not get to exercise them as often as their brothers did. IS girls stated that while their brothers exercised their decision making skills without any restraints, they did not enjoy this luxury. The girls cited the example of going outside the village for work. While the brothers would not be barred to even go to India, the girls faced restrictions if they wished to go outside the village for work.

On a positive side, the parents did consult their daughters when making any decision about their future. 96% of the IS treatment girls said that their parents consulted them when making a decision about them. However, the final decision making power rested on the parents.

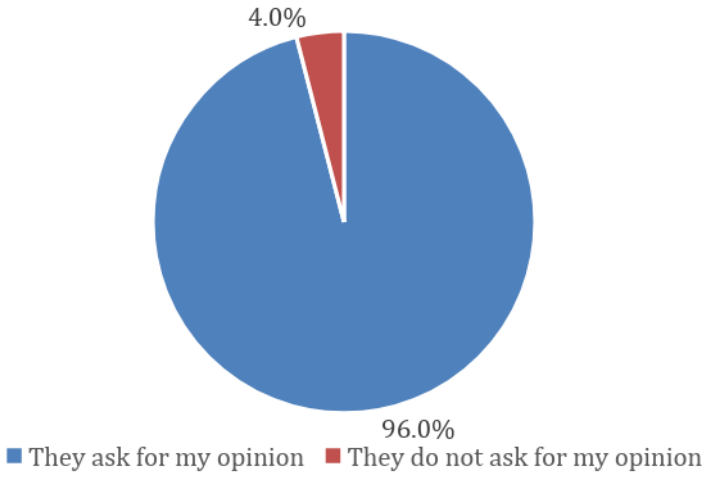

Figure 8: Girls' response on whether parents ask them for their opinion while making decisions (treatment)

Source: IS girls' survey | n = 400

Despite having confidence and decision making skills, the girls stated that they faced the biggest hindrance in the form of restricted mobility. This was true for both IS as well as SG/OOS girls. IS girls said that while boys would be allowed to visit their friends freely and come back home as late as they wanted to, the girls could not do so. The girls were also skeptical about their parents letting them go outside the village for work. One of the IS girls stated that although parents were supportive to the idea of their daughters studying and working, it always came with a caveat. Explaining the practice, the community leaders stated that since the

trend of sending girls alone outside village was not prevalent, any parent would think twice before doing so for the fear of being subjected to criticism in the community.

The ToC assumes that there is a direct linkage between IO4 and two of the outcomes of the project, transition and sustainability. Although this has not been explicitly seen in the baseline findings, a linkage between them can be seen when observed carefully. Since most of the girls' GSE scores are on the higher sides, they are confident and hold high aspirations for their future. This can been seen from section 4.3 where 79.8% of the girls have stated that they would pursue their education after SEE rather than working or getting married, as the trend was earlier. This will result in better transition for the girls. Moreover, with confidence that they can make decisions of themselves (as discussed earlier in this same section), the girls' are likely to give continuity to much of the project interventions like girls' club even after project phase out, ensuring sustainability for the project.

"We do have decision making ability and power but our decisions have to be approved by our parents"

- IS girl, Dhangadi

(For GSE score of OOS/SG girls, see section 5.5)

So what does this mean for MCN?

- High level of self-efficacy is a positive sign. However, despite this the lack of decision making powers amongst girls is worrying. MCN should focus on making parents aware about the importance of letting their daughters make some of the decisions on their own especially including their life choices.

- Lack of confidence amongst girls in rural area (Ratanpur) highlights the need for more focus on LS classes in these kind of areas.

- Despite a high GSE score, FDM feels that it is better to use another test during midline as the GSE test was found not to be very appropriate in the case of Kailali. This point has been further discussed in the recommendation section.

5.5. Intermediate outcome 5: Economic opportunities

Economic Opportunities: Marginalized OOS/ISG (In School Graduates) have access to financial resources and paths to employment

STEM II's aim is to facilitate smooth transition for both IS and OOS girls and to ensure that they have access to economic opportunities thereby enabling them to be financially independent. STEM II seeks to provide vocational training to girls to improve their livelihood opportunities, continue GTF operations for girls looking

to start or expand their own businesses, and provide training on financial literacy and business skills in view of the fact that these opportunities are lacking in the project district. This will eventually contribute to better transition of the girls. Majority of the project beneficiaries cannot afford these training opportunities as the government is very inefficient and very rarely provide these opportunities in far-west nepal and the cost of getting the training from private institutes is very expensive. Thus, these cohort of girls are behind in terms of resources and opportunities. Additionally, girls getting collateral free low interest loan for business startup or expansion is unheard of. Thus the project chose to lessen this gap by introducing training opportunities to OOS population and the setup GTF loan for them to either startup or expand their business.

Intermediate Outcome Indicator 5.1 and 5.2

Percent of OOS/ISG marginalized girls who have received financial literacy, vocational and/or business development training who report to have increased opportunities to their career aspirations

Percent of OOS marginalised girls who get STEM's financial literacy training have greater financial literacy knowledge

Although IO5 will be measured separately through a test particularly designed to measure the financial literacy skills of the SG/OOS before the trainings are provided (the test will be administered to only the girls who will be selected for the trainings), the baseline evaluation did explore various aspects of economic opportunities and livelihood options available for the SG/OOS girls.

Since most of the SG/OOS girls had not been doing anything currently (see section 4.3), they expressed a desire to participate in income generating activities and trainings. 61.7% of the SG girls and 55.4% of the OOS girls wanted to engage in vocational training. Similarly 13.1% of the SG girls and 21.1% of the OOS girls aspired to initiate a business in the future.

"Vocational skills are more important for girls. Trainings can pave way for income generation for girls"

- OOS girl's parent, Ratanpur

Table 106: SG/OOS girls' aspiration for future

Plans for the future (after five years)	Category	
	SG	*OOS*
Engage in vocational training	61.7%	55.4%
Initiate business	13.1%	21.1%
Marry and engage in vocational training	5.7%	6.3%

Marry and engage in formal employment	4.6%	0.6%
Engage in formal employment	4.0%	1.7%
Marry and initiate business	4.0%	9.7%
Re-join education	3.4%	1.1%
Dont know/Can't say	2.3%	0.0%
Engage in daily wage	1.1%	0.0%
Simply stay at home	0.0%	2.3%
Marry and stay at home	0.0%	0.6%
Others	0.0%	1.1%

Source: SG/OOS girls' survey | n = 350

Seen in terms of age group division, the majority of girls aged 15 - 17 wanted to engage in vocational training (83.3%). This was followed by girls aged 18 - 23 (60.2%). Out of the girls who wanted to initiate a business, most were from the age group 24 - 32 (24.6%).

Since most of the OOS/SG girls had dropped out at their own wish after failing, very few of them expressed a desire to re-join school. One of the OOS girls stated that since the reason of drop-out for most of the girls was failure, providing them non-formal education or the opportunity to re-join formal schooling would be futile. Moreover, since 38.5% of the OOS/SG girls were already married, it would be difficult for them to attend school regularly again. Hence, trainings and businesses were the most viable options for them.

The girls were also confident about exploring income generating opportunities given that they were provided with skills. The girls believed that they had equal aptitude and caliber to engage in income earning activities as boys. The girls' confidence and self-efficacy was also supported by the GSE scores where the majority of the SG/OOS had 'high self-efficacy'. A slightly higher percentage of OOS girls had 'very high self-efficacy', owing to the fact that the OOS group contained higher number of older girls than the SG group.

Table 107: Level of self-efficacy of SG/OOS girls

Level of self efficacy	**Category**	
	SG	*OOS*
Very low self-efficacy	0.0%	0.0%
Low self-efficacy	0.6%	0.6%
High self-efficacy	90.3%	79.4%
Very high self-efficacy	9.1%	20.0%

Source: SG/OOS girls' survey | n = 350

In terms of age, the GSE score of SG/OOS girls aged 24 - 32 was the highest. Unlike with the case with IS girls, the difference between the scores of the different age groups was statistically significant. This then points to the fact that girls of higher ages had more self-efficacy than girls of lower age. While the qualitative data did not generate any information along this line, the higher self-efficacy could be a result of maturity and the natural abilities that come along with it.

Table 108: GSE scores of SG/OOS girls disaggregated according to age

Age range	GSE scores
12 to 14	.
15 to 17	25.8
18 to 23	28.7
24 to 32	28.9

Source: SG/OOS girls' survey | n = 350

When SG/OOS parents were asked what they thought about SG/OOS girls engaging in trainings and initiating businesses, an overwhelming majority of parents (97.7%) said they were supportive of the idea.

Table 109: SG/OOS parents' perception on whether they think it is important for girls to receive trainings/initiate business

Do you think it is important for school drop-out girls to get non-formal education, skills development and/or business trainings?		
Yes	*No*	*Don't know*
97.7%	0.9%	1.4%

Source: SG/OOS girls' survey | n = 350

43.7% of the girls said that they participated in trainings in the past. Out of those who had taken trainings, 92.2% had taken vocational trainings, 4.6% had taken business development classes and 3.3% had taken financial literacy training. These girls were also asked whether their parents had provided them with necessary support while attending these trainings. An overwhelming majority - 98.7% girls said that their parents fully supported them.

When asked what was the major achievement they experienced after attending the trainings, an increase in confidence was reported by 88.9% of the SG girls and 80.0% of the OOS girls. Better decision making skills was cited by 41.3% of the SG girls and 47.8% of the OOS girls. However, the number of girls who had opened businesses (25.6% of OOS girls and 12.7% of SG girls) or engaged in employment (11.1% of OOS girls and 12.7% of SG girls) was relatively less.

Table 110: Contribution to the girls from the training

Contribution to girls from the training	Category	
	SG	*OOS*
Helped increase confidence	88.9%	80.0%

Helped in better decision making	41.3%	47.8%
Helped me open business	12.7%	25.6%
Helped me gain employment	12.7%	11.1%
Did not help	4.8%	3.3%
Don't know/Can't say	0.0%	1.1%
Total	160.4%	168.9%

Source: SG/OOS girls' survey | n = 350
**Total exceeds 100 as it was a multiple choice question*

The reasons for this are apparent - firstly, most of the villages in Kailali do not offer much employment opportunities for girls and secondly, due to a lack of funding, the girls are not able to initiate businesses on their own. Thirdly, owing to their restricted mobility, they were unable to make the decision to go to cities and work (see section 4.3). Thus, despite receiving moral support from parents, SG/OOS girls did not have the environment to utilise them.

In this context, STEM II's market analysis as well as initiatives to increase parental awareness is very vital. The project should engage in thorough market analysis before providing training to girls. Where there are no opportunities for girls to utilise their skills, the project should aim to make parents aware about letting their daughters travel to nearby villages or towns where they can utilise their skills.

IO5's linkage with the outcome is also clear from the baseline findings. It can be seen that in the lack of economic opportunities, the SG/OOS girls are not recording a better transition rate. Those who have recorded successful transitions are the ones who have initiated businesses using the economic skills and opportunities that they had (most of them from the age bracket 24-32). This points to the direct linkage of IO5 with transition, which is one of the project's outcomes.

So what does this mean for MCN?

- In view of the fact that most of the SG/OOS girls are not doing anything productively due to the lack of opportunities of participating in trainings as well as initiating businesses highlights the importance of MCN's intervention for SG/OOS girls.
- MCN's intervention of GTF as well trainings will be very useful to SG/OOS girls. However, to ensure that most of the girls do not simply stay at home after taking trainings, market linkages also need to be established.
- In addition, as already mentioned above, MCN should advocate in the change of parental attitude towards girls' mobility.

6. Conclusions, recommendations and appropriateness

6.1. Conclusion

Out of the three outcomes assessed by FDM, the first one was 'learning'. Both the SeGRA and SeGMA score of the girls were on the lower side. While the aggregate SeGRA score was 39.8, the aggregate SeGMA score was only 17.7. In SeGRA, a key concern was the acutely poor skills of the girls in drafting essays. In SeGMA, the girls evidenced extremely poor skills in solving algebra and word problems. This is not a new finding as under-performance in Maths has been widely observed in public schools across Nepal. The majority of the sample girls (82.5% of the treatment sample) gave support to this data and stated that they found Maths difficult.

While the poor teaching approach of teachers and the lack of analytical skills of the girls were contributing factors for the poor performance of girls, the low score was in fact a result of multiple factors - the poor teaching approach, the lack of analytical skills and the lack of study time. In terms of sub-groups, it was the Dalit and Tharu students who had the lowest literacy and numeracy scores owing to their relatively lesser study time and higher burden of household chores. No other like language, economic status and literacy levels of parents appeared to have had an effect on either the SeGRA or SeGMA scores. The low scores in SeGRA, SeGMA highlighted the need for the project to focus extensively on developing analytical skills and mathematical skills of the girls through its Girls' Club as well as training teachers on interactive teaching.

Transition was the second outcome evaluated by the study. Transition was successful for all IS girls as all of them were, by default, in school. However, the scenario was completely different for SG/OOS girls. Transition was mostly unsuccessful for SG/OOS girls with the highest successful transition rate being only 44.4% (for girls aged 24-32). The reason for dismal transition rates amongst SG/OOS girls was primarily the lack of opportunities to engage in trainings and to initiate businesses. In this light, STEM II's provision of GTF and trainings can be helpful to SG/OOS girls to attain successful transition at midline.

Sustainability scores remained low as well. However, this was because most of the sustainability indicators were linked with project interventions. Since most of the project interventions are yet to be rolled out, they could not be graded at baseline. However, there were a few concerning areas in terms of sustainability where the project should focus. All the CEN/VCPC were yet to be formed and despite schools raising their own funds, no amount went towards setting up girl friendly infrastructure. These could be detrimental for the sustainability and should be looked into by the project.

Apart from the three outcomes, the evaluation focused on the five Intermediate Outcomes. In regards to IO 1, the majority of the parents (99.5% of treatment parents) were supportive of their daughters' education with moral and financial help. Moreover, 79.6% of parents saying they would allow their daughters to study as much as they wished to was an encouraging figure. However, barriers existed

through the prevailing cultural norm, particularly the practice of making girls perform much of the household chores. This gave girls limited time to study at home. The average study hours for treatment girls was only 1.9 hours while the average time spent on household chores for the girls was 3.4 hours per day. The burden of household chores acted as the biggest barrier for girls' learning. In addition, despite claiming to have understood the importance of girls' education, their engagement in their daughters' education was minimal. Only 47.8% of parents had ever been to their daughters' school or classroom. In addition, boys still received special preferences when it came to being admitted to private schools and getting access to better quality education. STEM II's EGAP and household and time management training planned for parents can intervene in this context and work on making parents realise the importance of creating a conducive study environment for girls at home as well as engaging more in their daughters' studies.

In terms of IO 2, none of the schools had gender specific plans in the SIP partly due to lack of knowledge as well as lack of funds. Despite this, the girls did not voice much complaints against the school governance. However, a major problem in the school was the state of infrastructure including toilets and the lack of sanitary disposal facilities. 50.8% of the girls said that their toilets were kept clean only sometimes. Moreover, only 37.5% of the girls had sanitary disposal facilities in their school toilets. FDM's observation showed that many schools had very poor state of infrastructure. Although these factors did not entirely lead to absence, they did affect the girls' learning environment at school. Moreover, in all the FGDs, girls complained about at least one male teacher whose behavior they found 'inappropriate' towards them. STEM II's EGAP Upgrade Awards, M4QE trainings as well as teacher trainings can be crucial in addressing challenges mentioned under IO 2.

Attendance, which was IO 3, followed a somewhat similar pattern as that of STEM I. Girls were mostly regular to school as evidenced by an encouraging attendance figure of 85.3%. However, attendance saw sharp falls at three points - during *Baisakh* (April/May), *Shrawan* (July/August) and *Kartik* (October/November). Since the school reopened after a long vacation in *Baisakh* and *Kartik* and classes were not regular for the first few days of school re-opening, the girls would not come to school during this time. In *Shawan*, however, the reason for low attendance was plantation. Despite schools providing holiday, most of the students remained absent after school reopened owing to heavy workload in *Shrawan.*

The girls' GSE score (IO 4) was on the higher side with 87.8% treatment girls having a 'high self-efficacy'. However, despite having a higher GSE and their own decision making skills, most of the girls did not get the opportunity to make decisions for themselves. Ultimate decision making power rested with parents, unlike for boys, who have the freedom to exercise their own decisions. The project, thus, needs to focus on increasing parents' awareness in this regards through P4QE training, the EGAP campaign and organizing of a jamboree and psycho-social counselling for improving their confidence.

In terms of IO 5, the majority of the SG/OOS girls expressed a keen desire to take part in income generation opportunities. Parents, too, were also supportive of this. However, limited opportunities and restricted mobility posed as the biggest challenge for SG/OOS girls. Since only 20.3% of the girls who had taken trainings earlier initiated businesses and 11.8% got engaged in employment, the project should ensure that along with trainings and GTF loans, a conducive environment also exists for the girls to succeed.

6.2. Recommendation[9]

The recommendations provided in this section are mostly centered around the planned project interventions and project log-frame indicators. Since most of the project interventions are yet to be rolled out, recommendations regarding project delivery cannot be provided at this stage.

Sub-group differentiation

As per the findings of the baseline by the External Evaluator and project's historic knowledge and understanding, the barriers faced by the majority of the population are the same. Barriers like overburden from household chores, less study time at home and restricted mobility of girls are deeply rooted in communities of different locations, ethnicities and socio-economic standings. However, the project has differentiated the girls based on their various marginalization status (section 3.5), but since the barriers are cross cutting across the majority of the population, activities have been designed to address the barriers that are common for all. However, while implementing these activities the project team will ensure that the activities are facilitated based on the needs of each sub group.

Learning

- In light of the SeGRA/SeGMA findings, the project's Girls' Club intervention appears appropriate. The project should however ensure that the Girls' Club lays extensive focus on improving the analytical skills (especially writing essays, using one's own ideas, presenting relevant arguments etc.) of girls rather than just revising the week's lessons. Since Nepali subject is not a part of the Girls Club, the project should consider including Nepali as one of the subjects taught in the Girls Club. Moreover, along with developing analytical skills, the Girls' Club should provide extensive help to the girls in developing their Mathematical skills.

- Given that Dalit and Tharu girls are performing relatively poorer due to their higher workload at home and lesser study time, the project's EGAP campaign should aim to make these parents aware about creating a conducive environment at home. Parents need to be made aware that simply 'encouraging' their daughters to study will not help their learning

[9] FDM has also commented on the targets set by the project during its pre-baseline. For these comments, kindly refer to Annex 1: Logframe.

performance. The girls need to be provided with adequate study hours at home and their household burden needs to be shared by other members.

- As poor teaching methods are seen as one of the contributing factors to poor performance of the girls, the project's 'teachers' training' intervention appears relevant. However, as teachers have stated, simply providing trainings will not be enough. Provision of interactive teaching materials should be ensured so that the teachers' skills do not go under-utilised.

Transition

- Although transition for IS girls is successful, the project's Financing Education Trainings should train the parents in efficiently managing funds for higher education as well as apprise them about the different scholarship opportunities available for girls in order to ensure that funds do not act as a hindrance in the transition of the girls.

- In the case of SG/OOS girls, the project's provision of trainings as well as GTF can be useful in ensuring better transition. However, the project should keep in mind the lack of opportunities for trainings and employment in the village due to which a thorough market analysis becomes imperative. Thus, along with providing trainings and GTF, the project should also focus on creating a conducive environment for SG/OOS girls to run their businesses or engage in employment. This could include establishing market linkages for their business or linking them with prospective employers where they can utilise their vocational skills.

  Moreover, the EGAP campaign should not only focus on IS girls' parents, but also on SG/OOS parents to make them aware about giving their daughters/daughter-in-laws decision making powers and not restricting their mobility - a barrier which has been currently hindering their transition.

- In order to ensure a better transition for SG/OOS girls, the project can do awareness sessions in their Jamborees where parents participate with their daughters. The awareness sessions are likely to be more effective if it is done in the collective presence of girls as well as their parents. The parents' should be allowed to ask questions and the project should aim to inform parents about the importance of successful transitions for their daughters.

Sustainability

- Since most of the sustainability indicators are linked with project interventions, recommendations cannot be provided at this point. However, the project should look to strengthening bodies like CEN and VCPC (which are integral in ensuring sustainability at the community level) through trainings as well as facilitating in their planning process after they are formulated.

- Although many of the schools are already generating funds through their own means (mostly by leasing land), they should also be made aware about other methods of fund generation which can be utilised in setting up child friendly education environments at school.

IO1: Parents' attitude and perception

- Since most of the parents are already providing moral and financial support, the EGAP campaign should focus more on making parents aware about the biased cultural norm (whereby girls are expected to perform much of the household chores) since most of the parents are unaware that this has been hindering their daughters' educational experience.

- An effective measure in this regards could be including local community leaders (for example the *Bhalmansas*[10] in Tharu villages) in the EGAP campaigns to talk about cultural norms. Since such leaders have an influence over communities, collaborating with them could make EGAP messaging more effective.

- Since parents' engagement in their daughters' education is minimal, the project should orient schools about unique approaches to ensure parents visit their daughters' school regularly. For example, the schools can link up with local cooperatives where parents deposit their monthly saving. The cooperatives can set up a provisional collection centres at schools and make it mandatory for parents to go to the school every month to deposit the savings rather than visiting the cooperative office. The monthly visit of parents can be used by the teachers as an opportunity to speak with parents.

- Schools can also conduct recreational activities like cultural events at regular intervals where parents are invited. Since participation in such programs are usually high, they can be utilised to hold parents-teachers meetings.

- Along with parents, the project should also look to target boys' attitude and perceptions. An understanding of how the prevailing cultural norms have been hindering girls' education should be provided to boys as well whose attitude and perceptions could be key to providing time/labour support for girls at home. For this, the project can have special Club sessions for the boys.
- FDM also recommends the revision of the two indicators for this IO. As evidenced by this report, most of the parents are already providing financial and moral support to their daughters (IO indicator 1.1). Moreover, most of the parents have expressed their interest in educating their daughters to a higher level than SEE (IO indicator 1.2). Since the report shows that the girls lack time/labour support rather than moral/financial support, indicators dealing with time/labour support could be appropriate under IO 1. This could include,

[10] Local Tharu community leader

for example, mean hours contributed to household chores at midline/endline and mean hours contributed to study at midline/endline.

IO2: School governance

- Since most of the schools are unaware about gender friendly infrastructure, the project should aim to familiarise school administrations with gender friendly infrastructure. This could include infrastructure like sick rooms (for the girls to use during menstruation), sports equipment for girls etc.

- To address the problem of some of the male teachers' harrassing the girls, the project needs to strictly ensure that the teachers get a thorough training on ethical behaviour. Moreover, the students should be encouraged to speak about such problems in the LS and SRH classes in the girls' club. The project should also speak to all the school authorities and train them to be become responsive to such complaints rather than ignoring them.

IO3: Attendance

- Since attendance is relatively lower during months like *Baisakh*, *Shrawan* and *Kartik,* the project should make special efforts through its existing interventions to increase attendance in these months.

IO4: Self-esteem

- The project should work on improving parental attitudes regarding girls' decision making considering the fact that despite high GSE, most of the girls are unable to make their own decisions and are restricted in their mobility.

- While the GSE test is advocated for measuring self-efficacy, it did not appear to be very suitable for Kailali's context. A few of the statements (mostly pertaining to target achievement and skills/resources in oneself) were complicated for the girls to understand and many of them tended to reply positively to all such statements. Although FGDs and KIIs supported that girls did indeed have high confidence, FDM suggests an alternative tool - preferably a 'situational assessment tool' - to measure confidence at midline.

IO5: Economic opportunities

- STEM II's market analysis as well as initiatives to increase parental awareness is very vital. The project should engage in thorough market analysis before providing training to girls. Where there are no opportunities for girls to utilise their skills, the project should aim to make parents aware about letting their daughters travel to nearby villages or towns where they can utilise their skills.

- As far as IO indicator 5.2 is concerned, FDM could not administer any tests pertaining to financial literacy at baseline since the prospective participants for the project's financial training had not been finalized. Administering the test to the entire OOS/SG sample was also not an option since it was not known how many girls from the sample would be interested in taking part in the training. Thus, FDM suggests shifting this IO indicator to output level. This would allow the project to conduct a pre/post test to assess the impact of financial literacy training. Shifting this indicator to output level would also mean that the project will be able to conduct pre/post test with all the participants of the training as opposed to FDM administering it with its sample (which might/might not contain girls who have taken the trainings).

- In turn, one of the output indicators (output indicator 3.2) can be shifted to IO level. To address issues such as harassment and poor teaching methodologies, FDM feels that interventions might be needed at an IO level. Since FDM has experience of conducting barefoot assessment of teachers, it can conduct it during midline to assess the teaching methodology as well as behaviour of the teachers. The new indicator can be added as IO 2.1, under school governance.

Project response to conclusion and recommendations:

Learning: From the baseline study it can be seen that the majority of the students are in the lower spectrum of learning for both literacy and numeracy. Through various qualitative and quantitative findings through STEM and national level research it has been found that most students struggle in English, Math and Science subjects. To address this, the project will continue to develop skills focusing on building analytical, essay writing and mathematical skills for girls. For this the project will be introducing Nepali classes in Girls' Club starting the new academic year (April 2018) as the literacy achievement of girls are being tested in Nepali. Furthermore, the project has also planned to provide classroom management training to improve teachers' capacity in child centric teaching methodology, addressing the gaps in teaching and learning environment tailored to fill gaps identified for each school, provisioning different resources like library, computer and science labs for teaching and learning.

Similarly, it has been identified that one of the major barriers to girls' learning is less study time at home due to high workload of household chores. To address this, STEM will adapt a strategy developed by Mercy Corps Niger and also successfully implemented by BRIGE, MCN's another programme called "*Family Dialogue*" or "*Couples Dialogue*" in Niger, a household-based behavior change intervention designed to promote joint decision-making behavior. STEM will further tailor the activity to focus on the principles of gender equity, women's empowerment, sharing household chores between all the members, increasing study time for their children, household decision making and inclusive dialogue on household financial planning. The training will culminate by developing a household-level action plan for behavior change. Following the training, facilitators conducted follow-up visits for 6 weeks, visiting each household each week, to provide counseling and coaching on implementation of the action plans.

The project would also like to revisit the learning test with the external evaluator and the Fund Manager to discuss on adapting it to make it a little easier for midline and endline.

Transition: The transition rate for SG/OOS girls is comparatively low, however, with an integrated training mechanism where girls will have the options to take financial literacy, vocational training, business development, GTF loans which will give them a well-rounded skills that will help support their transition. The project will also link the beneficiaries with young women entrepreneurs to help them network. In order to address the lack of training opportunities and market to initiate business the project will link the girls directly with VT service providers, or in cases where there are enough girls in the communities that are interested to take a particular training the project will provide VT at their community, and also link the girls with government and non-government skill development programme. Furthermore, the project will share the market assessment report with the girls to provide them clarity on current market system.

Sustainability: The project will ensure to work with the newly structured local government system to build a strong project ties. As pointed by the external evaluator, the project plans to work with CEN and VCPC to support their formation and effective implementation thereafter. MCN will work on the common objectives of the project, CEN and VCPC.

IO1: As mentioned in the learning sub-section, barriers like less study time, high household chores, lower engagement on daughters education compared to sons' will also be addressed through a new activity called *"Family Dialogue"* apart from the activities that are already planned in the work plan under this Intermediate Outcome.

IO2: All the barriers identified by the external evaluator like lack of gender specific plan in SIPs, poor state of toilets in schools, inadequate number of sanitary pad disposal, and inappropriate teachers behavior will be addressed by the activities already planned by the project.

IO3: The attendance of the students look quiet promising, 85.1%, however, the sharp fall in attendance at three points – April/May, July/August and October/November is a bit concerning. As recommended by the external evaluator, the project will plan special activities to increase attendance during these three points.

IO4: The new activity "*Family dialogue*" will be designed to include parental support on girls' decision making power at household level and assess the reasons for restricted mobility of girls which will then be further explored by the project for probable intervention, as these are the barriers pointed by the baseline findings. The project also supports FDM's decision to design an alternative tool to measure girls' self-efficacy. Further discussion on this with the fund manager, external evaluator is requested.

IO5: The programme will address the problem of limited opportunities, restricted mobility, and use of training skills post training as mentioned in transition section above.

Gender Approach and Integration: To have a more inclusive gender approach, STEM II team proposes to have discussion with the Fund Manager on upcoming RAM to provide LS and ASRH classes to In School boys. As the project is primarily targeting girls, though there is a need to have greater inclusion of boys in all project activities, activities like girls-to-community have been designed to include boys to share LS and ASRH knowledge by girls. Activities like classroom management training, teachers training on child friendly teaching methodologies, EGAP Upgrade Award, learning centers will benefit both the girls and boys. Furthermore, the project will ensure that there is a balanced gender representation on trainings targeted to parents, community members, teachers, SMCs and PTAs.

The Gender Analysis conducted by STEM-II in Kailali reflects on the harmful gender related socio-cultural beliefs, perceptions and practices. High share of household chores for girls, isolation during menstruation, teasing on the way to and from schools indicates that the social norms around girls are tougher in comparison to boys. Boys in Kailali do face some gender violence issues like scolding by teachers, bullying by school seniors and physical brawl with other boys in schools.

In order to mitigate such gender based violence the project team plans to provide life skills, adolescent sexual reproductive health and child protection training to both girls and boys. Through girl-to-community activities in the form of street dramas or plays issues like disbalanced gender expectations and norms will be presented to the community by the girls and boys.

Similarly, classroom management training will be provided to STEM teachers which will encourage the teachers and students to create a safe, fair and effective learning environment in class. The project has also made it mandatory for the schools to install a complaint box at a prominent place where the boys, girls, parents, teachers and other school stakeholders can submit their complaints ranging from violence, to teaching to school infrastructure. The project will work with the school to set up a mechanism to open the complaint box twice a month in the presence of some school officials and student representatives. The school will take responsibility to address the complaints as per need.

Additionally, it was also found in the project's gender report that whenever there is any financial burden at household level, girls' education tends to be compromised first. So to manage and strengthen the economic conditions of the home, Financial Education training will be delivered to the parents. Furthermore, Parents for Quality Education (P4QE) training and Management for Quality Education (M4QE) training will be offered to parents, SMC/PTA members and community leaders to make them realize the importance of equality in education. Similarly, the Educate Girls Alleviate Poverty (EGAP) campaign is a major activity of the project to promote school enrollment of girls, school attendance and reduce

school drop-out among the girls of Kailali. The project also proposes to introduce a new activity called “Family Dialogue” which addresses one of the major gender barriers identified during the baseline, Intense Household work division to the females, through a dialogue within the family and introduce LS and ASRH classes to the boys. The proposed new activities will be discussed and finalized in the upcoming RAM.

Child safeguarding: Understanding the risk associated with child abuse cases reported by the EE and also from the project experience, STEM II will focus on mitigating the risk via sensitisation of teachers, community leaders, parents and SMC/PTA members through trainings, orientation and awareness campaign; institutionalizing feedback mechanism in schools; support to establish Municipal child protection mechanism and building network with girls and schools; integrating child protection issues in school development plan, close monitoring of any report related with abuse and deploy project team for immediate intervention.

Annex 3: Key findings on Output Indicators

Table 25: Output indicators

Logframe Output Indicator	Means of verification/sources	Collection frequency
Output 1: Parents attitudes are supportive towards formal and non-formal education of girls		
Output 1.1: Number of IS and OOS parents (M/F) who take part in activities around girls education supported by STEM II	• Attendance list: disaggregated on the basis of gender, ethnicity and location from STEM activities (P4QE, FET, WLiE, EGAP Campaigns) • Attendance list of parents during school visits including Social Audits & PTA meetings • Qualitative tools: FGDs and KIIs of parents, teachers, head teachers and SMC/PTA • KAP module of household survey (from EE to triangulate)	• As per STEM II activity • Data will be compiled annually
Output 1.2: Number of IS parents (M/F) who take part in SMC and PTA meetings	• Attendance list of parents in SMC and PTA meeting • Qualitative tools: FGDs and KIIs with parents to look deeper into the participation impact • KAP module of household survey (from EE to triangulate)	• As per SMC and PTA meetings • Bi-annually from school • Data will be compiled annually
Output 2: School stakeholders demonstrate awareness of and commitment to improving school conditions for girls		
Output 2.1: Number of schools using the "our voice" complaint box to register and address the complaints of children, parents, and teachers	• STEM monitoring report on "Our Voice Box" • Qualitative tools: FGDs with girls and school management	• Quarterly • As per the sensitivity of the issues, if the issue needs to be address as soon as possible than the monitoring can be done more than once in quarter • Data will be compiled annually *Note: The program has placed the voice box in all the STEM schools and the data collection will start from the 5th quarter.*
Output 2.2: Number of SMC and PTA meetings convened annually where there is evidence of school stakeholders demonstrating awareness of and commitment to improving school conditions for girls	• SMC and PTA Meeting minutes • Qualitative tools: FGDs or KIIs with SMC and PTA	• As per the SMC and PTA meeting held • Bi-annually from school • Data will be compiled annually
Output 3: Teachers adopt gender friendly teaching resources/methodologies		
Output 3.1: Number of STEM school teachers who complete STEM teachers training	• Attendance list of teachers training • Qualitative tools: FGD with the participating teachers	• As per the STEM activity • Data will be compiled annually
Output 3.2: Percent of teachers who have undertaken STEM's training practice girls friendly teaching methodologies	• Barefoot assessment tool • Qualitative tools: FGDs with the students and teachers • KIIs with head teachers	• Midline and Endline *Note: The MoU between the VSO and MCN is ongoing for now. Once the MoU will be signed than the STEM program team will be trained on Barefoot assessment tool and the data will be*

		collected for midline and endline.
Output 4: STEM girls are involved in activities which promotes learning and self-efficacy		
Output 4.1: Percent of STEM girls (IS and OOS) who attend at least 75 percent of one GC cycle	• STEM monitoring record on GC attendance • GC spot checks • Qualitative tool: FGDs with In school(IS), In school graduates (ISG) and Out of school (OOS)	• Every quarter of GC cycle
Output 4.2: Number of STEM school children (girls and boys) who participate in campaigns around girls education	• Attendance record of campaigns • Qualitative tool: FGDs or KIIs with IS, ISG and OOS girls	• As per STEM activities • Annually - the attendance list of girls at both STEM and non-STEM activities will be compiled • Bi-annually - FGDs and KIIs *Note: The program plans to campaign around girls' education during the start of the new academic year which falls in the month of April. From the previous phase experience, the campaigning before the start of the academic year has proved to improve the enrollment rate of the girls.*
Output 4.3: Percent of STEM girls in GC with increase LS and ASRH knowledge	• Pre-Post test on LS and ASRH content of IS and OOS girls • FGDs or KIIs with IS, OOS and Girls Clubs Facilitators	• Pre-Post test will be done with a sample of girls in every GC cycle • FGDs and KIIs will be conducted Bi-Annually *Note: The data collection for this indicator will be done in the STEM's second year as the program could not initiate the LS and ASRH classes in the girls club this year as the girls were preparing for their final exam by the time girls club were re-established in their schools which made the team to change their decision as the extra classes could hamper their studies.*
Outpur 5: School leavers (OOS) have demand driven work readiness skills		
Output 5.1: Percent of girls enrolled in Vocational Training and/or Financial Literacy Training and/or Business Development Training who receive end of course certification	• End of course certification list of VT, FLT, BDT participants • FGDs with VT, FLT and BDT participants	• As per the training given • Data will be compiled bi-annually • FGDs will be conducted bi-annually
Output 5.2: Number of marginalised girls who start or expand their business through GTF loans	• SACCOs record of GTF recipients • STEM II record of GTF recipients • Survey and FGDs with GTF recipients	• Quarterly record collected from the SACCOs • Quarterly updated in STEM II GTF database • GTF survey conducted annually and FGDs conducted bi-annually
Output 6: Increased number of resources available for IS girls		
Output 6.1: Number of schools with library and/or computer lab	• Gap Assessment tool • School Asset • Spot checks • KII with head teacher	• Bi-annually *Note: The assessment for the learning center for the school is ongoing and the data will be collected after the assessment which will take place in the second year of STEM..*
Output 6.2: Number of STEM II trained teachers who incorporate the use of library and/or computer resources into their curriculum	• Action plan prepared by teachers • FGDs with girls and teachers	• Bi-Annually *Note: The data collection for this indicator will be carried out in the second year of STEM II.*

Table 26: Baseline status of output indicators

Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
Output 1:Parents attitudes are supportive towards formal and non-formal education of girls		
Output 1.1: Number of IS and OOS parents (M/F) who take part in activities around girls education supported by STEM II	**Contribution to ToC, IOs and Outcome:** ● Supports to bring positive change in attitude and perception of parents ● Schools will function better as with more involvement of parents, schools are accountable for their actions. **Baseline value and activities:** ● The baseline value has been provided as the stage 1 P4QE training took place during January. Of the parents invited for the phase 1 training, majority of the percent attended which indicates a positive parental support towards our programme and girls' education. **Revision:** ● No revision needed	A total of 350 parents (165 males and 185 female) have participated in Parents for Quality education training (P4QE) up until baseline submission.
Output 1.2: Number of IS parents (M/F) who take part in SMC and PTA meetings	**Contribution to ToC, IOs and Outcome:** ● Makes the parents more aware of the issues in the school ● SMC and PTA become more accountable towards the parents whose children are studying in that school. This will motivate a smooth functioning of the SMC and PTA committee at school. ● Supports to bring positive change in attitude and perception of parents **Baseline value and activity:** ● Data collection will start from new academic year (Quarter 5) **Revision:** ● No revision needed	N/A
Output 2:School stakeholders demonstrate awareness of and commitment to improving school conditions for girls		
Output 2.1: Number of schools using the "our voice" complaint box to register and address the complaints of children, parents, and teachers	**Contribution to ToC, IOs and Outcome:** ● Supports to create a school environment that promotes quality education and child protection ● Increases the confidence of stakeholders like children, parents and teachers on school ● Increases the confidence of girls to raise their voice against the issues in school **Baseline value and activity:** ● Data collection will start from new academic year (Quarter 5) **Revision:** No revision needed	N/A
Output 2.2: Number of SMC and PTA meetings convened annually where there is evidence of school stakeholders demonstrating awareness of and commitment to improving school conditions for girls	**Contribution to ToC, IOs and Outcome:** ● As per MoE mandate, a public school should conduct a minimum of 1 SMC and PTA meeting every 2 months. However, public schools are not following this time frame and are only conducting meetings on an ad-hoc basis. The project will work with the school and parents management committees to conduct these meetings in a timely manner, with a minimum of 1 SMC or PTA meeting conducted every 2 month. This should help establish a habit for these schools to conduct these meetings even after the project phases out. ● Increase the SMC and PTA member's knowledge of their roles and responsibilities and make them more accountable towards their responsibility and create a sense of ownership of the school from the school management, teachers, students and the communities. ● Addresses concerns on child and gender friendly infrastructure/school environment, quality teaching, child protection and safety. **Baseline value and activity:** ● Data collection will start from new academic year (Quarter 5) **Revision:** No revision needed	N/A
Output 3: Teachers adopt gender friendly teaching resources/methodologies		
Output 3.1: Number of STEM	**Contribution to ToC, IOs and Outcome:** ● Delivering access to quality education by equipping the	A total of 189 teachers (152 M: 37 F) have received STEM

school teachers who complete STEM teachers training	teachers with knowledge, skills and resources to conduct child friendly assessment based teaching-learning practice ● Increases the learning performance of school ● Promotes child safeguarding practice in schools **Baseline value and activity:** ● STEM II has successfully completed GCF ToT to 21 teachers, GCF training to 134 teachers, Child Protection Training to 30 teachers and classroom management training to 24 teachers leading the baseline number to 189 teachers trained. This number is what the project had planned for this training so far thus the baseline value indicates that the project can reach the target in the upcoming evaluation points. **Revision:** No revision needed	various training. Further disaggregation is as follow: ● Girls' club facilitators ToT: 21 teachers (20 M :1 F) ● Girls club facilitators: 134 teachers (108 M:26 F) ● Child protection training: 30 teachers (29 M: 1 F) ● Classroom management training: 24 teachers (15 M: 9F)
Output 3.2: Percent of teachers who have undertaken STEM's training practice girls friendly teaching methodologies	**Contribution to ToC, IOs and Outcomes:** ● STEM's child protection training, GCF training and classroom management training should help improve the teaching and learning dynamics in classroom ● Supports to creating a school environment that promotes quality education ● Supports in improving girls' attendance and learning as the teachers adopt to new teaching methodologies **Baseline value and activity:** ● Data collection will start from new academic year (Quarter 5) **Revision:** No revision needed	N/A
Output 4: STEM girls are involved in activities which promotes learning and self-efficacy		
Output 4.1: Percent of STEM girls (IS and OOS) who attend at least 75 percent of one GC cycle	**Contribution to ToC, IOs and Outcomes:** ● Improvement in their overall learning – literacy and numeracy ● Improvement in GC subjects – English, Maths, Science, Nepali which should increase their promotion rate ● Help establish a habit of attending schools and girls club ● Marginalized girls demonstrate increased confidence, voice and influence in home, school and community through LS and ASRH classes ● Improvement in their overall self-efficacy and confidence **Baseline value and activity:** ● No baseline value as data collection will be done for every quarter of GC operations **Revision:** No revision needed	N/A
Output 4.2: Number of STEM school children (girls and boys) who participate in campaigns around girls education	**Contribution to ToC, IOs and Outcomes:** ● Marginalized girls demonstrate increased confidence, voice and influence in home, school, business and community ● Help create school and community environment that promotes quality education ● Improves the enrolment, promotion, attendance and decrease the dropout rate of students ● Encourages the parents and community members to support girls' education ● Makes the school management accountable towards the children **Baseline value and activity:** ● There was high participation rate from the students both girls and boys where there was direct participation of 829 students from 21 STEM schools. Activity was also observed by the other students, teachers and management from these schools. This indicates positive interest and engagement of students in such campaigns in the future as well. **Revision:** No revision needed	A total of 829 (453F,376M) students participated in 16 days of Activism against Gender-Based Violence Campaign to galvanize action to end violence against women and girls around the world. The school held intra quiz, essay, debate competition.
Output 4.3: Percent of STEM girls in GC with increase LS and ASRH knowledge	**Contribution to ToC, IOs and Outcomes:** ● Helps increase the self-efficacy of girls ● Creates awareness amongst the girls on issues related to child protection and safeguarding ● Increases attendance of girls especially during their menstruation period ● Helps Improve girls' attendance in their school as they are taught	N/A

	on importance of girls' education ● For the girls who dropout from schools, LS class will help give them a vision for their future and develop skills and confidence to face life challenges **Baseline value and activity:** ● No baseline value, data will be collected before and after each GC cycle **Revision:** No revision needed	
Output 5: School leavers (OOS) have demand driven work readiness skills		
Output 5.1: Percent of girls enrolled in Vocational Training and/or Financial Literacy Training and/or Business Development Training who receive end of course certification	**Contribution to ToC, IOs and Outcomes:** ● With these trainings girls will have increased career opportunities ● Help increase their self-efficacy ● Build their confidence to ● Marginalized girls will have increased confidence to voice their thoughts and have greater influence in home and community ● Help gain respect of their home and community **Baseline value and activity:** Of the 176 girls who have taken GTF loans at least once, 80 GTF recipients were invited for BSD training for which 64 girls (36 percent of GTF recipients) registered and successfully completed this training. As this training had 100 percent completion rate, the baseline value suggests that these activities will help achieve the midline and endline targets. **Revision:** No revision needed	A total of 64 girls have received business development training. All the 64 girls were GTF recipients of which some had fully paid their loan whereas some of them were new GTF recipient.
Output 5.2: Number of marginalised girls who start or expand their business through GTF loans	**Contribution to ToC, IOs and Outcomes:** ● Girls have increased access to financial resources and paths to employment ● Marginalized girls have increased confidence, voice and influence at home, business and community **Baseline value and activity:** ● Since there have been additional 39 girls who have taken GTF loans for business startup or expansion since the start of the project without the project injecting additional funds through the revolving nature of GTF, this baseline data suggests that this activity is on track to achieve the midline and endline targets. **Revision:** No revision needed	The baseline status for number of girls who has either start up or expand their business since the start of STEM II would be 39 recipients for either business startup or expansion.
Output 6: Increased number of resources available for IS girls		
Output 6.1: Number of schools with library and/or computer lab	**Contribution to ToC, IOs and Outcomes:** ● Helps increase the learning scores of girls ● Helps increase the promotion rate of girls ● Improves the attendance of girls in schools ● Improves the quality of teaching and learning ● Supports to create a school environment that promotes quality education ● Encourages the community members to enroll their children into schools ● Motivates the girls to enroll in schools **Baseline value and activity:** ● No baseline value **Revision:** No revision needed	N/A
Output 6.2: Number of STEM II trained teachers who incorporate the use of library and/or computer resources into their curriculum	**Contribution to ToC, IOs and Outcomes:** ● Helps increase the learning scores of girls ● Helps increase the promotion rate of girls ● Improves the attendance of girls in schools ● Improves the quality of teaching and learning ● Supports to create a school environment that promotes quality education ● Encourages the community members to enroll their children into schools ● Motivates the girls to enroll in schools **Baseline value and activity:** ● No baseline value	N/A

	Revision: No revision needed	

Table 27: Output indicator issues

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Output 1:Parents attitudes are supportive towards formal and non-formal education of girls		
Output 1.1: Number of IS and OOS parents (M/F) who take part in activities around girls education supported by STEM II	No issues	Leave as it is
Output 1.2: Number of IS parents (M/F) who take part in SMC and PTA meetings	No issues	Leave as it is
Output 2:School stakeholders demonstrate awareness of and commitment to improving school conditions for girls		
Output 2.1: Number of schools using the "our voice" complaint box to register and address the complaints of children, parents, and teachers	No issues	Leave as it is
Output 2.2: Number of SMC and PTA meetings convened annually where there is evidence of school stakeholders demonstrating awareness of and commitment to improving school conditions for girls	No issues	Leave as it is
Output 3: Teachers adopt gender friendly teaching resources/methodologies		
Output 3.1: Number of STEM school teachers who complete STEM teachers training	The project would like to change the logframe target for this indicator: **Current Target: 300 (ML); 600 (EL)** **Proposed Target: 150 (ML); 350 (EL)** The target has been decreased in order to avoid double counting as the project through its budget and workplan has plans to provide GCT training ToT and regular facilitators, Life Skills Training and Classroom Management training mostly to grade 8, 9 and 10 teachers in 30 STEM schools in addition to few lower grade teachers. The current target has been estimated for an average of 10-12 teachers per STEM school without double counting.	**Current Target: 300 (ML); 600 (EL)** **Proposed Target: 150 (ML); 350 (EL)**
Output 3.2: Percent of teachers who have undertaken STEM's training practice girls friendly teaching methodologies	No issues	Leave as it is
Output 4: STEM girls are involved in activities which promotes learning and self-efficacy		
Output 4.1: Percent of STEM girls (IS and OOS) who attend at least 75 percent of one GC cycle	No issues	Leave as it is
Output 4.2: Number of STEM school children	No issues	Leave as it is

(girls and boys) who participate in campaigns around girls education		
Output 4.3: Percent of STEM girls in GC with increase LS and ASRH knowledge	No issues	Leave as it is
Output 5: School leavers (OOS) have demand driven work readiness skills		
Output 5.1: Percent of girls enrolled in Vocational Training and/or Financial Literacy Training and/or Business Development Training who receive end of course certification	No issues	Leave as it is
Output 5.2: Number of marginalised girls who start or expand their business through GTF loans	No issues	Leave as it is
Output 6: Increased number of resources available for IS girls		
Output 6.1: Number of schools with library and/or computer lab	No issues	Leave as it is
Output 6.2: Number of STEM II trained teachers who incorporate the use of library and/or computer resources into their curriculum	No issues	Leave as it is

Annex 4: Beneficiary tables

Table 28: Direct beneficiaries

Beneficiary type	Total project number	Total number of girls targeted for learning outcomes that the project has reached by Endline	Comments
Direct learning beneficiaries (girls) – girls in the intervention group who are specifically expected to achieve learning outcomes in line with targets. If relevant, please disaggregate girls with disabilities in this overall number.	6,264	Total number of girls enrolled in STEM II schools in grade 8 to 10 during baseline: 4,460 Assuming 90% retention rate, the total number of girls targeted for learning outcome by endline: 4,014	The total number of girls targeted for learning outcomes during baseline is 4,460 of which an estimated 90 percent are expected to achieve learning outcome by the endline. 10 percent attrition rate has been considered keeping in mind that the girls might dropout from the schools during the project period due to migration, marriage, transfer to non-STEM school, etc. Only the IS population has been considered for the learning outcome as only this group receives direct intervention to improve their learning. However, it must be noted that the IS girls will decrease every year with grade 10 girls pass out each year. Though the grade 10 passout will be included in the learning cohort, the grade 10 graduates will move to the In School Graduate group and will receive ISG intervention. The beneficiary group/type data will be updated accordingly.

Table 29: Other beneficiaries

Beneficiary type	Number	Comments
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	N/A	N/A
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	7,578	These are the number of boys who are currently studying in STEM school from grade 1 to 10 who will benefit indirectly from the project through activities such as EGAP campaign, street drama, thematic events, radio campaign ad rallies.
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	5,525	These are the number of girls who are currently studying in STEM schools from grade 1 to 7. They will benefit from the project through activities such as EGAP campaign, street drama,

		radio campaign, thematic event, girls jamboree and rallies.
Teacher beneficiaries – number of teachers who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	189 (152 male and 37 female)	Total number of teachers trained: 189 ● Girls' club facilitators ToT: 21 teachers (20 M :1 F) ● Girls club facilitators: 134 teachers (108 M:26 F) ● Child protection training: 30 teachers (29 M: 1 F) ● Classroom management training: 24 teachers (15 M: 9F) Note: This is the number that the project has reached until February, 2018. The current target number for Midline is 300 teachers training and Endline is 600 teachers trained.
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	5,149 (1,500 male and 3,649 female)	The community members were oriented on program approach, operation modality, major outcome and child protection. This is the number that the project has reached until February, 2018. Post baseline, this number is expected to increase significantly.

Table 30: Target groups - by school

School Age	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Lower primary			
Upper primary			
Lower secondary	✓	4,460	400
Upper secondary			
Total:		4,460	400

Table 31: Target groups – by grade

School grade	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Grade 8	✓	1,168	150
Grade 9	✓	1,721	150
Grade 10	✓	1,571	100
Total:		4,460	400

Table 32: Target groups - by age

Age Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline[1]
Aged 11-14 (% aged 12-14)	✓	1238 (19.8%)	122 (16.2%)

[1] This includes the IS (treatment), ISG and OOS sample

Aged 15-17 (% aged 15-17)	✓	3044 (48.6%)	249 (33.2%)
Aged 18-23 (% aged 18-23)	✓	1,677 (26.8%)	314 (41.9%)
Aged 24-34 (%aged 24-34)	✓	305 (4.8%)	65 (8.7%)
Total:		**6,264**	750 (100%)

Table 33: Target groups - by marital status

Marital Status	**Project definition of target group** (Tick where appropriate)	**Number targeted through project interventions**	**Sample size of target group at Baseline**
Married	✓	745 (11.9%)	136
Unmarried	✓	5,519 (88.1%)	614
Total:		**6,264**	750

Table 32: Target groups - by sub group

Social Groups	**Project definition of target group** (Tick where appropriate)	**Number targeted through project interventions**	**Sample size of target group at Baseline**
Disabled girls (please disaggregate by disability type)	✓	**13**	***Although some girls did have 'some level of difficulty' in some of the domains, none of the girls 'had a lot of difficulty' in any of the domains. Hence, none of the girls qualified as being 'disabled' in the sample.***
Orphaned girls			**-**
Pastoralist girls			**-**
Child labourers			**-**
Poor girls			***Not sure how 'poor' is defined here. Going by the what was suggested in the GEC template, none of the girls in the sample came from households which could 'not meet basic needs' or 'had gone to sleep hungry'.***
Other (please describe)			**-**
Total:		**13**	0

Table 33: Disability status of IS girls

Activity	**Level of difficulty**				
	No, no difficulty	**Yes, some difficulty**	**Yes, a lot of difficulty**	**Cannot do at all**	**Total**
Seeing	**7**	**1**	**1**	**0**	**9**
Hearing	**7**	**2**	**0**	**0**	**9**

Walking or climbing steps	**2**	**3**	**4**	**0**	**9**
Remembering things or concentrating	**6**	**1**	**2**	**0**	**9**
Self care	**3**	**2**	**4**	**0**	**9**
Communicating	**6**	**3**	**0**	**0**	**9**
Note: As per the criteria set by GEC for identifying girls with disability, the project was able to identify 9 In school girls out of which 2 girls were facing a lot of difficulty in 2 activities.					

Table 34: Disability status of ISG/OOS girls

Activity	Level of difficulty				
	No, no difficulty	**Yes, some difficulty**	**Yes, a lot of difficulty**	**Cannot do at all**	**Total**
Seeing	**3**	**1**	**0**	**0**	**4**
Hearing	**4**	**0**	**0**	**0**	**4**
Walking or climbing steps	**0**	**0**	**3**	**1**	**4**
Remembering things or concentrating	**4**	**0**	**0**	**0**	**4**
Self care	**0**	**0**	**2**	**2**	**4**
Communicating	**3**	**1**	**0**	**0**	**4**
Note: As per the criteria set by GEC to identify girls with disability, the project was able to identify 4 OOS/ISG girls who find a lot of difficult or cannot do at all while carrying out the mentioned activities.					

Table 33: Target groups - by school status

Educational sub-groups	**Project definition of target group** (Tick where appropriate)	**Number targeted through project interventions**	**Sample size of target group at Baseline[2]**
Out-of-school girls: have never attended school	**N/A**	**N/A**	**N/A**
Out-of-school girls: have attended school, but dropped out	✓	**1,804**	**350**
Girls in-school	✓	**4,460**	**400**
Total:		**6.264**	750

[2] This includes ISG and OOS sample

Foundation for Development Management

Working together for change

Name of the project: External Evaluation of STEM II project

Name of the evaluator: Foundation for Development Management (FDM)

Contact Information for External Evaluator:

JDA Complex, Level II, Sundhara, Kathmandu, Nepal

Phone no: 977-01-4263944

Email: info@fdm.com.np

Names of all members of the evaluation team:

Shailendra Sigdel – Team Leader

Deependra Bikram Thapa - Advisor

Abijit Sharma – Project Coordinator

Ankit Babu Adhikari – Researcher

Samin Rijal - Researcher

Shailendra Sigdel certifies that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

Specifically:

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

ESTABLISHED 2000 Foundation for Development Management P.Ltd. KATHMANDU, NEPAL

Shailendra Sigdel

Foundation for Development Management Pvt. Ltd.

21st March 2018

PROJECT MANAGEMENT RESPONSE

PROJECTS RESPONSE TO KEY FINDINGS AND CONCLUSIONS:

ToC: The major barriers identified by the external evaluator through baseline data collection was unequal household work division, less study time at home, lack of mobility for girls, absence of gender specific facilities at school, lack of trained teachers in school and teachers' absenteeism. Though some of the barriers were identified by the project, ones like less study time at home and lack of mobility for girls are missing from the barriers identified in the project ToC. However, these are underpinning discriminatory gender based barriers to formal and non-formal education as mentioned in the ToC that the project aims to minimize.

The project will adapt the ToC by including these major two barriers by adding a new theme under the barrier "Household Environment", ensuring that the project intervention is designed to help mitigate these barriers. The project would also recommend removing "Higher rates of STDs & HIV among the boys and men who migrate to India" as one of the barriers in the project ToC as this barrier has not been identified through either baseline data collection or gender research.

For the TOC assumption, parental support will be added which will now read as – *"This ToC is contingent upon a number of assumptions, some of which include: improved gatekeeper perception and support contributes to an enabling learning environment for marginalised girls and that increased access to economic opportunities coupled with learning will lead to economic empowerment for girls."*

Learning: From the baseline study it can be seen that the majority of the students demonstrated less attainment in literacy and numeracy. Qualitative and quantitative findings from STEM and national level research show that most students struggle in English, Math and Science subjects. To address this, the project will continue to develop the students' skills focusing on analytical, essay writing and mathematical skills for girls in both Girls Clubs and classrooms. For this the project will be introducing Nepali classes in the Girls' Clubs starting in the new academic year (April 2018), as the girls' literacy is being tested in Nepali although the students are not getting any direct intervention related to this. Furthermore, the project plans to provide classroom management training to improve the teachers' knowledge of child centric teaching methodologies, addressing the gaps in the quality of teaching. In addition, the learning environment in each school will be improved through the provision of different resources like libraries, computers and science labs for teaching and learning.

Similarly, it has been identified that one of the major barriers to girls' learning for this phase is less study time at home due to high workloads of household chores. To address this, STEM will adapt a strategy developed by Mercy Corps Niger and which has also been successfully implemented by the Mercy Corps project BRIDGE in Nepal called "*Family Dialogue*" or "*Couples Dialogue*". "Family dialogue" refers to a household-based behavior change intervention designed to promote joint decision-making behavior. STEM will further adapt the activity to focus on the principles of gender equity, women's empowerment, while also promoting the sharing of household chores between all the family members, making joint household decisions and inclusive dialogue on household financial planning as well as increasing study time for the children (especially the girls). The training will culminate in developing a household-level action plan for behavior change. Following the training, facilitators will conduct follow-up visits for 6

weeks, visiting each household once a week, to provide counseling and coaching on the implementation of the action plans.

The project would also like to revisit the learning test with the external evaluator and the Fund Manager to tailor it to the project area instead of the national standard for midline and endline.

Transition: The transition rate for ISG/OOS girls is comparatively low, however, with an integrated training mechanism where girls will have the options to take financial literacy, vocational training and business development training which will give them a well-rounded skill set that will support their transition. The project will also link the beneficiaries with young women entrepreneurs to help them network. In order to address the lack of training opportunities and market knowledge to initiate a business, the project will link the girls directly with VT service providers, or in cases where there are enough girls in the communities that are interested in taking a particular training, the project will provide VT in their community, and also link the girls with government and non-government skill development programmes. Furthermore, the project will share an age appropriate summary of the market assessment report with the girls to give them clarity on current market opportunities.

Sustainability: The project will work with the newly structured local government system to build strong ties with the relevant entities. As suggested by the external evaluator, the project plans to work with CEN and VCPC to support their formation and effective implementation thereafter. MCN will work on the common objectives of the project with CEN and VCPC members.

IO1: Credit can be given to phase 1 of STEM for successfully changing the attitude of parents towards girls' education with 79.6% percent of parents saying that they would allow their daughters to study as much as they like. However, for this phase the challenge will be to break the strong cultural norm where girls are practically single handedly taking on the household chores compared to their male siblings which is hampering their learning achievement. As mentioned in the learning subsection, barriers like less study time at home, high household chores for girls, lower parental engagement on daughters education compared to sons' education will also be addressed through a new activity called *"Family Dialogue",* in addition to the activities that are already planned in the work plan under this Intermediate Outcome.

Logframe:
IO2: All the barriers identified by the external evaluator like lack of gender specific plans in SIPs, poor state of toilets in schools, inadequate number of sanitary pad disposal facilities, and inappropriate behavior by teachers was pre-identified by the project during its design and will be addressed by the activities already planned by the project mostly through EGAP Upgrade Award and Management for Quality Education (M4QE) training. In cases of child protection issues, the project realizes that this needs a multi-pronged approach that responds to the needs of the girls who are affected by the inappropriate behavior of teachers during project implementation as well as implementing preventative measures, contributing to medium and long-term change. The project will therefore work closely with local government bodies – the municipal office, other NGOs like WOREC who provide rehabilitation services at the district level, and the municipal protection committee represented by community members to build the capacity of local government authorities and strengthen networks between the Girls Clubs, schools and municipal protection committees as well as supporting the preparation of a municipal child protection plan.

IO3: The attendance rates of the students look promising at 85.1%, however, the sharp fall in attendance at three points – April/May, July/August and October/November is a bit concerning. As recommended by the external evaluator, the project will increase the penetration of social mobilizers during these points to ensure that the girls attend class.

IO4: The new activity "*Family dialogue*" will be designed to foster parental support for girls' decision making power at the household level and assess the reasons for restricted mobility of girls which will then be further explored by the project for possible intervention, as these are the barriers identified by the baseline findings.

IO5: The programme will address the problem of limited opportunities, restricted mobility, and use of training skills after trainings as mentioned in the transition section above.

Gender Approach and Integration: To have a more inclusive gender approach, the STEM II team proposes to have a discussion with the Fund Manager during the upcoming RAM to provide LS and ASRH classes to In School boys. Although the project is primarily targeting girls, there is a need to have greater inclusion of boys in all project activities. Activities like girls-to-community theatre plays and LS and ASRH classes for boys have been designed to include boys and maximise the impact of STEM II on the girls' lives. Activities like classroom management training, teachers' training on child friendly teaching methodologies, the EGAP Upgrade Award and learning centers will benefit both girls and boys. Furthermore, the project will ensure that there is a balanced gender representation on trainings targeting parents, community members, teachers, SMCs and PTAs.

Child safeguarding: Understanding the risk associated with child abuse cases reported by the EE and also from the project's experience, STEM II will implement a multi-pronged approach that will include the creation of safe spaces for girls in the afterschool clubs as well as addressing institutional weaknesses around child safeguarding in schools which will make schools a safer place for girls in the long-term.

STEM II will mitigate the risk of child abuse via sensitization of teachers, community leaders, parents and SMC/PTA members through trainings, orientation and awareness campaigns. In addition, the project team will support the institutionalization of feedback mechanisms in schools, while also collecting complaints wherein the SMs will follow up with the school. The project team will also support the establishment of municipal child protection mechanisms, the provision of psychosocial counselling and the building of networks with girls and schools as well as integrating child protection issues in school development plans.

The team will closely monitor any report related to abuse and deploy the project team for immediate intervention. In cases where the project might not get the required support from the school to address the abuse/harassment cases, the project will have an in-depth discussion with the SMC and PTA and even after that if no positive solution is found the project will have to remove a part of the EGAP Upgrade Award of that particular school. However, the project will ensure the safety of the victim, who might face backlash from the school and community members, by informing the parents, community leaders and also providing psycho-social counselling and rehabilitation support to the victim.

Historically when child safeguarding issues have emerged, the project has verified the issue, conducted individual discussions with the girls at risk and communicated with district line agencies that are handling severe child abuse cases and who are providing rehabilitation and providing legal assistance to victims.

PROJECT RESPONSE TO RECOMMENDATIONS:

External Evaluator	Project
Learning	
In light of the SeGRA/SeGMA findings, the project's Girls' Club intervention appears appropriate. The project should however ensure that the Girls' Club lays extensive focus on improving the analytical skills (especially writing essays, using one's own ideas, presenting relevant arguments etc.) of girls rather than just revising the week's lessons. Since Nepali subject is not a part of the Girls Club, the project should consider including Nepali as one of the subjects taught in the Girls Club. Moreover, along with developing analytical skills, the Girls' Club should provide extensive help to the girls in developing their Mathematical skills.	The project will introduce Nepali as one of the Girls Clubs' subjects starting this academic year (April/May 2018). Through activities like Girls Club Facilitation (GCF) training the project will ensure that the bi-weekly Girls' Club meetings do not just focus on revising that week's material but also develop the girls' essay writing and analytical skills in both Nepali and English. Activities like classroom management training will also build on teachers' skills to support an interactive and child friendly teaching-learning environment.
Given that Dalit and Tharu girls are performing relatively poorer due to their higher workload at home and lesser study time, the project's EGAP campaign should aim to make these parents aware about creating a conducive environment at home. Parents need to be made aware that simply 'encouraging' their daughters to study will not help their learning performance. The girls need to be provided with adequate study hours at home and their household burden needs to be shared by other members.	While conducting EGAP Radio campaigns, the project plans to air the messages in Tharu language which will have a wider reach and higher impact in these communities. The campaigns will be tailored in each area based on a contextual analysis – so in areas that are heavily populated by Tharu and Dalit communities, EGAP messages will be around supporting their daughters' at home. As mentioned in the section above, the project will also be introducing a new activity called "Family Dialogue" which will result in the development of household-level action plans to encourage behavior change focusing on sharing household chores amongst family members to increase girls' study time at home.
As poor teaching methods are seen as one of the contributing factors to poor performance of the girls, the project's 'teachers' training' intervention appears relevant. However, as teachers have stated, simply providing trainings will not be enough. Provision of interactive teaching materials should be ensured so that the teachers' skills do not go under-utilized.	The project will be providing learning centers – libraries and computer labs which will be incorporated in developing teaching materials for teachers. The teachers will be trained on using these resources to better facilitate their teaching.
Transition	

Although transition for IS girls is successful, the project's Financing Education Trainings should train the parents in efficiently managing funds for higher education as well as apprise them about the different scholarship opportunities available for girls in order to ensure that funds do not act as a hindrance in the transition of the girls.	Yes, this has been planned.
In the case of ISG/OOS girls, the project's provision of trainings as well as GTF can be useful in ensuring better transition. However, the project should keep in mind the lack of opportunities for trainings and employment in the village due to which a thorough market analysis becomes imperative. Thus, along with providing trainings and GTF, the project should also focus on creating a conducive environment for ISG/OOS girls to run their businesses or engage in employment. This could include establishing market linkages for their business or linking them with prospective employers where they can utilize their vocational skills. Moreover, the EGAP campaign should not only focus on IS girls' parents, but also on ISG/OOS parents to make them aware about giving their daughters/daughter-in-law's decision making powers and not restricting their mobility - a barrier which has been currently hindering their transition.	Yes, the project plans to conduct an in-depth market analysis to guide these OOS/ISG girls and provide FLT, VT, BSD and access to GTF loans to these girls. Please see the transition sub-section above for details. As per the EE recommendation, the project will revisit the EGAP messages to incorporate messages especially targeting ISG/OOs parents to raise awareness on supporting their daughters' decision making power in the household and in the community. However, the issue of their restricted mobility will be addressed by *"Family Dialogue."*
In order to ensure a better transition for ISG/OOS girls, the project can do awareness sessions in their Jamborees where parents participate with their daughters. The awareness sessions are likely to be more effective if it is done in the collective presence of girls as well as their parents. The parents' should be allowed to ask questions and the project should aim to inform parents about the importance of successful transitions for their daughters.	Instead of a Jamboree, which is more of a platform to show their creative side and increase girls' engagement and confidence, the project believes that this issue can be tackled better by the "Family Dialogue" intervention.
Sustainability	
Since most of the sustainability indicators are linked with project interventions, recommendations cannot be provided at this point. However, the project should look to strengthening bodies like CEN and VCPC (which are integral in ensuring sustainability at the community level) through trainings as well as facilitating in their planning process after they are formulated.	Yes, this will be done.
Although many of the schools are already	Yes, we have this in our project work plan. The

generating funds through their own means (mostly by leasing land), they should also be made aware about other methods of fund generation which can be utilized in setting up child friendly education environments at school.	project will be working with SMC and PTA committees to raise funds from the community.
IO1: Parents' attitude and perception	
Since most of the parents are already providing moral and financial support, the EGAP campaign should focus more on making parents aware about the biased cultural norm (whereby girls are expected to perform much of the household chores) since most of the parents are unaware that this has been hindering their daughters' educational experience.	Yes, will do this. The project will revisit the EGAP campaigns.
An effective measure in this regards could be including local community leaders (for example the *Bhalmansas*[1] in Tharu villages) in the EGAP campaigns to talk about cultural norms. Since such leaders have an influence over communities, collaborating with them could make EGAP messaging more effective.	The project has been doing that and will continue to do that.
Since parents' engagement in their daughters' education is minimal, the project should orient schools about unique approaches to ensure parents visit their daughters' school regularly. For example, the schools can link up with local cooperatives where parents deposit their monthly saving. The cooperatives can set up a provisional collection centres at schools and make it mandatory for parents to go to the school every month to deposit the savings rather than visiting the cooperative office. The monthly visit of parents can be used by the teachers as an opportunity to speak with parents.	All the local cooperatives are separate entities and don't have direct connections with schools so this approach is not feasible. However, the project has been encouraging school leaders (Head Teachers, SMC and PTA members) to reach out to the community through different events to increase the parents' interactions with their children's school. For instance through kick off meetings with the community, the EGAP campaign for enrollment, P4QE, M4QE and FET.
Schools can also conduct recreational activities like cultural events at regular intervals where parents are invited. Since participation in such programs are usually high, they can be utilized to hold parents-teachers meetings.	The project has planned various extracurricular activities, and will ensure the participation of parents. This will be an opportunity for the parents to have an informal discussion with school management, while a more formal meeting can be conducted during report card distribution.
IO2: School governance	
Since most of the schools are unaware about gender friendly infrastructure, the project should aim to familiarize school administrations with gender friendly infrastructure. This could include infrastructure like sick rooms (for the girls to use during menstruation), sports equipment for girls	Yes, we will do this while the project orients the schools for the EGAP Upgrade Award.

[1] Local Tharu community leader

etc.	
IO3: Attendance	
Since attendance is relatively lower during months like *Baisakh*, *Shrawan* and *Kartik,* the project should make special efforts through its existing interventions to increase attendance in these months.	Noted. The project will consider how this can be done.
IO4: Self-esteem	
The project should work on improving parental attitudes regarding girls' decision making considering the fact that despite high GSE, most of the girls are unable to make their own decisions and are restricted in their mobility.	This will be done through "Family Dialogue" training, Parents for Quality Education Training and EGAP Campaigns.
While the GSE test is advocated for measuring self-efficacy, it did not appear to be very suitable for Kailali's context. A few of the statements (mostly pertaining to target achievement and skills/resources in oneself) were complicated for the girls to understand and many of them tended to reply positively to all such statements. Although FGDs and KIIs supported that girls did indeed have high confidence, FDM suggests an alternative tool - preferably a 'situational assessment tool' - to measure confidence at midline.	Yes, the project agrees to adapt this tool. However, the project would like to explore self-efficacy tools used by other GEC projects.

PROJECT SUGGESTION TO LOGFRAME CHANGES:

FDM Recommendation	Project Response
Intermediate Outcome Indicator 1.1	
FDM also recommends the revision of the two indicators for this IO. As evidenced by this report, most of the parents are already providing financial and moral support to their daughters (IO indicator Since the report shows that the girls lack time/labour support rather than moral/financial support, indicators dealing with time/labour support could be appropriate under IO 1. This could include, for example, mean hours contributed to household chores at midline/endline and mean hours contributed to study at midline/endline.	**Current Indicator:** Percent of parent/guardian who evidence supporting their daughters' formal and non-formal education (weighted average of moral support, financial support and time/labor support) The project suggests to instead capture time use data. **Proposed Indicator:** ***Average proportion of time girls spend on unpaid domestic and care work (by age, sex, ethnicity, gender and family member type)*** However, since the data collection for the STEM II evaluation was done during November/December, the data would not capture the seasonality factor,

	especially during festival, harvesting season when the household chores are more burdensome. The project would identify peaks and drops, and take average across all 4 times (normal day, festivals, agricultural season and exam time). Apart from analyzing the average, the EE will also look into the data on per day verses per season basis.
Intermediate Outcome Indicator 1.2	
Moreover, most of the parents have expressed their interest in educating their daughters to a higher level than SEE (IO indicator 1.2).	**Current Indicator**: Percent of parents who agree that girls should complete their SLC Instead of this indicator, based on the baseline findings the project recommends to measure the girls study time at home. **Proposed Indicator**: ***Average proportion of time girls spend on promoting learning (reading both course and non-course books, doing homework, revising, learning vocational skills, networking etc)*** The EE would also look at study hour during exams verses normal days.
Intermediate Outcome Indicator 2.1	
	Current Indicator: Number of schools that identify girl's needs through gap assessment and incorporate into their SIPs (Gap assessment would be a prerequisite to incorporating it to their SIP. So Gap Assessment wouldn't have a separate indicator, but would be covered within this tool) **Proposed Changes**: ***Data disaggregated by ethnic majority of SMC instead of ethnic majority of students***
Intermediate Outcome 3	
	Current Indicator: Percentage improvement in attendance rates **Proposed Changes**: ***To include attendance of boys***. The EE will sample 300 boys in ML and 150 boys in BL (to match the number of girls sampled), however it should be noted that the girls and boys are not matched but will just be a general sample which be matched closely by number of pupil in school.

Intermediate Outcome Indicator 4	
While the GSE test is advocated for measuring self-efficacy, it did not appear to be very suitable for Kailali's context. A few of the statements (mostly pertaining to target achievement and skills/resources in oneself) were complicated for the girls to understand and many of them tended to reply positively to all such statements. Although FGDs and KIIs supported that girls did indeed have high confidence, FDM suggests an alternative tool - preferably a 'situational assessment tool' - to measure confidence at midline.	***The project also supports FDM's decision to design an alternative tool to measure girls' self-efficacy.*** The project, FM and EE will work on finalizing the tool from now to midline. The project and EE would like to look at self-esteem/efficacy tools that other projects are using.
Intermediate Outcome 5.2	
	Intermediate Outcome 5.2 ***Percent of OOS marginalized girls who get STEM's financial literacy training have greater financial literacy knowledge will be moved down to the output level.*** The data for this will now be captured by the project.
Intermediate Outcome 6	
	New Intermediate Outcome 6 will be introduced called teaching quality. Initially, teaching quality was Output Indicator 2.2 which read as - Percent of teachers who have undertaken STEM's training practice girls' friendly teaching methodologies. At the IO level the indicator will now be - ***Percent of teachers who are demonstrating skills learned from STEM II teachers training.*** The EE will use VSO tested Barefoot Assessment Tool to capture the data.

OUTPUT LEVEL		
Indicator Number	**Old Indicator**	**Changes Proposed**
Output 1.2	Number of IS parents (M/F) who take part in SMC and PTA meetings	On data disaggregation the project proposes to remove gender of children and employment status. Data disaggregation will be done by gender, location and ethnicity

Output 2.2	Number of SMC and PTA meetings convened annually where there is evidence of school stakeholders demonstrating awareness of and commitment to improving school conditions for girls	1. It might be difficult to get the meeting minutes of SMC and PTA meetings. School are reluctant to provide detailed meeting minutes, but are willing to share agenda, points of discussions. 2. Data will be disaggregated by school location only. Gender and ethnicity will be removed.
Output 3.1	Number of STEM school teachers who complete STEM teachers training	Logframe target: Current: 300 (ML) 600(EL) Proposed: 150 (ML) 350 (EL) The target has been decreased in order to avoid double counting as the project through its budget and work plan has plans to provide GCF training ToT and regular facilitators, ASRH and LS training and Classroom Management training mostly to grade 8, 9 and 10 teachers in 30 STEM schools in addition to a few lower grade teachers. The current target has been estimated for an average of 10-12 teachers per STEM school without double counting.
Output 3.2	Percent of teachers who have undertaken STEM's training practice girls friendly teaching methodologies	Moved to IO 2.2
Output 4.1	Percent of STEM girls (IS and OOS) who attend at least 75 percent of one GC cycle	Proposed to remove OOS girls as the project will not be conducting GC classes but instead will be providing separate ASRH and LS classes.