Project Evaluation Report

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Marginalized No More (MnM) Endline Survey-Cohort III: Draft Report

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Abbreviation

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

1. Executive Summary

Background

Marginalised No More (MnM) is a three-year (2019-2022) Girls Education Challenge initiative funded by the Foreign, Commonwealth, and Development Office (FCDO) through the Leave No Girl Behind (LNGB) funding window. Street Child of Nepal (SCoN) has implemented the MnM project through its local partners AASAMAN Nepal, Group of Helping Hands (SAHAS) and Janaki Women's Awareness Society (JWAS).

The project works with more than 7500 Musahar girls aged 10 to 18 in five districts (Sunsari district of province 1 and Mahottari, Dhanusha, Siraha, Saptari districts of Madesh Province) for transitioning them into the formal education system and employment / income generating activities. The project's Theory of Change (TOC) has emphasized learning, transition in school and livelihood and sustainability outcomes of 3116 Musahar girls in this Cohort III. Intermediate Outcomes (IO) includes attendance (IO1), teacher training (IO2), financial literacy for girls (IO3), increased agency, and autonomy of girls (IO4) and stakeholder engagement for collaboration (IO5).

Approach of the Evaluation

A sequential mixed-methods and longitudinal study design was used for the MnM project evaluation. The evaluation was conducted by using learning assessments, a package of quantitative and qualitative instruments, and existing project monitoring tools. Multiple tools and methods of data collection allowed us to triangulate the data and verify it.

The endline evaluation was conducted with 406 Musahar girls and their Primary Caregivers in 5 districts (Sunsari, Saptari, Siraha, Mahottari and Dhanusha) of Province 1 and Madesh Province, the project's target districts. There were also 20 Focus Group Discussions (FGDs) conducted with Musahar girls and their Primary Caregivers, 18 Key Informant Interviews (KIIs) with local leaders, head teachers/ schoolteachers, School Management Committees (SMC) members, Local Government (LG) representatives to collect qualitative data to verify and substances the quantitative data.
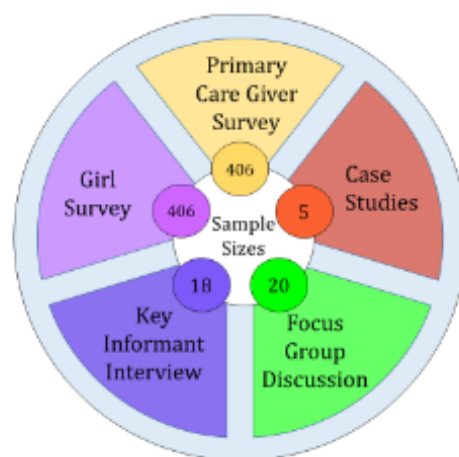
Educational marginalization, barriers, and project analysis

Almost all (99.3 %) of Musahar girls in the sample for Cohort III spoke Maithili as their mother language. In the endline survey, 48.3% of respondents were between 10-14 years old and 13.8 % of total girls had been married. Out of married girls, 51.8 % had given birth to at least one child.

85.2% reported that their mothers were their primary caregivers and 45.6 % of them reported that their fathers were the household heads. Most of the primary caregivers

(91.9%) and household heads (86.2%) in the survey were found to have never been to school where 67.2% primary care givers and 68.5 % of household heads reported that their main income source is labor and daily wages.

Learning and Life Skills

The Annual Status of Educational Report (ASER) tools were used to assess the literacy and numeracy levels of 3116 Musahar girls in Cohort III. The endline survey indicates the positive impact of the MnM project on increasing literacy and numeracy status of the girls.

Before starting the project, only 9% of the girls were evaluated as being able to read at least at word level (6% could read words; 2% paragraphs; 1% stories) which was improved by 80% points in the endline survey, with a total of 89% achieving foundational literacy. The proportion of girls at beginner level drastically decreased in the endline evaluation

by 66% points (BL-67% and EL-1%) and the percentage of girls able to read at story level also increased by 18% points. This shows that the project has impacted to improve the literacy level of girls who had either never gone to school or dropped out.
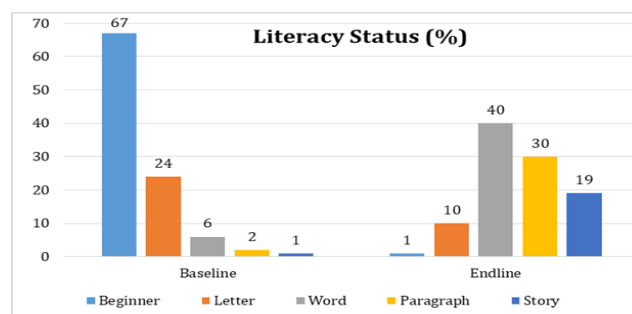
In terms of girls meeting the benchmark set by the project, 49% of the girls could read at

paragraph (30%) or story (19%) level by endline, an increase from 3% in the baseline survey. Although the project had shown positive impact on literacy, it fell short of achieving the targeted 55% reaching the paragraph or story benchmark by 6% points The disruption to ALP classes caused by covid-19 hampered delivery.
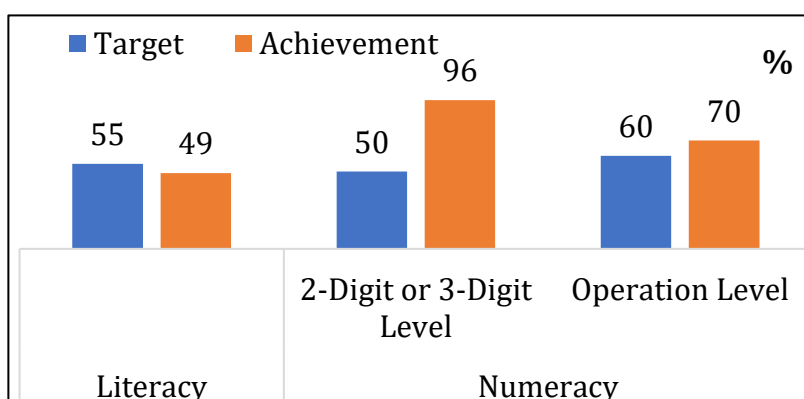
In numeracy, the project exceeded its targets of 50% of girls recognizing 2- or 3-digit numbers (from 14% at baseline to 96% at endline) and 60% of girls able to perform operations (from 4% at baseline to 70% at endline).

In the qualitative feedback with the girls, they cited the conducive teaching and learning environment created in the MnM learning centers as one of the major reasons for their improved learning outcomes. To assess the life skill score of the girls, four different topics [like comprehensive sexual education (sexual health/ adolescence, family planning, menstruation), child rights and civic sense, protection (gender-based violence and discrimination, child protection) and self-efficacy] were used, determining girl's basic life skill levels (extremely high, high, medium and low). The average life skill score of the girls

in above four topics was found to be 44.8% in the endline survey against a target of 70%. However, this was 24% points higher than the baseline (20.8%)

In sexual and reproductive health, the endline score was 9.7 % points higher than baseline, 14.6 % points higher in family planning, 25.5 % points higher in menstruation, 22.1% points higher in civic sense, 9.9 % points higher in child rights and 28.6% points higher in protection.
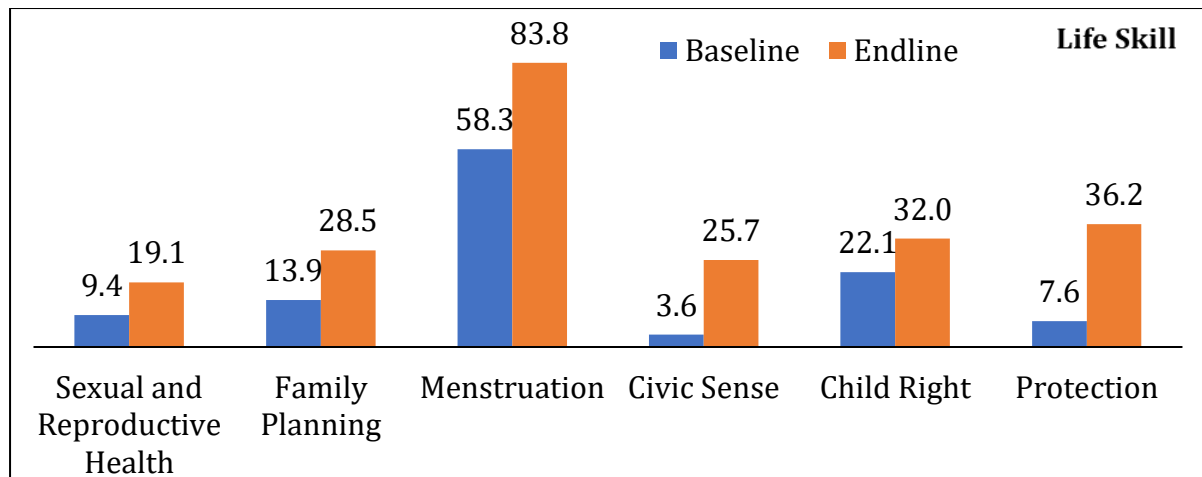
The girls also attributed better academic outcomes to improved understanding of health[1], family planning[2], menstruation[3], child rights[4] and civic sense[5], protection issues[6] (gender-based violence, discrimination and child protection) and self-efficacy[7].

Transition

After implementation of the project, 48.3% girls (1505) were enrolled into formal schools., an increase from 0 at the baseline, and against a target of 60%. Around 18.9% of girls reported that they were admitted to grade 3. Reasons for successful transition included improved life skills, ALP intervention, parental support, logistic support from MnM project and the role of alumni networks and motivation provided by community educators. The endline study also shows that 79.1% of the girls from the sample who had chosen education intervention were regularly going to formal schools, a high rate for previously out of schoolgirls from a marginalized group like the Musahars. However, this also means that 20.9% girls had dropped out from formal schools after transitioning. The main reasons for drop-out was due to impact of COVID-19 (35.9%), 35.9% felt too old to attend school and 25.6% were not interested in going to school.

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[1] *Knowledge-Baseline:1.5% & Endline: 21.2%; attitude- Baseline:1.2% & Endline: 21.2%; and practice: Baseline:25.6% & Endline: 14.8%*
[2] *Knowledge-Baseline:23.4% & Endline:57.1%; attitude- Baseline:15.5% & Endline: 27.4%; and practice: Baseline:2.75% & Endline: 1%*
[3] *Knowledge-Baseline:73.9% & Endline: 98.8%; attitude- Baseline:64.3% & Endline:66.7%; and practice: Baseline:36.7% & Endline: 85.9%*
[4] *Knowledge-Baseline:0.9% & Endline: 64.3%; attitude- Baseline:69.7% & Endline:79.6%; and practice: Baseline:25.4% & Endline: 82.3%*
[5] *Knowledge-Baseline: 9.4% & Endline: 58.4%; attitude- Baseline:1.5% & Endline: 13.1%; and practice: Baseline:0.0% & Endline: 5.7%*
[6] *Knowledge-Baseline:1.7% & Endline: 51.7%; attitude- Baseline:0.0% & Endline: 27.3%; and practice: Baseline:21.2% & Endline: 29.6%*
[7] *Baseline: 52% & Endline:66.3 %*

The Livelihood intervention, where the Musahar girls were given trainings on different sectors, has supported them in starting small-scale enterprises/ self-employment activities like livestock, momo making, cosmetics-selling, agriculture, and self – investment small business. Among the 1611 girls who had chosen livelihood intervention (51.7%), 1150 girls (71.4%) transitioned successfully[8] into livelihood stream, compared to the baseline survey (0%), against a target of 85%. The study also found that 561 girls (34.8%) were currently running their enterprises, against the target of 70%.

Sustainability outcomes

Findings for community, school, and system indicators were drawn primarily from qualitative data and some from quantitative data. The scorecard was used to assess the sustainability outcomes. The endline result showed that MnM project was relatively successful at sustaining their interventions in community, school, and system level as per the indicators.

Majority of the girls (94.2%), who had birth certificates, had utilized their birth certificate, which was 44.1 % higher than baseline survey. Compared to the utilization of birth certificates to simply access school, girls now accessed services and entitlements such as immunization services, life and health insurance, citizenship, creating bank account. This reflected their increased confidence in accessing services – this was corroborated by quantitative surveys.

The project has had positive impact on changing the level of knowledge, attitude and practice of the parents/guardians towards supporting their girls'/daughters' transition pathways into education, training and employment. The level of interest and support of parents for their daughters have increased by the endline survey, compared to the baseline results.

	Knowledge	Attitude	Practice
Endline	54.2	49	38.4
Parental Support			
Baseline	51	71.1	0.9
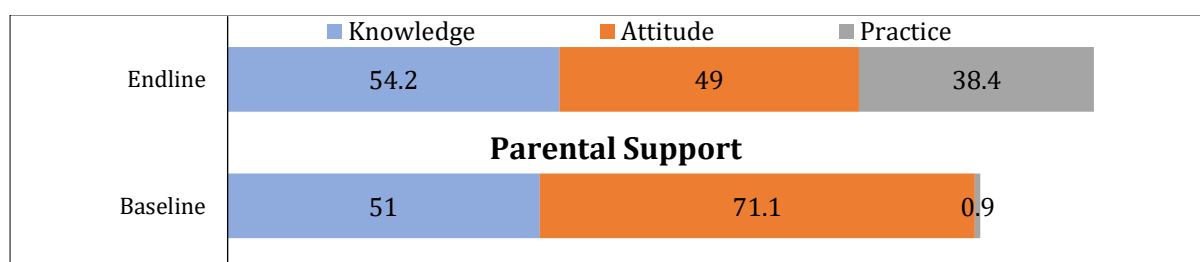
Intermediate outcome findings

In cohort III, the project had conducted an accelerated learning intervention by establishing 80 learning centers. The attendance rate of girls in the learning centers (ALP classes) was 71% over a six-month period which was 4% lower than the target set for cohort III.

After implementation of the project, the financial literacy skills in term of knowledge, attitude, and practice have been improved significantly in comparison to the baseline survey (from 20.2% to 72.9%).

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8 *Successfully transitioned: Girls who completed ALP class with 75% attendance rate¸ develop the business plan and completed the vocational training(at least 70% of attendance)*

Similarly, the girls were found to be more confident in travelling independently for education, market, employment, and health services. However, to receive some services particularly the services related to vital registration like marriage certificate, birth certificate, and citizenship cards, girls are still found to be unconfident. The key identified reasons for this were bureaucratic procedures, girls marrying underage and lack of parent's citizenship cards.

Key Recommendations

- It would be better if the local government mobilised at least one community educator to motivate girls and their parents to send their daughters to schools and support coaching classes; and monitor girls' progress in school for their retention
- Local government could adopt the Accelerate Learning classes in the Musahar communities and livelihoods assistance interventions for better learning and livelihood.
- It is recommended that local government and school support and strengthen the Inclusive Education and Girls Network to raise the girls' issues for their better learning.
- The local government through community based Musahar Association and schools, have to implement awareness interventions to reduce household, educational, economic barriers faced by girls.
- Schools need to assign a gender focal teacher who can regularly monitor attendance, retention and facilitate Musahar girls' better learning.
- Schools should have to install the child friendly complain box in open and easily accessible place and implement as per government Complain Redress Mechanism guidelines.
- The local government should develop alternative and flexible schooling programme for out of schoolgirls in the Musahar and marginal communities to bring them in the mainstream of education.
- Community based Musahar Association should conduct awareness program to students, parents, and community members to enlarging their choices for girls' and boys' education in their community. At the same time, they have to make anti-alcohol, anti-drug abuse, child marriage mechanism to stop these social evils.
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Indicators Value (Baseline, Target and Endline)

Outcome 1: Learning

Outcome	Baseline	Target	Achievement
Literacy Improvement	3% of girls who can read paragraph or story of Nepali Language	55% of girls who can read paragraph or story of Nepali Language	49% of girls can read paragraph or story of Nepali Language
Numeracy Improvement	14% of girls reaching 2-digit or 3-digit level	50% of girls reaching 2-digit or 3-digit level	96% of girls reaching 2-digit or 3-digit level in

	in ASER numeracy test with operations at 3.75%	in ASER numeracy test with operations at 60%	ASER numeracy test with operations at 70%
Life Skill			
Comprehensive sexual education, child rights, civic sense and protection	20.8% (Knowledge: 18.5% Attitude: 25.4% Practice: 18.6%)	70%	44.8% (Knowledge: 58.6% Attitude: 39.2% Practice: 36.5%)
Self-efficacy	52%		66.3%

Outcome 2: Transition

Outcome		Baseline	Target	Endline
Marginalised girls who have transitioned into and through key stages of education, training or employment	Education (Formal School)	0%	60%	Education:48.3%
	Livelihood	Vocational Training: 0%	Vocational Training: 75%	Vocational training: 71.4%,
		Entrepreneurship: 14%	Entrepreneurship: 70%	Entrepreneurship: 34.8%

Outcome 3: Sustainability

Outcome	Baseline	Target	Endline
Community Level			
Indicator 1.1: Girls with citizenship card using health, education and employment services	**Citizenship** Education: 0% Health: 0 Employment: 2.4%	**Citizenship** Education:10% Employment: 10%	**Citizenship** Education: 20% Employment: 10%
Indicator 1.2: Parents/guardians reporting interest to support their daughter's desired transition pathway (education, training and employment)	Knowledge: 51% Attitude:71.1% Practice: 0.9%	Knowledge: 80% Attitude:60% Practice: 40.5%	Knowledge: 54.2% Attitude:49% Practice: 38.4%
Indicator 1.3: ALP classrooms established during the project period continue to operate as peer support and learning resource centres by the community	0	40% of total centers	80
Indicator 1.4: Protection circles continued with the support of the Alumni Association which is established during the project period.	0	100	80
Baseline Sustainability Score	**1**	**3**	**3**

School level			
Indicator 2.1: Schools who score acceptable or above in SIP sustainability assessment (ability to improve and maintain SIPs) in terms of inclusion of the most marginalized girls in the school.	0%	50%	0%
Baseline Sustainability Score (0-4)	**0**	**2**	**0**
System			
Indicator 3.1: Local governments adopt gender-based violence budget guidelines to strengthen protection for Musahar and other marginalized girls.	0	20	15
Indicator 3.2: No. of new (non-participating) Ward / Palika level interventions linked to education of Musahar girls.	0	5 Palikas (cumulative)	0
Baseline Sustainability Score	**0**	**3**	**3**
Overall Sustainability Score	**0**	**3**	**2**

Intermediate Outcomes

IO	IO indicator	Baselines	Target	Achievement
Attendance	Attendance rates of marginalized girls in classes and project intervention	0%	75%	71%
Teachers are trained and resourced to support the inclusion of most marginalised girls in learning and progression in ALP and the school.	Average score in schoolteacher's inclusion of marginalized children	0%	Obtain score in teacher's assessment at least 80% and above	57.6%
	Number of Community Educators demonstrating skills to deliver Teaching at the Right Level (TaRL) in ALP	0%	At least score above 80% on skill test assessment	62.5%
	% of girls reporting conducive class environment	0%		40.6%
Marginalised girls that transition into EMTP develop business plan and acquire financial literacy.	Average financial literacy score of girls	• Knowledge:24.7% • Attitude:23.6% • Practice:12.3%	• Knowledge-90% • Attitude:25% • Practice:65%	• Knowledge:91.3% • Attitude:64.8% • Practice:62.7%
	% of marginalised girls that develop business plans	0	2318	2305
Marginalised girls and boys report increase in mobility and autonomy over marital, protection and reproductive decisions for girls.	% of girls involved in marital and reproductive decision making	Marital decision Making: 0.2% Reproductive Decision Making: 55.4%	Marital decision making-65% Reproductive Decision Making-65%	Marital decision Making: 1.2% Reproductive Decision Making: 53.1%
	% of girls and boys having birth certificate and citizenship cards	Birth certificate: 96.8% Citizenship:2.5%	Citizenship:15%	Birth certificate: 97.3% Citizenship:5.7%
	% of girls and boys who are at least somewhat confident to travel to all vital registration services	Vital Registration:17.4%	Vital Registration:50%	Vital Registration:21.7%
Strong and active partnerships and engagement with government and other key stakeholders in target region	Number of SIP updated	SIP: 0 School Complain handling mechanism: 0	SIP: 0 (Cumulative) School Complain handling mechanism: 0	SIP: 0 (Cumulative) School Complain handling mechanism: 0
	Number of Inclusive Education and Girls Network that are functional	0	10	40

2. Project Background

2.1 Socio-Cultural, Geographic and Economic Marginalization

MnM Project aims to support the most marginalized communities. The adolescent Musahar girls aged 10-18, supported by MnM are from Sunsari district of Province 1, and Saptari, Siraha, Mahottari and Dhanusha districts of Madhesh Province of Nepal. The communities residing in these districts are among the most marginalized in Nepal. In terms of the Human Development Index, as stated in Human Development Report, Nepal (2020), Nepal is ranked 142 with the score 0.602 out of 189 countries and Madhesh Province, the target region of the study has the lowest 0.51 score among all the provinces.

The target region is susceptible to political unrest, especially their objections are on the new boundaries of federal provinces and other aspects of constitutions, which they feel that they are categorized/ placed as a "second- class" citizens. Their objections also include the restriction on the right of women to pass citizenship to their children, new constitution failed to address their marginalization (Human Rights Watch 2015). In addition, the project districts are located along the Kamala and Koshi river basins that are amongst those most exposed to climate disaster risk. Nepal ranks 4[th]globally for climate change vulnerability (ADRRC 2016). Annual monsoons cause catastrophic flooding, damaging Musahar lives and livelihoods and are displaced each year. Climate change resilience within the community is not high with lack of ownership of land being a reason for this.

The region of the Terai where the Musahar communities and this project is based suffers from poor literacy and primary completion rates compared to the national average. A national average of 65.9% for the literacy rate of so called 'lower-caste' communities drops to 52.4% in hill regions and drops lower to 34.5% in the Terai, where this project is based. A national average of 41.7% for primary completion drops to 24.7% in hill regions and to an alarming 11.8% in the Terai (CBS 2011).

Musahars suffer extreme exclusion from education and employment opportunities due to the untouchable status in the communities. Though the Constitution of Nepal 1963 officially abolished untouchability, and made the untouchability punishable in 1990, the practice of untouchability prevails all over the country. Musahars continue to be considered as untouchable even amongst the so-called untouchable communities (Action Aid 2012). Musahar communities are therefore often on the peripheries, in remote, hard to reach areas, isolated from other communities and unable to access water sources, sanitation and hygiene services; or health, education and transport services (Giri 2012).

Regarding the land ownership status of Musahars, 99.4% are landless. Most remain trapped in debt bondage with generations of Musahars born into a tradition of bonded labour that persists despite its criminalization in 2002 (CBS 2011, Giri 2012, UNFCO 2013). Though the Government of Nepal initiated rehabilitation programs for former

bonded labourers, studies show that a blanket ban of bonded labour has resulted in a failure to find less exploitative alternatives (Giri 2012). The Musahars are one of many marginalized groups forced back into the physical and psychosocial risks of debt bondage, in the absence of interventions that address exploitative modes of production and poverty (Dhakal, 2007, Giri 2012). Over 80% of Musahars lack voter identification, restricting their political participation and erasing any incentive for politicians or policymakers to address their needs (Street Child 2016).

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

2.2 Project TOC and Assumptions

OUTCOME LEARNING	OUTCOME TRANSITION	OUTCOME SUSTAINABILITY

Regular attendance and program participation drive rapid improvement of literacy and numeracy skills, assuming (i) community educators have sufficient capacity and capabilities to differentiate instruction and deliver in a most marginalised context; (ii) vernacular resources are appropriately aligned to the national curriculum; (iii) education intervention is targeted at the appropriate learning level and differentiated by ability level; (iv) assessments are appropriately designed and differentiated for the context; and (v) intervention runs as planned without disruptions due to natural or political emergencies.

Transition into education or employment is sustained through (i) families allowing girls to participate in education or employment and creating enabling environments to sustain their participation; (ii) girls are able to access education or employment (with no distance or transportation barriers); (iii) girls experience inclusion in education or employment that promotes retention; (iv) girls demonstrate sustained improvement of literacy and numeracy skills; and (v) girls generate sufficient income and savings to create a virtuous cycle of reinvestment in education; and (vi) Education and Employment Transition programme are not disrupted by natural or political emergencies.

The progress of the Government's investment in strengthening the programme, have enabled Musahar girls (i) to gain a financial sustainability, equipping them with literacy, numeracy and life skills that will increase their prospects of securing employment and increasing income earning capacity whilst also developing the knowledge and skills required to thrive in their work environments when the cycle of workshops comes to an end; (ii) to become self sufficient through skill development, establishment of enterprises and transition to employment; and (iii) to repay debt, which will break the cycle of debt bondage for girls and family; and (iv) to create a community support, leveraging existing and thus sustainable sources of support and connecting girls to available services.

INTERMEDIATE OUTCOME ONE
Musahar girls demonstrate regular attendance and program participation.

INTERMEDIATE OUTCOME TWO
Teachers are trained and resourced to support the inclusion of most marginalised girls in learning and progression in ALP and the school.

INTERMEDIATE OUTCOME THREE
Marginalised girls that transition into EMTP develop business plan and acquire financial literacy.

INTERMEDIATE OUTCOME FOUR
Increased awareness of gender rights amongst Musahar girls and boys result in robust community based protection mechanisms that enable increased mobility of girls and increased autonomy over martial and reproductive decisions.

INTERMEDIATE OUTCOME
Strong and active partnerships and engagement with government and other key stakeholders in target region

(i) Safe and supportive space conducive to learning is established within close proximity of the communities; (ii) communities are receptive to Community Educators; (iii) community spaces are maintained and monitored properly to prevent misuse or theft (iv) Girls are appropriately grouped according to their learning levels in the ALP; (v) girls perform as well in tests as they do in classes; (vi) local government authorities accredited accelerated learning; and (vii) communities, including Musahar leadership, trust Street Child and implementing partner organisations.

(i) Teacher training provides adequate and appropriate skills and strategies in order to support the inclusion of marginalised girls; and (ii) strengthened skills and inclusion strategies lead to the retention of girls in formal schools and sustained learning outcomes.

(i) Ministry of Labour and District Development Committees endorse provision of transition support; (ii) market opportunities are assessed accurately, training and support are appropriately targeted towards the available market; and (iii) families support girls transition into training.

(i) Government authorities and agencies are willing to offer services to marginalised girls; (ii) measures have been taken to prevent any potential backlash against Musahars receiving support.; and (iii) communities are receptive to protection advisors.

(i) Stakeholders remain supportive of the programme and engaged in collaboration with Street child and implementing partners, and (ii) Stakeholders benefit from roundtable discussions and continue involvement.

OUTPUT ONE
ACCELERATED LEARNING
Marginalised Musahar girls have access to a 6 month Accelerated Learning Programme to rapidly achieve foundational literacy and numeracy for progression

OUTPUT TWO
EDUCATION SUPPORT
Musahar girls have access to government schools to continue with higher education.

OUTPUT THREE
LIVELIHOODS SUPPORT
Musahar girls have access to Employment Transition Programme to achieve employment or self-employment.

OUTPUT FOUR
LIFE SKILLS SUPPORT CIRCLES
Marginalised Musahar girls have access to a 12 month Life Skills Protection Circle, enabling them to struggle against social and economic exclusion from learning and livelihoods, and ensure self-sufficiency and sustainability of learning and livelihood outcomes.

OUTPUT FIVE
ENGAGEMENT AND ADVOCACY
Coordination with government to create more opportunities for collaboration on education efforts for marginalised girls.

(i) Community allow the use of community spaces; (ii) provision of materials is appreciated by girls and families; and (iii) materials are used for the intended purpose rather than being bartered.

(i) The required number of Community Educators at the local level is recruited with Maithili language abilities and prerequisite knowledge and skills for the role; and (ii) training of community Educators is strong, sustained and sufficient to achieve the targeted learning outcomes and their stipends is sufficient to retain them in the role.

(i) Sufficient openings and opportunities available in state schools; (ii) Ministry of Education and Departments of Education endorse provision of resources; and (iii) resources are targeted at schools spatially accessible for girls.

(i) sufficient openings and opportunities available in training institutions (ii) training of Community Educators is strong, sustained and sufficient to achieved the targeted learning outcomes and their stipends is sufficient to retain them in the role; and (iii) communities are receptive to Transition Advisors.

(i) Life skills support circles are run in accessible locations and safety and security of girls is assured; (ii) measures are taken to prevent any potential backlash against girls speaking about sensitive issues; and (iii) boys are engaged and attend frequently; and (iv) training of protection advisors is strong, sustained and sufficient to achieved the targeted learning outcomes and their stipends is sufficient to retain them in the role.

(i) government representatives participate in activities; (ii) government representatives are interested and involved in monitoring; and (iii) community organisations support the programme

ACTIVITIES
(i) Establishment of community learning spaces; and (ii) provision of uniforms, teaching and learning materials.

ACTIVITIES
(i) Recruitment, training and coaching of community educators; (ii) creation of accelerated learning curriculum with vernacular resources to support teaching and learning; (iii) adaptation of standardised learning assessments to track literacy and numeracy outcomes; and (iv) grouping of girls.

ACTIVITIES
(i) Creation and delivery of inclusive education training curriculum and intensive coaching curriculum for girls; (ii) recruitment and training of transitions advisors; (iii) provision of learning materials to girls; and (iv) implementation of regular school surveys and needs assessment.

ACTIVITIES
(i) Recruitment and training of transition advisors; (ii) provision of financial literacy course for girls; (iii) provision of livelihood guidance for girls and family; (iv) provision of mentoring for girls; (v) furnishing of materials, equipment, supplies and cash grants for girls; (vi) tracking establishment of enterprises or transition into employment; and (vii) training employers on inclusive employment.

ACTIVITIES
(i) Creation of protection and life skills support circles in local communities; (ii) recruitment and training of Social Workers, Protection Advisors, Community Management Committees and Community Network for graduates; (iii) provision of psychosocial and peer support for girls; (iv) provision of activity resources and materials to increase awareness of gender rights amongst girls and boys; and (v) creation of inclusion activities and incorporate disability support services into all aspects of project design and delivery.

ACTIVITIES
(i) establishment of a coordination network with local and district level stakeholders; (ii) regular roundtable discussion with stakeholders; and (iii) consultations with policy makers at provincial and central level

(i) provision of a free education intervention will, in the immediate term, alleviate the costs of schooling; and (ii) the provision of a localised intervention will alleviate fears related to safety and security when attending school.

(ii) provision of an alternative learning environment will, in the immediate term, alleviate exclusion from education and (ii) an alternative, flexible environment will ensure learning is targeted and accessible for most marginalised girls.

(i) provision of training and coaching to educators and (ii) provision of vernacular resources will (iii) increase the capacity of the system to cater to marginalised girls; and (iv) promote changes in discriminatory attitudes and actions.

Provision of livelihoods support will, in the immediate term, enable marginalised musahar girls to (i) establish an income earning stream and (ii) increase access to employment opportunities that over time, will (iii) increase aspiration towards education, (iv) increase the ability to save and (v) increase the ability to invest in education.

Provision of life skills support will, in the immediate term, (i) offer a safe space for girls to XX; (ii) create a supportive network for girls to XX. It is imperative to include boys in this intervention to (iii) increase awareness of gender based rights; (iv) improve protection mechanisms throughout the community and enable girls to (v) increase autonomy over martial and reproductive decisions.

Engaging policy makers and politicians is, in the immediate term, critical to (i) preventing any political backlash against Musahars receiving support and over time, critical to (ii) increasing investment in Musahars as politically active and XX.

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

BARRIERS
Musahar girls bear a disproportionate share of the burden of labour and running the household; most experience early marriage and motherhood, and exhibit irregular attendance and dropout as a result.

BARRIERS
Musahar girls experience significant social exclusion from instruction and curriculum (and a lack of access to local language resources) and discrimination from teachers and peers, who see them as uneducable.

BARRIERS
The education system excludes Musahar girls; educators have insufficient capacity to differentiate instruction and curriculum to cater to marginalised girls, and discriminate against them through their attitudes and actions. Musahar girls lack access to training on required skills to overcome their circumstances and maintain participation in education.

BARRIERS
Musahar girls are unable to increase their income earning capacity or secure employment as they lack access to training on required knowledge and skills. Income earning is erratic, and Musahars are unable to save or invest in their future aspirations.

BARRIERS
There is a pervasive lack of awareness of rights and gender rights; alcoholism and substance abuse are rampant, and many Musahar girls experience serious concerns for their security and safety en route to school.

BARRIERS
Early marriage and motherhood are prevalent amongst Musahar girls, disrupting their schooling and resulting in dropout, and resulting in poor health and nutrition, and exclusion control over from marital and reproductive decisions.

BARRIERS
As a result of their landlessness and illiteracy, over 80 percent of musahars lack voter identification, severely restricting their political participation and erasing any incentive for politicians or policymakers to address their needs

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

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

- The acquisition of foundational literacy and numeracy skills is in itself critical to changing lives as the ability to access, analyze and act upon information has a dramatic impact on social, economic and political participation.

- Lack of engagement in education is not an irrational or uninformed decision, but rather one that is informed by its perceived lack of value; increasing engagement in education therefore requires ensuring its inclusiveness and usefulness in linking learning to earning.

- Though there are other interventions in place, in particular through government priorities and policies, these often require a foundational level of capabilities to access. Increasing uptake of these schemes requires intensive, targeted and tailored approaches that can be scaled.

- Everyone is aspirational; however, it is often the case that girls have not had the capital or opportunities to strengthen these aspirations.

- The role of SCoN's interventions is to enable access, analysis and action upon information and evidence and never to indoctrinate or validate certain choices over others.

- Coping strategies such as early marriage or early motherhood are a result of socioeconomic constraints; as socioeconomic circumstances are improved; it drives cultural consensus and shifts these strategies. Our role is not to evangelize against specific strategies, but rather to enable access to information and encourage analysis of this information in ways that are culturally and contextually sensitive.

3. Endline Evaluation Approach and Methodology

3.1 Key evaluation questions

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

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

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

A. What impact did the project have on the transition of most marginalized girls into education or income earning opportunities?
   A.a. To what extent was the design and delivery of the project relevant and responsive to the needs of the target groups?
   A.b. To what extent was the design and delivery of the project relevant to the National Strategy and in what ways did it contribute to the strategy?
   A.c. To what extent did the project demonstrate principles of economy, effectiveness, efficiency, and equity in its use of resources?

B. How did the project facilitate learning amongst most marginalized girls?
   B.a. To what extent has reading and arithmetic levels improved within the given six-month timeframe?
   B.b. How and why have the reading and arithmetic levels of participating girls improved through the intervention?
   B.c. How and why has progress in reading and arithmetic levels improved across cohort cycles?
   B.d. To what extent is increased attendance correlated with improvements in reading and arithmetic?
   B.e. To what extent is increased retention correlated with improvements in reading and arithmetic?
   B.f. To what extent has the intervention addressed attitudes, environmental and institutional barriers to learning for girls with disabilities?

C. What worked in how the project facilitated the transition of most marginalized girls into education or income earning opportunities?
   C.a. To what extent has the project facilitated the transition of participating girls into education?
   C.b. How has the transition intervention led to increased inclusion in state schools?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

F.b. How inclusive were the learning and responsive mechanisms and how were all participants engaged in the process?

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

3.1.1 Outcome and intermediate outcomes

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

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

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

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

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

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

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

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

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

3.2 Principles of Overall evaluation design

Sequential mixed methods were applied to carry out this endline evaluation of MnM project in Cohort 3. Firstly, quantitative survey questionnaires with girls and their parents were carried out. Based on quantitative findings and by evaluation goals, qualitative research methods were adopted to understand better the reasons behind the successes and gaps in outcomes.

The endline evaluation design follows to the log frame and monitoring, evaluation, and learning (MEL) framework. The evaluation design considers gender, disability and other social differences and inequalities. The Gender Equality and Social Inclusion (GESI) standards were maintained from the stages of planning the evaluation, tools designing to data collection.

The evaluation design always adhered to GESI minimum standards. This is a commitment of the EE and the project to adopt more transformative approaches to GESI at all stages, including (i) tools development; (ii) tools piloting; (iii) tools delivery; (iv) staff recruitment and training; and (v) data collection and reporting.

3.3 Quantitative Evaluation Methodology

3.3.1 Quantitative evaluation tool

The quantitative survey tools were contextualized by NIDR adapting the survey framework provided by GEC. Many of the questions in the framework were deemed unnecessary and removed under the evaluation guidelines. However, since the survey framework provided by GEC was very short; questions were added to capture information related to indicators and outcomes. The quantitative tools comprised of the following:

- ASER Nepal's tools for learning assessment in Nepali and Math

- Girls survey questionnaire
- Primary care giver survey questionnaire
- Teaching at the Right Level [TaRL] Skills Test for Community Educators (CE)

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

ASER Nepal tools were used for learning test, which are described in detail below in section 3.3.6. Street Child of Nepal (SCoN) has conducted the ASER Nepal test and the result was provided for the report. However, NIDR had conducted verification regarding the learning assessment.

3.3.1.2 Primary care giver survey questionnaires

The primary care-giver's survey for girls' parents was conducted to collect basic information related to the household, socio-economic indicators, girls' educational / working status. It gauged recent engagement in education, training, and employment. Additionally, parental attitudes towards and support for education, training, and employment was also assessed.

3.3.1.3 Girls survey questionnaires

This survey collected information on the girls' decision-making skills, life skills, self – esteem, financial literacy (knowledge, attitude and practice) and child function (whether they had any disability). It also repeated several questions from the primary caregiver questionnaires to verify the responses provided by parents.

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

Community educators demonstrated the skills to deliver TaRL in ALP classes. It was assessed by testing on the six basic pillars that were at the core of TaRL's approach:

i.   Assessment
ii.   Goals setting
iii. Grouping
iv.   Combining Activities
v.   Learning resource development
vi.   Tracking progress

3.3.2 Enumerator selection and orientation

A total of 15 local female enumerators, who were fluent in Maithali language, were recruited for the data collection. A two-day (4-5th January 2022) refreshment training was conducted for enumerators on data collection tools and techniques, tablet-based data collection, quality control, research ethics and rapport building. In addition, the enumerators were trained on taking consent, maintaining data confidentiality, and following child safeguarding policy.

3.3.3 Quantitative data collection

The real time tablet-based application 'KOBO Toolbox' was used for data collection. This method of data collection ensured accurate and timely data collection. The quantitative data collection was conducted from 6-31st January 2022 in all the five intervention

districts. Field supervisors were assigned for supervision and monitoring the enumerators' during the data collection period.

3.3.4 Quantitative data cleaning and storage

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

3.3.5 Quantitative data analysis

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

3.3.6 Tests for assessing learning levels

Annual Status of Education Report (ASER) testing tools had been adopted for assessing learning levels. It has drawn from testing approaches used by ASER in India, ASER in Pakistan, and Uwezo (conducted in three East African countries). In practice, following steps had been conducted as follows:

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

3.3.7 Quantitative sample selection

3.3.7.1 Quantitative sample sizes

Based on GEC MEL guidelines, and following the parameters of the baseline, the sample size was calculated for the purposes of measuring the learning and transition intervention.

Table 1: Sample size calculation

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

In summary, it has calculated different samples sizes using different parameters to achieve the proficiency level (as set in log frame).

A sample size of 406 was thought to be sufficient accounting for attrition due to time and resource constraints.

Table 2: Sample breakdown by regions

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

Table 3: Sample breakdown by age

Age (adapt as required)	Sample proportion of intervention group (%)
Aged <10 (%)	0.0
Aged 10 (%)	6.7
Aged 11 (%)	12.1
Aged 12 (%)	13.3
Aged 13 (%)	8.9
Aged 14 (%)	7.4
Aged 15 (%)	14.3
Aged 16 (%)	12.8
Aged 17 (%)	11.8
Aged 18 (%)	12.8
Source: N = 406	**Girls survey database**

A set of disability questions were administered from the Washington Group on Child Functioning UNICEF (2016), to capture the information of person with disabilities during the baseline and it was found that none of the girls were found to have visual, audio, or physical disabilities.

Table 4: Sample breakdown by disability

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

3.4 Qualitative Evaluation Methodology

3.4.1 Qualitative data collection tools

Table 5: Matrix of qualitative tools

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

Qualitative methods (FGDs and KIIs) were used to investigate sensitive topics and to explore the scope of social issues as per the evaluation questions. These methods were helpful in capturing the broad picture of experiences, knowledge, understandings, and multiple realities from stakeholder's perspectives. Semi-structured interview templates were developed to understand better social and systemic issues whose effects were seen in the findings from the quantitative survey.

3.4.2 Sample selection and sample sizes for qualitative study

After analysis of the quantitative data, the qualitative data was collected from 24-30th March 2022 to explain and elaborate on quantitative findings. Non-probability sampling technique was applied to gather information for conducting Focused Group Discussion (FGD), Key Informants Interview (KII) methods. The sample size of qualitative study is shown in below table.

Table 6: Qualitative sample sizes

Tool (used for which outcome and IO indicator)	Subgroup	Sample size agreed in MEL framework	Actual sample size	Remarks
FGD with girls	Aged 10-18	10 FGDs	10 FGDs	
FGD with Parents	NA	10 FGDs	5 FGDs	
KII with community leaders	NA	5	5	
KII with school head teachers	NA	5	5	
KII with local government officials and elected representatives	NA	5	5	
KII with Implementing Partners	NA	3	3	

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

3.4.3 Qualitative field researchers

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

Before training commenced, NIDR had assigned the qualitative researchers to their expected roles and responsibility. Then, the endline qualitative researcher training was conducted from the 23rd of March 2022 in Lahan, Siraha District. Training sessions covered the objectives of the qualitative component of the baseline study, child protection and safeguarding policies and qualitative research practices. It also included an overview and practice of each FGD and KII tool. Field researchers were trained on facilitation and note-taking to enable them to work in pair during the data collection.

The qualitative researchers were engaged in all stages of the research process including (i) tool development; (ii) tool finalization; (iii) data collection;(iv) transcription; (v) data coding; and (vi) data analysis.

All FGDs and KIIs were recorded. Field notes and reflections were recorded during the activities. Researchers were requested to complete an expanded template in Microsoft Word in English for each FGD and KII, in which findings, direct quotes and reflections were described and supplemented by the available audio-recordings. The field notes were reviewed daily to check for comprehensiveness and to address queries.

3.4.4 Qualitative data handling and analysis

During the FGDs and KIIs, field notes were taken which included key points, quotes and themes that emerged for each question, non-verbal activity or body language, as well as any big ideas, thoughts or take-always from the note-taker. Then, thematic outlines were developed against research questions/ outcomes/ intermediate indicators for sequential analysis alongside quantitative analysis. NVivo 12 software was used to analyze data.

4. Key Characteristic, Subgroups and Barriers of Baseline Samples

Under this section, the characteristics of the Musahar girls are analyzed based on barriers of learning and transition that the girls were facing. This section also covers the intersection between the main barriers and characteristics to determine how the MnM project activities are appropriate.

4.1 Educational Marginalization

4.1.1 Demographics of the Musahar Girls

In line with GEC'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 faced.

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

4.1.1.1 Religion, Caste and Language

Table 7: Religion, Caste and Language of the sample girls

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

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

Table 8: Age group, marital and pregnancy status of the sample girls

Characteristics of the girls	Baseline (%)	Endline (%)
Age group		
10-14 years old	57.9	48.3
15-18 years old	42.1	51.7
Marital status		
Married	22.2	13.8
Unmarried	77.8	86.2
Mother		
Yes	63.3	51.8
No	36.7	48.2

The sample size did not change between baseline and endline. The sample was further disaggregated into age group, marital status, and motherhood.

48.3% of the girls in the survey belonged to 10-14 age group with the greatest proportion (13.3%) were 12 years old. Similarly for the rest of 15-18 years age group, the greatest

proportion (14.3%) were 15 years old and smallest proportion (11.8%) of girls were 17 years old.

The majority of the girls (86.2%) were unmarried whereas 13.8% were married.

Figure 1: Primary caregiver and household head of the girls
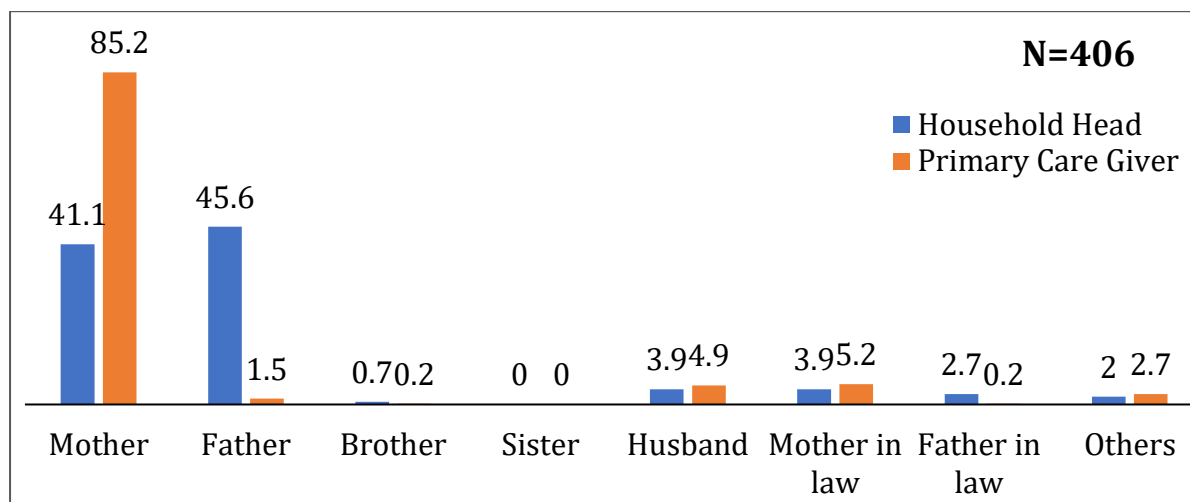
In the girl's survey, the majority (85.2%) reported that their mothers were the primary care givers and only 41.1% reported that mothers were the household heads whereas nearly half of the girls (45.6%) revealed that fathers were household head.

4.1.1.2 Educational Qualification of the Primary Care Givers and Household Heads

Table 9: Educational qualifications of the primary caregiver and household head

Educational Qualification	Primary Care Giver	Household head
Never been to school	91.9	86.2
Attended some years of primary school	3.9	6.2
Completed Grade 5	3.2	5.4
Completed Grade 6	-	-
Completed Grade 8	0.5	1.5
Completed Grade 10	0.2	0.5
Completed Grade 12	0.2	0.2

Most primary caregivers (91.9%) and household heads (86.2%) had never been to school while 3.9% of primary caregiver and 6.2% of household heads attended some years of primary school.

4.1.1.3 Family Size, Occupation, and Income Source

Table10: Main income of family and occupation of PCG

Type of employment	Main income source	Occupation of PCG
Agriculture	12.1	19.5
Daily wage labour	68.5	67.2
Business	0.5	1.0

	5.4	2.0
India based seasonal employment	5.4	2.0
Foreign employment	10.6	3.9
Livestock rearing	1.0	1.2
Job/services	1.0	0.7
Others	1.0	4.4

68.5% of families were primarily daily wage labourers in the endline survey whereas 12.1% depended on agriculture, and 10.6 % on the foreign employment. In the endline survey, we found that the majority of the primary care givers were engaged in daily wage labour (67.2%) followed by Agriculture (19.5%) and foreign employment (3.9%).

In the family, 26.4 % of the household had 5 family members, and 44.3 % of household had 2 adults (people aged 18 or over) living and eating their meals together in a single dwelling. Three-fifth of the households (60.1%) had only one adult woman as a family member. The average family size was 5 with a maximum of 16 family members and minimum of 2.

Figure 2: Percent of adult women in the households
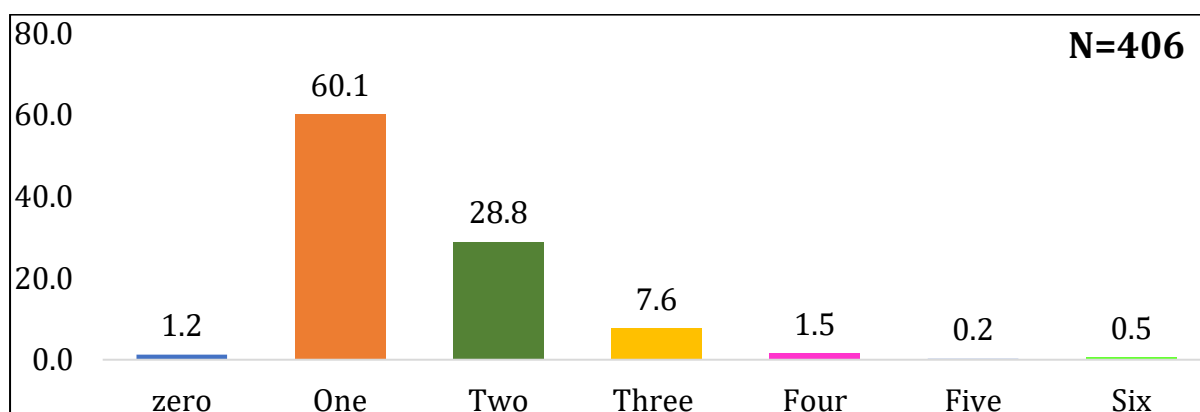
Majority of the household (96.6%) had children aged between 10 and 18 years old. 53.6% of households had at least one girl aged 10-18, while 45.7% households had at least one boy. (Further details are given in table 11)

Table 11: Number of children age from 10-18 years of old in the household

Variables	Number	Percent
Number of children aged from 10 to 18 in the household		
Yes	392	96.6
No	14	3.4
Number of girls (aged 10-18) in the household		
0	7	1.8
1	210	53.6
2	135	34.4
3	27	6.9
4	10	2.6
5	1	0.3
6	1	0.3

7	1	0.3
Number of boys (aged 10-18) in the household		
0	154	39.3
1	179	45.7
2	53	13.5
3	6	1.5

4.1.1.4 Household facilities

More than three-fifth of the respondents (63.8%) responded that their house roof was made from tin/zinc sheets with a further 16.7 % reported thatched roofs. (Further detail in Annex 1)

Almost two-third of the respondents (64.8%) didn't have toilet facilities, instead using plots (77.9%), river (16.7%), forest (3.0%), and roads (1.1%) for defecation. Of the 35.2 % who had toilet facilities in their home, 31.5 % are temporary, 16.8 % are semi-temporary, and 51.7 % are permanent. (Further details in Annex 1)

For water facilities, most of the respondents (92.9%) rely on the hand-operated boring well as their only source of drinking water and only 1.2 % have access to tap water. However, 93.8 % of the respondents explained that they had never gone without clean drinking water for home use. (Further details in Annex 1)

On the issue of household debt, 48.8 % of the respondents revealed that their households were in debt and 64.0 % of the households did not have any savings amount. (See details in Annex 1).

4.1.1.5 Challenges of performing tasks

In the endline survey it was found that different challenges girls faced during baseline survey dropped significantly as shown in the table below. This significant decrease is the result of projects' interventions as 'life skill interventions' which helped to develop their life skills and support them to address the daily challenges.

Table 12: Girls self-reporting on performing tasks during Covid-19

Challenges of performing tasks	Baseline	Endline
Concentrating on an activity that you enjoy doing	1.5	1.0
Remembering things	5.9	2.0
Controlling behavior	10.1	1.5
Making friends	1.5	2.7
Learning things	4.4	1.7

Similar to the baseline survey, almost all of the girls in endline survey revealed that they did not have difficulties in seeing, hearing, walking or self-care difficulties. Similarly, none of the girls wore eyeglasses or hearing aids and none used any equipment for walking.

The challenges faced by girls on performing task has found to be reduced in endline in comparison to baseline. When surveyed about difficulties in accepting changed routines, 10.1% had difficulty in controlling behavior which was reduced to 1.5% in endline.

Similarly, the percentage who faced difficulty in remembering things and learning things was 5.9% and 4.4% in baseline which was reduced to 2.0% and 1.7% respectively.

4.1.2 Barriers

Table 13: Barriers

Barriers	Baseline	Endline
Household/Community-level Barriers		
Must perform household chores (cooking and cleaning)	97.5	97.0
Must perform Agricultural work (e.g., guarding livestock, planting, watering or harvesting crops)	68.5	56.9
Must taking care of elderly/younger members in the family	72.2	68.2
Must fetch water	40.1	42.1
Whole day for doing household activities	6.4	8.9
Half day for doing household activities	36.7	27.8
Quarter day for doing household activities	44.6	50.0
Educational barriers		
Parents don't believe girls have a right to education	8.9	0.7
Parents who never been to school (PCG)	91.9	91.9
Economic Barriers		
No cash income for more than ten days	53.4	42.6
Wage labour as main family income source	84.5	68.5
No land	80.0	73.6

Girls and parents had to overcome family, educational and financial barriers to get enrolled and to successfully complete transition.

The Endline evaluation indicated that many of the conventional barriers continued to exist in the communities for a significant number of girls. Majority of the girls reported that they had to do household chores in both baseline (97.5%) and endline (97.0%) survey. The baseline (72.2%) and endline (68.2%) survey revealed that they had to take care of their elderly/younger members in the family. In agriculture and related work, 56.9% and 68.5% of the girls reported to conduct such activities in endline and baseline survey respectively. Half of the girls (50.0%) in the endline and 44.6% in the baseline were engaging for more than a quarter day in doing such activities.

The perception of parents that they do not believe girls have a right to education reduced (8.9% in Baseline and 0.7% in endline) because education was considered useful when linked to livelihood transition. Earning a livelihood, working and being educated was a transformative experience not only for the girls but also for the parents.

Economic conditions related to livelihood insecurity proved a significant barrier for girls' education. In endline, 68.5% had to work on wage labour as main source of family income. This percent was more in baseline survey (84.5%). Finally, 73.6% of families do not own any land in endline which was 80 % in the baseline.

5. Outcome Findings

5.1 Learning Outcome

All participating 3116 girls were expected to acquire foundational reading and arithmetical skills by the time they graduate from the ALP, which is defined in this project as the ability to read and comprehend texts containing 'Stories' and/or 'Paragraphs', and conduct four mathematical operations (addition, subtraction, multiplication and division) with two-digit numbers. These benchmarks in learning levels are based on the Teaching at the Right Level (TaRL) methodology. The TaRL was the main pedagogical package adopted to increase learning in these domains.

The Annual Status of Education Report (ASER) tools were used to assess the literacy and numeracy skill of girls within the sample respectively. The ASER testing tools measure literacy and numeracy skills equivalent to Grade 3 level as per the national curriculum. It is thought that having grade 3 literacy and numeracy skills would be key for the transition of 10–14-year-old girls into formal schooling. These assessments contain components, which categorise participants into beginner, word, letter, sentence and story levels for literacy and beginner, 1 digit, 2-digit, 3 digit and subtraction and division for numeracy.

This section addresses the RQ "What worked in how the project facilitated learning amongst most marginalized girls?" which was developed at the design stage of the project.

Figure 3: Foundational literacy status at baseline and endline
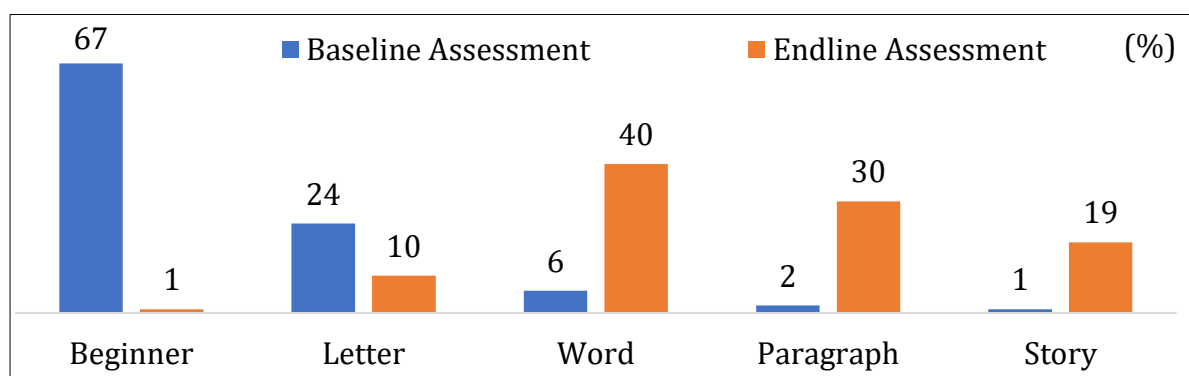
Source: Street Child of Nepal

The difference in proportion of girls with learning proficiency at baseline and endline in the Paragraph and Story categories best illustrates the impact of the MnM intervention on learning outcomes characterized by literacy.

At baseline, around two-third of the respondents (67%) were in beginner, which was decreased to 1% in the endline survey. Similarly, two-fifth of the girls (40%) were found to be in word level, which was 6 % in the baseline survey.

Overall, as a testament to the coaching and support the girls received as a part of the program, 30 % of the girls in the project could read paragraph and 19% could read story which was a change from 2% and 1% respectively at baseline. Most girls in the FGDs

reported a significant improvement in their literacy. They added that the quality of instructions has improved in course of teaching and features of this accelerated learning activities. They acknowledged that community educators in ALP class supported girls to improve their learning by engaging them in demonstration, and discussion.

In an interview with community educators, he/she expressed that the literacy and numeracy status was improved after implementation of the MnM project. After 4 months of continuous learning, the illiterate Musahar girls are now able to read, write and solve mathematical problems.

Figure 4: Foundational numeracy skills (adapt subtasks list to test)
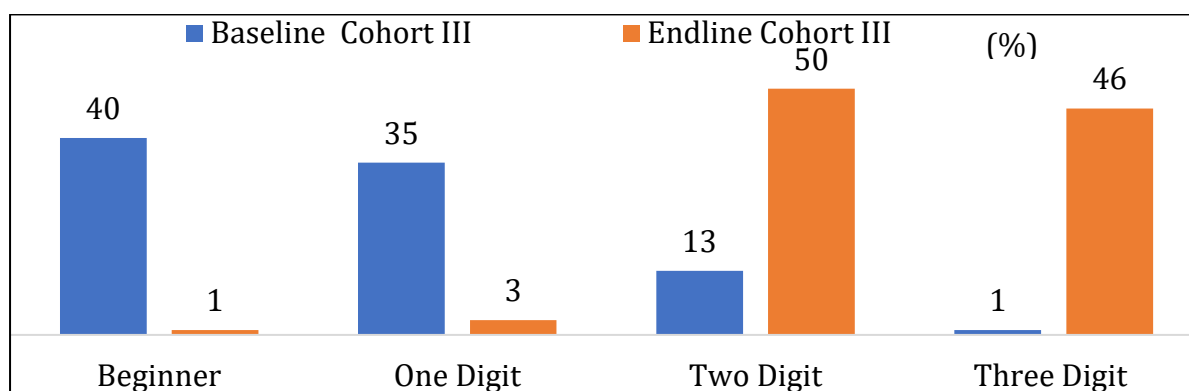
Source: Street Child of Nepal

We see an overall improvement in number recognition after the educational intervention. The number of girls that could recognize 3-digit numbers increased by 45% points from Baseline survey (1%) to endline survey (46%).

As Table 14 below illustrates, basic arithmetic skills were developed during the course of the intervention across all four mathematical operations. The biggest impact was seen in operational skill like addition, subtraction, multiplication and division. In the baseline, entire the girls couldn't perform any operational level. Now 96% of girls can solve the additional, 92% can solve subtraction, 59% can multiplication and 33% can solve division problem.

> *"The time was perfect for girls to learn. Community Educators in ALP periodically assessed and took tests; also gave homework on regular basis. If we did not understand anything, they repeat the lesson over and over." - **FGD with Girls, Saptari***
>
> *"The main reason for the improvement in girls' learning (reading, writing and counting) is the effort of teachers in ALP classes. They go to houses of girls and bring them to study, teach them with love, teach regularly and motivate parents to let their girls to study."*
> 　　　　　　　　　　　-**Community Leader, Sunsari**

Table 14: Numeracy Level of Respondents

Categories	Baseline Survey (%)	Endline Survey (%)
Additional	9	96
Subtraction	6	92

Multiplication	0	59
Division	0	33

Source: Street Child of Nepal

When compared to the baseline survey, the endline survey result shows that MnM project was successful in increasing in literacy and numeracy levels. Along with the in-person ALP intervention which utilized TaRL, the project also conducted distance learning intervention approach. In the distance learning intervention, 15.8% of the girls revealed that they had attended distance learning classes like audio learning (79.7%), phone learning (12.5%) and both audio and phone learning (7.8%).

Similar to the ASER survey, most of the girls who participated in the focus group discussion also expressed that their learning and numeracy skill had improved drastically. Now they can easily read, write and solve the mathematically problems. In the FGDs, most of the girls highlighted following reasons to improve the numeracy as well as literacy:

- *Pedagogical and interactive way of teaching: In the qualitative survey, almost all the participants articulated their views that the project teaching approach i.e., pedagogical and interactive way of teaching was effective for never-been to school or drop-out girls. They also expressed that pedagogy which involved playing games, having discussions, using props, pictorial illustrations were very effective in enhancing understanding and consolidating concepts*
- *Gender-sensitive teaching method in the ALP/life skills class*
- *Easily accessible and flexible time: Almost every girl agreed that the learning center was easily accessible and flexible in time. They attended the class after completing their household chores so they could manage their time to read and write ultimately improving their literacy/numeracy level.*
- *Efforts of community educators: Girls in the Mahottari and Saptari district articulated that their numeracy and literacy status had improved as a result of the efforts of community educators. Community educators repeated until every girl understood the lessons.*

5.2 Transition Outcome

Transition addresses the following two research questions:

1. What impact did the project have on the transition of most marginalized girls into formal education or income generating activities? and

2. What helped to facilitate a successful transition?

Transitions in the GEC are conceived as the pathways that girls utilize to enhance their learning and development on after finishing ALP classes. These pathways itself can consist of various interventions which enable girls acquire knowledge and skills to

transition into education or employment. The transition pathways were contextualized and culturally sensitive for the target communities.

Girls aged 10-14 received intensive coaching for the School Transition Programme to assist them in achieving Grade 3 level competencies, over and above foundational literacy and numeracy, in line with the national curriculum. Girls aged 15-18 were enrolled into a financial literacy course under the Livelihood Support Programme.

Figure 5: Transition Pathways
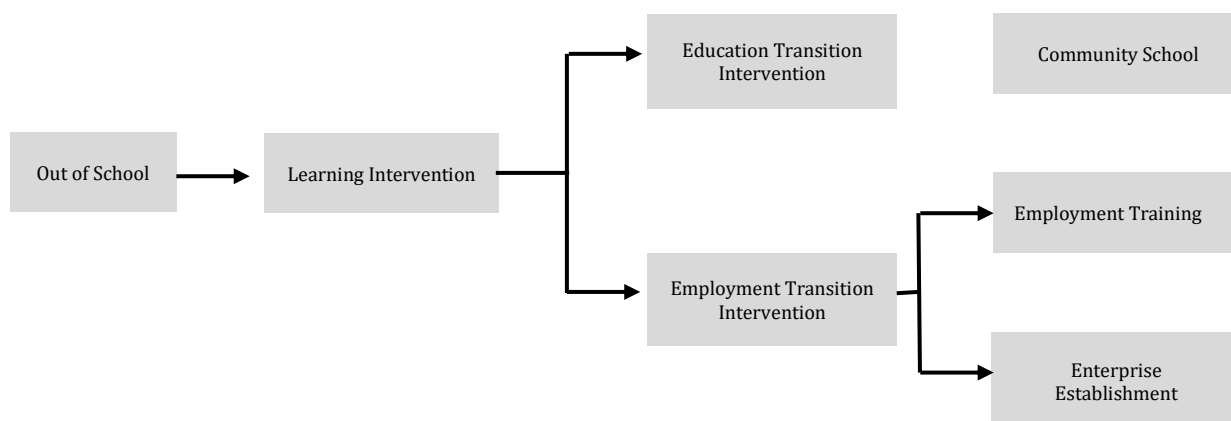
Mixed method techniques were used to understand and map these pathways. Household surveys with guardians were used to generate transition rates, and qualitative feedback generated through focus groups, interviews and observations explored potential enablers and barriers for transition.

Table 15: Transition pathways summary

Transition Pathway	Description	Transition Status	
		Target	Achievement
Transition group A: (girls aged 10-14 at end of the ALP class)	Strongly preferred that the student (Re) enrolls in school at least Grade 3. In case this is not possible, develop life skills.	60.0	48.3
Transition group B: (girls aged 15-18 at end of the ALP class)	Enroll in vocational training. Enterprise or employment transition through skill based training and financial literacy classes	40.0	51.7

- **Pathway analysis**

As per MnM project targets, 60% of the total girls will transition into formal school and 40% of the girls will transit into livelihood intervention at the end of the Cohort III. The endline results showed that 48.3 % of the girls had chosen education intervention and 51.7% had chosen livelihood intervention in Cohort III. This was due to the project adapting its design and targets according to the needs of the girls and the feedback

received, especially during Covid-19. The project had observed that more number of girls wanted to enroll into livelihoods, as a result of economic difficulties faced due to persistent lockdowns. Therefore, the more proportion of girls transitioning to livelihoods interventions.

5.2.1 Non-Formal Education

In direct response to educational exclusion resulting from in and out-of-school factors, the MnM project provided a 4-month accelerated learning intervention (ALP) to improve the foundational literacy and numeracy skills for 3116 girls across five districts in Cohort III.

Figure 6: Girl's participation in non-formal education

In the survey, all parents (100%) revealed that their daughter (s) had received or participated in non-formal education through the accelerated learning intervention, which was 0% in the baseline survey.

*"The girls of Musahar communities never got any chance to learn before the MnM project. The ALP classes ensured that we learnt to read, write and perform calculations."-***FGD with Girls**

*"The ALP classes provided us numerous benefits such as life skills, knowledge, and confidence. The fact that ALP classes are conducted in our own community and only Musahar girls participated in the classes boosted our motivation to join the ALP classes."-***FGD with Girls, Dhanusha**
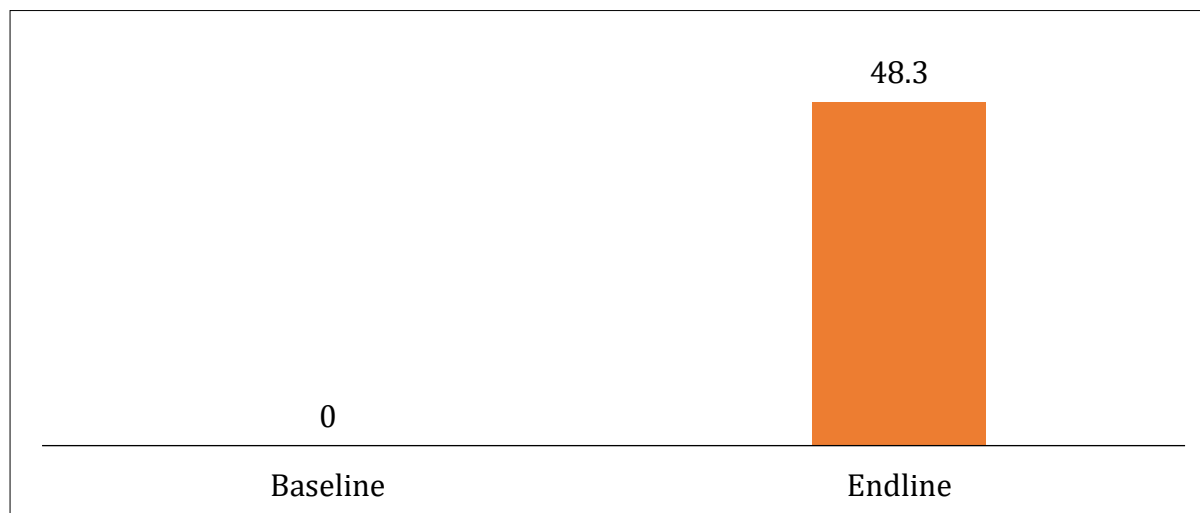
*After implementation of the MnM project, we can read, write, and perform simple arithmetic calculations. Along with the literacy, our level of confidence to speak in front of people and decision making was also increased."-***FGD with Girls, Sunsari**

*Most of the mothers in the FGDs conducted among Primary Care giver expressed that their daughters expressed happiness while returning home and as they mentioned that class was productive and made efforts to study at home. "We always thought that we were only meant for household chores. After the ALP classes, we are aware about the place of education in our life and understand that the education can help us get jobs in the future and also enable us to live a better and independent life". –***FGD with 10-14 Year Girls**

5.2.2 Education Transition Intervention

This section describes the enrolment in formal school, and motivation factors for going to formal school.

Figure 7: Enrolled in the formal school

Before implementation of the MnM project, all Musahar girls on the programme were out of school. The project conducted education intervention for a total of 6 months. The project had conducted learning and guidance on ALP using distance teaching and learning resources when there were movement restrictions due to Covid-19. As a result, 48.3% of the primary care givers revealed that their daughter was continuing their formal schooling.

The survey also found that the ALP played a role in motivating girls intrinsically to go to formal schools. It was found that most of the girls (84.7%) revealed that they were motivated to choosing and enrolling/re-enrolling into formal school after their ALP class. Likewise, 65.8 % in the endline survey reported they were motivated to attend school by ALP class and 59.2 % of the girls reported that their families motivated them to go to school.

Figure 8: Motivation factors for going to formal school
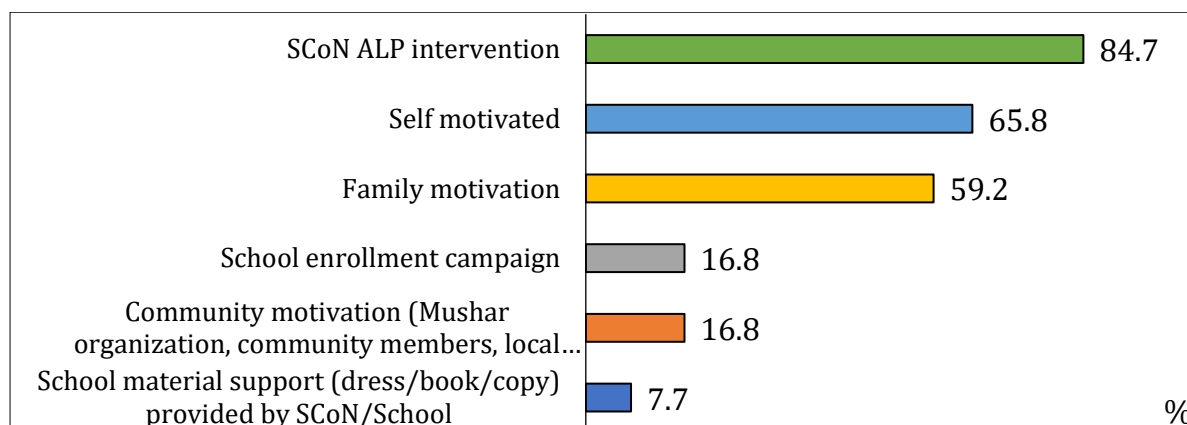
Qualitative studies corroborated these findings. ALP boosted their confidence regarding reading and writing. It also changed their perception towards education. The protection

and life skills program also helped with motivation. Additionally, it taught them leadership, communication, dealing with gender related issues, child rights and civic sense which inculcated a sense of confidence.

A girl, who participated in the FGD, expressed her view, "previously, I had dropped out of school due to failure in exam which affected my confidence. The ALP taught me how to read and write and now I can easily read a paragraph and story – I memorized a textbook! I feel confident about exams and can match other students in school with academic abilities.

After the transition to school, 18.9 % of the girls in the endline survey revealed that they were enrolled in grade 3 and 23 % in grade 5. Likewise, 26 % of the girls were enrolled in grades 4 and 9.7% were enrolled in grade 6. (Detail is given in Annex 2).

Project Support in School Transition
Almost all the participant in the focus group discussion responded that the project had attributed three types of support:
1. Enrollment in school: *Most of the girls mentioned that after completion of ALP class, the project helped them to enroll in formal school by registering their name. The researcher observed their positive facial expressions and they reported that the project had coordinated with school head teachers, education coordinators of local government and school management committee for registering the name of Musahar girls who had enrolled and completed the ALP class.*
2. Material support: *Majority of the participants articulated that the project had provided them essential school materials like books, copies, pen, geometry box, school uniform, nail cutter, toothbrush, toothpaste, umbrella and bag.*
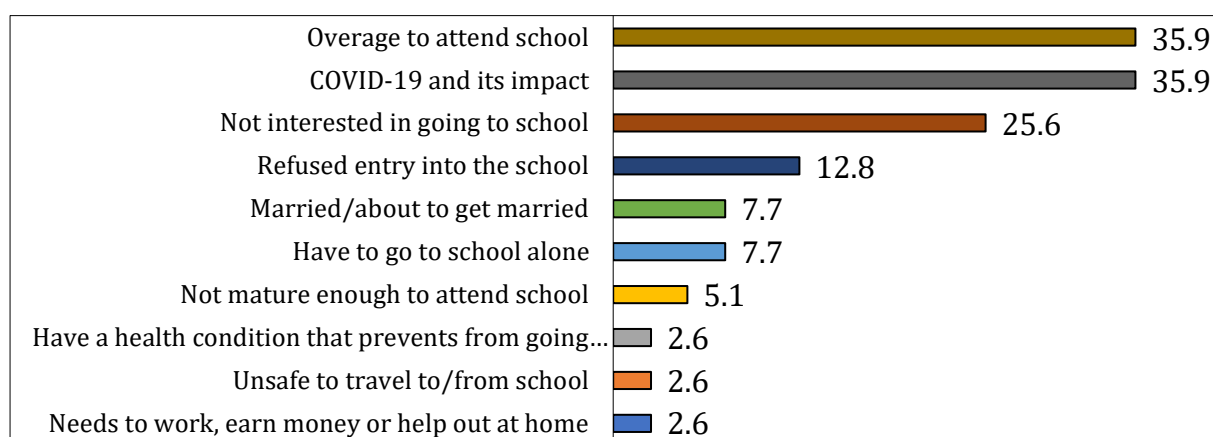***3. Motivation:*** *Almost all the participants expressed that the team members of the project encouraged their parents to send girls to school regularly. Along with their parents, girls in the FGDs also expressed their views that they also encouraged community leaders and community members to support the girls to send the school regularly.*

Figure 9: Distribution of the respondent by school drop-out
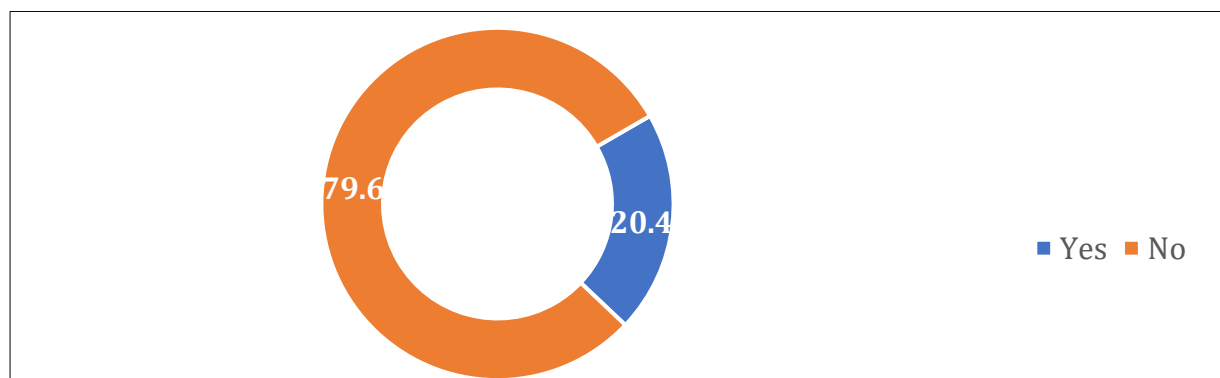
Among the girls who had enrolled in the formal school after school transition, 20.4 % of the primary care giver revealed that their daughter dropped-out from school. The parents revealed that the major reasons of school drop-out was school closure due to Covid-19 pandemic effect (35.9%) and the same proportion of girl felt too old to attend to school (35.9%). Additionally, 25.6 % dropped-out as girls were not interested in going to school.

Figure 10: Reasons of school drop-out

Reason	Percent
Overage to attend school	35.9
COVID-19 and its impact	35.9
Not interested in going to school	25.6
Refused entry into the school	12.8
Married/about to get married	7.7
Have to go to school alone	7.7
Not mature enough to attend school	5.1
Have a health condition that prevents from going…	2.6
Unsafe to travel to/from school	2.6
Needs to work, earn money or help out at home	2.6

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

Most of the mothers whose daughters had dropped out in formal schools expressed that this project had enrolled their daughter in the formal school, yet retention could not be maintained due to the pedagogies of the mainstream schools which made it difficult to learn and practice of punishment that was normally associated with lack of performance. The mother added that all school was closed for more than a year due to COVID-19 pandemic which affected the girls learning which one of the reasons for drop was also out. To overcome these problems, they went to the school themselves and told the teacher to take good care of their daughter and teach them in a soft voice, without showing much fear.

5.2.3 Livelihood Intervention

Musahar girls aged 15-18 had successfully completed a 4-month ALP. Then, they transitioned into the Employment Transition Programme (EMPTP), which supported them to develop enterprise or employment. Financial literacy classes followed by livelihood skills training were components of the intervention. The aim of employment transition was to prepare girls fully and train them appropriately. In the livelihood intervention, 51.7 % of the girls had chosen livelihood intervention at the end of the accelerated learning program conducted by MnM project.

5.2.3.1 Training

Figure 11: Distribution of respondents by training status of girls
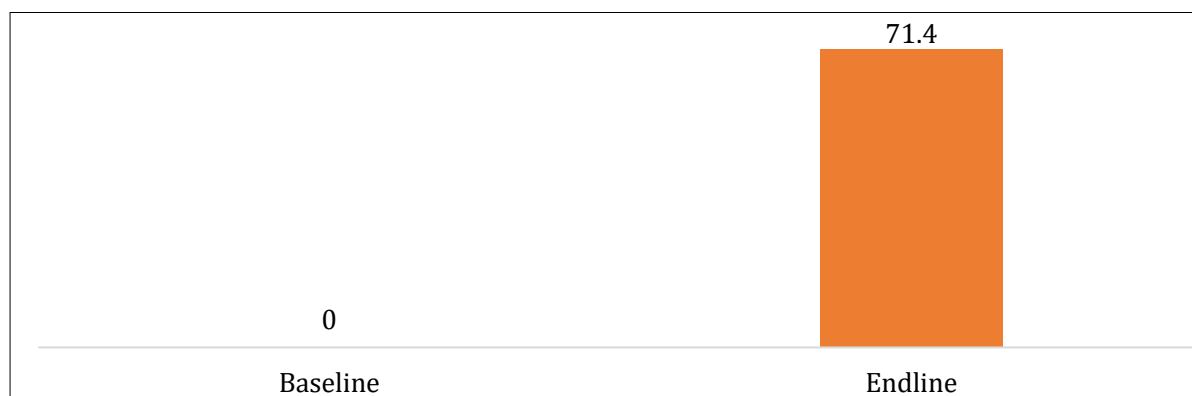
Among the 51.7 % of the girls in the sample who transitioned to vocational skills developed, 71.4% had received in various training in the endline survey which was 0% at baseline survey. The vocational training included muda making, bhuja making; momo and chowmein making, paanipuri and chatpat making; samosa, pakoda and tea, duck and hen rearing, goat and pig rearing, cosmetics, toy and cloth selling, and egg and vegetable selling.

Figure 12: Type of training
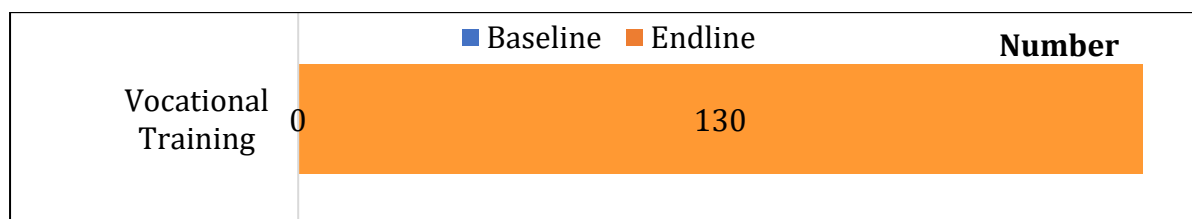
Compared to baseline status of the Musahar girls, the survey found that the training intervention was effective for the girl. It was found in the endline survey that the training supported 81.5% girls for establishing their small-scale enterprises and support to build up their confidence (50%) for these activities. (Details are given in figure 13)

Figure 13: Training support for girls
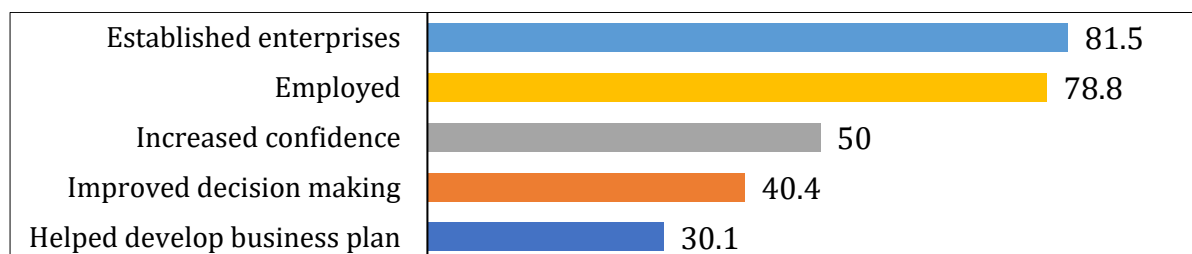
"Musahar girls participated in various types of vocational training such as duck rearing, grocery shop training, cosmetic shop training, chowmein and momo making training, puffed rice making, mudha making and tailoring training"- FGD with girls

5.2.3.2 Employment transition

The Government of Nepal announced a nationwide lockdown on March 24, 2020 due to the Covid-19 pandemic. The lockdown affected almost all services including income generation activities. It also affected the ability to seek employment and start small scale enterprises.

Figure 14: Self-employment/ Enterprises status

Among the girls who had chosen livelihood intervention, 34.8% of parents reported that their daughter was currently engaged in self-employment activities which was 14% in the baseline survey.

After implementation of the MnM project, nearly half of the primary care givers (49.3%) reported that their daughters were engaged in livestock related enterprises and 4.1 % of them reported as non-agriculture related enterprises like momo and chowmein making, bhuja making, panipuri and chatpat making etc. In the baseline survey, all the girls were engaged in agriculture related enterprises.

Table 16: Type of the enterprises

Type of Enterprises	Baseline		Endline	
	N	%	N	%
Agriculture related	57	100.0	29	39.7
Livestock related	0	0.0	36	49.3
Non-agriculture related	0	0.0	3	4.1
Self-investment small business	0	0.0	5	6.8
Total	**57**	**100.0**	**73**	**100.0**

The girls (aged 15-18) in the FGDs expressed that the project had supported to establish enterprises as per interest of the girls. They also added that the project had also supported by providing materials and financial support.

In Siraha district, almost all girls expressed that the different kind of materials such as bicycle, basket, crates, potato, onion, garlic, gas cylinder, noodles, biscuits etc. were provided from the MnM project for starting enterprises.

Similarly, in Sunsari and Saptari district, girls agreed that different types of materials were provided from MnM project to start their business which were otherwise inhibiting

them to start a business. They stressed that goats and pigs were provided for them, but it was difficult for them to rear the pig as there was no pig cage and utensils for feeding pig. They also mentioned that a few goats were provided by this project, but the goats died within few days."

*"My daughter has chosen the livelihood intervention where she has started her small-scale enterprise of a cosmetic shop. It helped her not only in changing her lifestyle, but it helped her to develop confidence. Now she can take her decision and also be involved in household decision making."-**FGD with Parents, Saptari***
*"After establishing enterprises, my self-confidence to run a business has increased. Now I am earning money and save some amount of money. I am also supporting my family. So, I am happy and enjoying my life."- **FGD with Girls, Sunsari***

Besides the enterprises, the endline results showed that 56.3% of the girls (N=18) were engaged in a formal employment (job) (like salesperson and works in others agriculture farms etc.) which was 33.3% (N=7) in the baseline survey.

Figure 15: Girls engaged in formal job
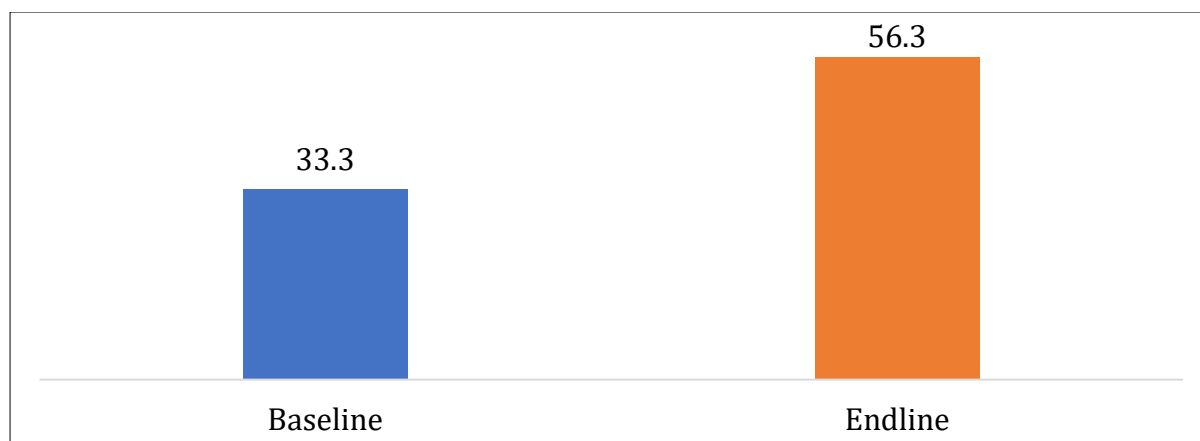
Similarly, all participants from Mahottari articulated that "We participated in vocational trainings as per our interest. But we could not continue our business. Some of us failed to manage the business whereas some of us did not get adequate support and help from the project as promised earlier."
"We got vocational trainings from the project, but we have not started the business yet due to lack of additional resources"- FGD with girls, Siraha

5.3 Sustainability Outcome

The MnM project addressed three levels i.e., community level, school level and system level to ensure the sustainability of interventions. This section answers the research question "How sustainable are the activities and how successful was the programme in leveraging additional interest and investment".

Table 17: Sustainability score card

| Indicator	Sustainability measures

	Baseline	Endline
Community level		
Indicator 1.1: Girls with birth certificate and citizenship card using health, education and employment services	**Birth Certificate** Education: 93.9% Health: 19.8% Employment: 0.0% **Citizenship** Education: NA Health: NA Employment: 40%	**Birth Certificate** Education:89% Health: 66.4% Employment: NA **Citizenship** Education: 20% Health: NA Employment: 10%
Indicator 1.2: Parents/guardians reporting interest to support their daughter's desired transition pathway (education, training and employment)	0.9%	38.4%
Indicator 1.3: ALP classrooms established during the project period continue to operate as peer support and learning resource centres by the community	0	80
Indicator 1.4: Protection circles continued with the support of the Alumni association which is established during the project period.	0	80
Baseline Sustainability Score	**1**	**3**
School level		
Indicator 2.1: Schools who score acceptable or above in SIP sustainability assessment (ability to improve and maintain SIPs) in terms of inclusion of the most marginalized girls in the school.	0	0
Baseline Sustainability Score (0-4)	**0**	**0**
System		
Indicator 3.1: Local governments adopt gender-based violence budget guidelines to strengthen protection for Musahar and other marginalized girls.	0	15
Indicator 3.2: No. of new (non-participating) Ward / Palika level interventions linked to education of Musahar girls.	0	3
Baseline Sustainability Score	**0**	**3**
Overall Sustainability Score (0-4, average of the three level scores)	**0**	**2**

Sustainability findings were presented for community, school, and system indicators. These scores/values were drawn from qualitative and quantitative field data collection.

The overall score on the sustainability scorecard ranged from 0 (not at all) to 4.00 (four or more interventions).

From the scorecard, the endline result showed that the MnM project was somewhat successful in ensuring sustainability for the intervention at community, school, and system level by indicators. At the community and system level the project was found to be sustainable with score 3 out of 4. Though the intervention was coordinated with all levels of government (local level, provincial level and federal level), the endline result showed that the project intervention was unsuccessful in sustaining their intervention in system and achieving the target

Figure 16: Utilization of birth certificate
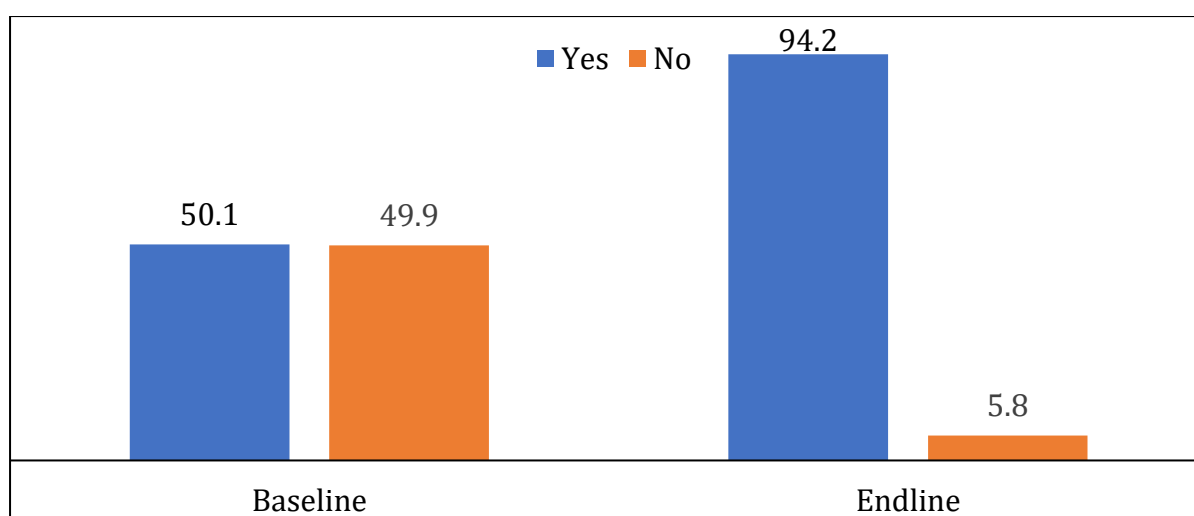
Regarding the utilization of the birth certificate, majority of the girls (94.2%) in the endline survey reported that they had utilized their birth certificate which was 44.1% higher than baseline survey (50.1%). Most of the girls had utilized it for enrollment in formal and non-formal education (baseline-93.9% and endline-89.0%). In the endline two-third of the girls (66.4%) also utilized their birth certificate for immunization services which was 19.8 % in the baseline survey.

Table 18: Utilization of birth certificate

Utilization of birth certificate	Baseline	Endline
Formal and Non-formal School enrollment	93.9	89.0
Immunization Service	19.8	66.4
Life and health insurance	0.5	11.3
To get citizenship	2	12.4
To open bank account	0.5	3.8
Other (employment etc.)	1.5	3.2

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

According to the findings from qualitative data, most of the girls had their birth certificate. The representative of JWAS expressed that almost all the girls had their birth certificate because the communities were aware that birth certificate is vital for school enrollment, Dalit allowance, and nutritional allowances in school. The representative of JWAS stated that the project had coordinated with local government for making a birth certificate for

those girls who did not have their birth certificate. Hence, with the joint efforts of the local government and the MnM project, girls whose parents did not have their citizenship were assured to receive birth certificates.

Table 19: Utilization of citizenship card

Citizenship	Baseline (N)	Endline (N)
Citizenship	10	23
Utilization	4	10
Certification of relationship	-	2
To open bank account	-	3
Marriage certificate	-	5
Land registration	-	2
Higher education	-	2
Voting card	-	2
Insurance	-	1
Others	-	4

Among the total girls, only 23 girls had their citizenship in the endline survey, whereas only 10 girls had their citizenship in the baseline survey. Amongst them, 5 girls had used their citizenship card for certification of marital relationship and 3 had used to open bank accounts.

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

Table 20: Parents interest on transition pathway score

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

Parent's knowledge, attitudes, and practices towards supporting their girl's transitions pathway into education, training, and employment was assessed using this rubric method. At the end of each question, a score of 0 to 3 was given and total score was calculated to determine their level for each of these aspects. The scores can be seen below in table 20.

Table 21: Level of Parental/Guardian interest on transition pathway

Level	Knowledge		Attitude		Practice	
	Baseline	Endline	Baseline	Endline	Baseline	Endline
Low	0.5	5.4	7.4	9.9	52.2	10.3
Medium	48.5	40.4	21.4	41.1	46.8	51.2
High	34.0	29.8	60.3	8.4	0.7	22.9

Extremely high	17.0	24.4	10.8	40.6	0.2	15.5

Regarding parental support, the project seems to have had success in increasing parental support towards their daughters' education and livelihood activities.

More than one fourth of the parents (29.8%) were found to have high and 24.4% extremely high level of knowledge regarding parental support in endline survey which was 34.0% and 17.0% respectively in the baseline survey. 10.8% were found to have extremely high positive attitudes towards their girl's education in the baseline survey, which increased to 40.6 % in the endline survey.

However, more than half of the respondents (52.2%) were found to have lower levels of day-to-day that supported their girl's transitions pathway into education, training and employment in the baseline survey which decreased to 10.3 %. This showed that their parents were very positive towards their education, training, and employment.

Most of the parents from the Musahar communities did not have interest in girls' education, however, they have positive attitude towards girls' participation in income generation and vocational training activities. - KIIs with Community Leaders,
The participants from FGDs expressed that those parents used to support their daughters in their education by handling household responsibilities and chores. Sometimes, parents also encouraged their daughters to attend school regularly if they were not interested to go to school. They also provided the materials to attend school for their daughters such as stationary (books, copies, pen, pencil etc.), uniform and food.

Table 22: Parental attitude towards girls' education and investment

Attitude	Baseline	Endline
Girls have a Right to Education	90.9	98.5
Children with Disability have a Right to Education	86.5	95.3

Regarding the parental attitude towards education, almost all the parents believed that girls have a right to education (98.5%) and also 95.3% believed the same for the children with disability. Even in the baseline survey, the perception of parents regarding education of girls (90.9%) and children with disabilities (86.5%) was very high.

Table 23: Parental attitude towards investment on girls' education

	Strong Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Even when funds are limited it is worth investing in girls' education					
Baseline	0.7	9.6	3.2	78.6	7.9
Endline	3.0	5.9	8.9	35.5	46.8
A girl is just as likely as a boy to use her education meaningfully					
Baseline	0.7	10.6	21.6	55.7	11.6
Endline	2.7	4.9	12.3	40.4	39.7

Even when funds are limited it is worth investing in girls' skill development					
Baseline	0.2	6.7	26.6	59.9	6.7
Endline	1.0	7.4	7.4	47.3	36.9
A girl is just as likely as a boy to use her skills effectively for business or employment as a boy					
Baseline	0.5	6.9	33.7	50.5	8.4
Endline	4.2	4.2	8.9	45.8	36.9

In the endline survey, it was found that the perception towards girls' education, skill development training and employment investment improved considerably after implementation of MnM project. In the survey, when parents were asked for their responses to gauge attitudes, (7.9%) of the parents agreed strongly to the statement that even when funds were limited it was worth investing in girls' education in the baseline survey, which has been improved to 46.8% in the endline survey.

Similarly, 39.7% parents also highly agreed that a girl is just as likely as a boy to use her education meaningfully, which in comparison to the baseline survey is higher than 28.1%.

In addition, even when funds are limited, (47.3%) agreed and (36.9%) strongly agreed that it is worth investing in a girl's skill development in the endline survey which was found improved compared to baseline survey.

Moreover, more than one-third of the parents (36.9%) strongly agreed that a girl is just as likely as a boy to use her skills effectively for business or employment in the endline survey which was only 8.4 % in the baseline survey.

Table 24 Indicator: ALP Classroom and Protection Circles

ALP classrooms established during the project period continue to operate as peer support and learning resource centers by the community	80 Learning Centers in Cohort 3
Protection circles continued with the support of the Alumni association, which was established during the project period.	80

Indicator 1: School Improvement Plan (SIP): Sustainability Assessment

After implementation of the MnM project in the communities, the schoolteachers were trained with inclusive and conducive school practices and classroom environment. Along with the training the project had trained schoolteachers and other members of the school in school improvement plan.

Though the project had provided the training and orientation to schoolteachers on inclusive and conducive school and classroom environment and SIP, none of the schools had developed the SIP in the school during the time of qualitative field work. They were only planning to develop SIP in their school. As per data shared by the project upon project completion, 50 schools were supported to develop and implement School Improvement Plans (SIP) and 44 schools have established functional Complain Response Mechanisms (CRM).

Indicator 3.1 Local governments adopt gender-based violence budget guidelines to strengthen protection for Musahar and other marginalized girls.

Most of the education coordinators of local governments who participated in the key informant interview reported that TaRL is one of the key pedagogical approaches which is relevant and effective to improve the literacy and numeracy status children. They also added that Nepal Government has their own methods, that they cannot change them immediately and directly in their Palikas but TaRL seems to be helpful and effective. Street Child of Nepal reported that, "the World Bank have piloted the teaching at the right level (TaRL) model in Dhanusha, Dhading and Salyan Districts".

As per the Street Child of Nepal, out of 50 local governments supported, 20 Palikas have adopted gender-based violence budget guidelines to strengthen protection for Musahar and other marginalized girls.

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

Project documents of SCoN and interviews of education coordinators, representatives of local government officials and implementing partners revealed that none of the local government had linked their intervention to education of Musahar girls. However, outside of MnM project, SCoN has piloted TaRL techniques in 64 schools of 3 Palikas within a province 1, Mahesh province and Karnali province 6. SCoN has also carried out remote-based education interventions piloted in 10 additional Palikas.

In the interview with the local government participating in MnM project, the local government representative reported that the MnM intervention modality was unique and helpful to improve the learning and livelihood status of the girls and community. They also reported that the local governments were very impressed with the design and performance of the project. Replicating the MnM program in new wards at this stage was not possible.

5.4 Key intermediate outcome findings

This section presents the intermediate outcome level findings as defined from baseline study:

I.O. 1: Attendance
I.O. 2: Teachers are trained and capacitated to support the inclusion of the most marginalized girls for learning during the ALP and progressing into school.
I.O. 3: Marginalized girls that transition into EMTP develop a business plan and acquire financial literacy.
I.O. 4: Marginalized girls and boys report increase in mobility, and autonomy over marital, protection and reproductive decisions for girls.
I.O. 5: Marginalized girls and boys report increase in mobility and autonomy over marital, protection and reproductive decisions for girls.
I.O. 6: Strong and active partnerships and engagement with government and other key stakeholders in target region

Table 25: Intermediate outcomes finding

IO	IO indicator	Baseline level	Endline
Attendance	Attendance rates of marginalized girls in classes and project intervention.	0%	71%
Teachers are trained and resourced to support the inclusion of most marginalized girls in learning and progression in ALP and the school.	Average score in schoolteacher's inclusion of marginalized children.	0%	57.6%
	Number of Community Educators demonstrating skills to deliver Teaching at the Right Level (TaRL) in ALP.	0%	62.5%
	% of girls reporting conducive class environment.	0%	40.2%
Marginalised girls that transit into EMTP develop business plan and acquire financial literacy.	Average financial literacy score of girls.	Average Score: 20.2 • Knowledge-24.7% • Attitude-23.6% • Practice-12.3%	Average Score: 72.9 • Knowledge-91.3% • Attitude-64.8% • Practice-62.7%
	% of marginalized girls that develop business plans.	0	2305
Marginalized girls and boys report an increase in mobility and autonomy over marital, protection and reproductive decisions for girls.	% of girls involved in marital and reproductive decision making.	**Marital decision making** Un-married-0.2% Married-6.2% **Reproductive Decision Making** Who don't have baby-55.4% Who have baby- 75%	**Marital decision Making** Un-married-1.2% Married-3.1% **Reproductive Decision Making** Who don't have baby-53.1% Who have baby-90.9%
	% of girls and boys having birth certificate and citizenship cards.	Birth certificate- 96.8% Citizenship-2.5%	Birth certificate- 97.3% Citizenship-5.7%
	% of girls and boys who are at least somewhat confident to travel to all vital registration services.	Education-41.7% Employment-39% Vital Registration-17.4% Health Facilities-34.8% Market-53.5% **Average: 37.3%**	Education-62.8% Employment-48.0% Vital Registration-21.7% Health Facilities-31.0% Market- 67.7% **Average: 46.2%**
Strong and active partnerships and engagement with government and other key stakeholders in target region	Number of SIP updated	SIP: 0 School Complain handling/Complain redress mechanism (CRM): 0	SIP: 0 School Complain handling mechanism/CRM: 0
	Number of Inclusive Education and Girls Network that are functional.	0	40

5.4.1 Intermediate outcome 1: Attendance

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

Table 26: IO1 Attendance indicator

IO	IO indicator	Status	
		Target	Achievement

Attendance: Attendance rates of marginalized girls in classes and project intervention*	Accelerated learning Programme	75%	71%
	Employment Transition Programme (EMTP): Vocational Training	70%	70%
	Life Skill Programme	75%	67%

Source: Street Child of Nepal

The MnM project had provided a 4-month accelerated learning intervention, which was free, responsive, and intensive to improve the foundational literacy and numeracy skill for 3116 girls across five districts in Cohort III. The project had conducted accelerated learning intervention by establishing 80 learning centers in the communities of Musahar girls in this cohort 3. During the overall six-month period (including enrolment, transition support, etc.) of the intervention, it was found that there was an active participation of the girls in the learning center and project intervention.

The attendance rate of girls in the learning center was 71 % over the six months of period which was 4% less than the target. Likewise, 70 % of the girls were present in the vocational training program and 67 % in life skill programme.

The average attendance rate of the girls in class and other intervention was 71 % over 6 months of the period.

5.4.2 Intermediate outcome 2: Teachers are capacitated to support the inclusion of most marginalized girls in learning and progression in ALP and the school.

Average score for a schoolteacher's inclusiveness.

The impact of the intervention at endline on teacher inclusiveness and inclusive classroom environment was assessed from 35 school observations and interactions with head teachers and teachers. Observation checklists recorded a variety of factors such as teacher preparation, student engagement, low pressure learning environment, the methods of addressing and supporting students in the class and managing their behavior.

Table 27: Average score for a school teacher's inclusiveness

Checklist	Not at all True (%)	Somewhat True (%)	Very True (%)
The teacher presents lessons in a well-prepared and organized manner	14.3	42.9	42.9
The teacher maintains an engaging class, without pressuring the students	2.9	48.6	48.6
While the students working the teacher moves around the classroom to provide support and guidance		25.7	74.3
The teacher addresses students by name		31.4	68.6
The teacher communicates both verbally and non-verbally in a positive and friendly manner		45.7	54.3
The teacher uses positive methods to manage student's behavior.	2.9	40.0	57.1

Average Score (%)	3.3	39.0	57.6

The school observations and interaction with the head teachers and teacher results indicated that 57.6 % of the schoolteachers were found inclusive while teaching in the classroom. Nearly two-fifth of the schoolteachers (39%) need to improve their pedagogical methods to make the environment in the classroom more inclusive.

The observation showed that slightly more than two-fifth of the teachers (42.9%) need to improve their teaching style or pedagogy teaching style. The observation results also showed that the teachers need to improve in engaging the students without pressuring the students by 48.6 %.

Regarding teacher communication and behavior with students, slightly above the half of the schoolteachers (54.3%) were found friendly towards students and they also communicated positively and student friendly manner.

The observation and FGDs had similar results. The participants expressed mixed opinion in the FGDs. Some of the students articulated that their teacher was very friendly while some of them stressed out that the schoolteacher was very strict.

Regarding to the teaching style of teachers, almost all the girls in the FGDs expressed that there was a vast difference in teaching style between teachers of ALP class and formal school. In ALP class, teachers used to demonstrate while teaching as well as repeat the lessons whereas formal schoolteacher taught without any demonstration. They also added that the formal schoolteachers didn't repeat the lessons.

In terms of behavior of teachers, almost all the girls in the FGDs highlighted that schoolteachers didn't discriminate any students and treat everyone equally in the classroom.

As per the SCoN pre-test and post-test training report on the inclusive and conducive environment, the training was successful to deliver the message of inclusive and conducive environment with pre-test results (58%) and post test results (69%) increasing by 11% points. (Detail is given in Annex 2)

Conducive class environment

Classroom and school environment plays an important role in learning and development. In an average, a student stays at school for 5-7 hours 6 days a week. We conducted surveys of the infrastructure/facilities like physical space, desks, benches, black/white board, toilet availability etc.

We have used 10 different variables for assessment. The classroom and school observation results show that 61.1% of the schools had proper facilities out of 35 schools. The result also indicates that 35.4% of schools need to improve class environment to make it more conducive for learning.

Table 28: Findings from classroom observation for learning environment conduciveness1

Checklist	Not at all true (%)	Somewhat true (%)	Very True (%)
The classroom is protected from the elements (solid roof, walls, and floor)		22.9	77.1
The classroom has adequate ventilation		20.0	80.0
The classroom lighting is adequate for student to read and learn		20.0	80.0
The class is clean and orderly (the floor is clean, the tables are orderly, no garbage on the floor)		45.7	54.3
Students have sufficient space to read		22.9	77.1
Students each have a chair or bench to sit on while working		31.4	68.6
There are two separate toilets for girls and boys.	11.4	48.6	40.0
Furniture is of the right size for students to work comfortably	2.9	54.3	42.9
There is a blackboard/whiteboard in the classroom that all students can see clearly from their seats		37.1	62.9
Posters, artwork or maps or student work appear on the walls of the classroom	20.0	51.4	28.6
Total	**3.4**	**35.4**	**61.1**

The study also assessed the seating arrangements, number of students in a classroom and whether there were any structural adjustments for students with disabilities. The results found only 45.7 % of schools had met all the criteria and 22.9 % needed drastic improvement to ensure inclusion. While 31.4 % of the classrooms were meeting criteria to some extent, they needed to do more to provide a truly inclusive classroom conducive to learning.

Table 29: Findings from classroom observation for learning environment conduciveness2

Checklist	Not at all true	Somewhat true		Very True
Inclusive seating arrangements	2.9	28.6		68.6
Number of children per class are 40 or less.	5.7	31.4		62.9
Does the classroom have structural adjustments for disabled students	60.0	34.3		5.7
Total	**22.9**	**31.4**		**45.7**

The study also assessed school policies on sexual abuse and exploitation, abuse, violence, and parent meetings. The study found that only 13.7 % of the school had school policies and 42.3% did not have any school policies in their school.

Table 30: Finding of observations of conducive classroom environments 3

Checklist	Not at all true	Somewhat true	Very True
Behavioral/discipline rules are in written statements	25.7	60.0	14.3
There is a written policy against bullying	51.4	34.3	14.3
There is written policy against sexual abuse and exploitation	54.3	34.3	11.4
There is written policy against gender base violence	42.9	48.6	8.6
Written policy related to regular teacher-parents' meetings	37.1	42.9	20.0
Total	**42.3**	**44.0**	**13.7**

5.4.3 Community educators demonstrating skills to deliver TaRL in ALP

Street Child of Nepal (SCoN) has identified TaRL as the pedagogical package for the earning interventions.

The competency of community educators to deliver TaRL in the ALP was evaluated on the 6 pillars of TaRL, namely:

i. Assessment
ii. Goals setting
iii. Grouping
iv. Activities combination
v. Learning resource development
vi. Tracking progress

Table 31: Evaluating teacher capacity based on (i) assessment and (ii) goal setting

Teacher Quality	Baseline	Endline
Assessment		
Highest level for reading in terms of data recording	0	84.6
Lowest level for number recognition in terms of data recording	0	61.5
Marking level when a student makes three mistakes when reading a story	0	38.5
Number of addition and subtraction questions do the students need to answer correctly	0	69.2
Goal Setting		
Learning levels should improve students' progress within one month of teaching and learning ideally	0	25.6
ALP learning goals base	0	53.8

Assessment is the first of the six basic elements at the core of Pratham's TaRL approach. To evaluate assessment capacity, community educators (CEs) were asked four basic questions. While 0 % of CEs answered the questions correctly at baseline, this number rise to 63.5% at endline.

More than four-fifths of CEs (84.6%) answered correctly when asked "What is the highest level for reading in terms of data recording" which has been increased by 84.6 % than the baseline findings.

Similarly, 61.5 % of the CEs answered correctly when asked, "What is the lowest level for number recognition in terms of data recording" in the endline.

Slightly more than one-third of CEs (38.5%) answered correctly when asked "If a student makes three mistakes when reading a story, what reading level will you mark them as". And a little more than two-third of CEs (69.2%) answered correctly when asked "Within operations, how many addition and subtraction questions do the students need to answer correctly to be marked as 'can do'" in the endline survey.

Goal setting is the second pillar of the TaRL approach. When evaluating goal setting capacities of CEs, they were asked two basic questions. When surveyed, 25.6 % of the CEs answered questions on goal setting correctly when asked "How many learning levels should improve students' progress within one month of teaching and learning ideally" in the endline survey. Similarly, 53.8 % of CEs answered correctly when asked "what would you base your over ALP learning goals on" in the endline survey.

Table 32: Assessment of teacher quality based on (iii) grouping

Questions asked for Teacher's understanding of grouping	Baseline	Endline
Groups for literacy that students can be divided	0	94.9
Groups for numeracy that students can be divided	0	94.9

Grouping is a third basic element of TaRL and teacher readiness for group was evaluated by asking two questions. 94.9% answered correctly when asked, "What groups for literacy that students can be divided into" and "What groups for numeracy that students can be divided into" respectively in endline survey which was 0% in both questions of baseline survey.

Table 33: Assessment of ALP teacher quality based on (iv) combining activities

Questions for assessing understanding of combining activities	Baseline	Endline
Learning activities in literacy that cannot be conducted together in the same session	0	56.4
Learning activities in numeracy that cannot conduct together in the same session	0	46.2
Three activities for literacy that would use for whole class as well as individual learning groups	0	10.3

Three activities for numeracy that would use for whole class as well as individual learning groups	0	10.3

A combined activity is the 4th pillar of TaRL. When asked, "What learning activities in literacy cannot be conducted together in the same session", 56.4 % of the CE answered correctly in the endline. Similarly, 46.2 % of CEs answered correctly when asked, "what learning activities in numeracy cannot be conducted together in the same session in the endline survey.

Likewise, only 10.3% of CEs answered correctly when asked "three activities for literacy that would use for whole class and individual learning groups" and "three activities for numeracy that would use for whole class as well as individual learning groups" respectively in the endline survey.

Table 34: Assessment of teacher quality based on (v) learning resource development and (vi) tracking progress

Teaching Quality	Baseline	Endline
Learning Resources Development		
Responsible for preparing learning materials in the ALP class	0	84.6
Core principles need to follow for preparing learning resources	0	38.5
Tracking Progress		
Need to perform learning tests for students in your class	0	94.9
Share progress track records with your student	0	64.1
Three key reasons for tracking student progress	0	94.9

Learning resource development is the fifth pillar of TaRL. 84.6 % of CEs answered correctly when asked who was "responsible for preparing learning resource materials in the ALP class" in the endline survey. Likewise, in the endline survey 38.5% answered correctly when asked what "core principles [they] need to follow for preparing learning resources".

Tracking progress is the final pillar of TaRL. Participants were asked 4 questions. 94.9 % of the CEs answered correctly when asked "How often do you need to perform learning tests for students in your class" in the endline survey. More than three fifth of CEs (64.1%) when asked "How do you share progress track records with your students?" in endline. 94.9% provided "three key reasons for tracking student progress" in the endline survey.

5.4.4 Intermediate Outcome 3: Marginalized girls who transition into EMTP develop a business plan and acquire financial literacy

Table 35: IO3 Marginalized girls that transition into EMTP develop a business plan

IO indicator	Source	Baseline	Endline level

% of marginalized girls that developed business plans.	Project documents review (business plan developed by girls)	0	2305

The MnM project had designed the Employment Transition Programme (EMTP) for Musahar girls aged 15-18 after successfully completing 6-month ALP. Before employment transition, the projects enhanced the girls' skills through financial literacy classes followed by livelihood skills training. In financial literacy class, the project delivered on (i) income and expenditure, (ii) entrepreneurship, (iii) saving and credit, (iv) business planning, (v) insurance, (vi) cooperatives and (vii) LSP models over a 45-day course.

5.4.4.1 Business Plans

In the financial literacy class, the project had supported girls to prepare business plans before starting their business. As per the project document, 2305 girls were supported to develop their business plan, which was 0% in the baseline survey. As SAHAS Nepal provided some examples of business plan, we could see that the girls had developed the concept of a business plan and were financially literate.

5.4.4.2 Financial Literacy

To track the girl's awareness and understanding of the content, we have used rubric assessment tools. For the assessment of financial literacy, 9 questions which assessed knowledge, it's application as well as attitudes towards business were utilized. Responses were aggregated into four different levels (low, medium, high and extremely high) (Table 36).

Table 36: Financial literacy score of girls

Level	Knowledge	Attitude	Practice
Low	0 – 4	0 – 5	0 – 2
Medium	5 – 7	6 – 10	3 – 4
High	8 – 10	11 – 13	5
Extremely High	11 – 12	14 – 16	6

The endline evaluation indicates that projects were successful in increasing financial literacy of the girls compared to the baseline status. In the endline survey, slightly above the two-fifth of girls (46.7%) were found to have an extremely high level of financial literacy in knowledge. This was a drastic improvement from the baseline survey (5.2%). Those classified as scoring highly in attitude was 50.8% at endline which was also increased as compared to baseline survey (1.7%).

In the domain of applied financial literacy, 62.7% of the girls had extremely high applied financial literacy skills in the endline survey, which was also improved significantly by 51.4% from the baseline survey (11.3%).

Table 37: Financial literacy level

Level	Low		Medium		High		Extremely High	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Knowledge	62.6	-	12.8	8.7	19.5	44.6	5.2	46.7
Attitude	58.9	6.2	17.5	29.0	21.9	14.0	1.7	50.8
Practice	62.1	1.6	25.6	35.8	1	-	11.3	62.7

"Financial literacy classes helped us set up our own business to support financially to our family. The classes also taught us how to maintain our income and expense books, perform our calculations and maintain financial records."- FGD with Girls

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

Table 38: Knowledge on Marital Age through Girls View

Appropriate Age for Marriage	Girls		Boys	
	Baseline	Endline	Baseline	Endline
Below 20 years	8.9	7.4	6.7	3.7
20 and above	82	91.1	83.5	93.1
Don't Know/Can't say	9.1	1.5	9.9	3.2

When surveyed at endline, it was found that majority of the girls (91.1%) thought that the appropriate age for marriage of girls was 20 years or above which was improved by 9.1% compared to the baseline survey (82%). Similarly, 93.1% of the girls thought that the appropriate age for marriage for boys was 20 years or above which was 83.5% in the baseline.

The result shows girls were aware about the legal marital age for girls and boys by the end of the intervention. Undoubtedly, the effect of the KCK and its activities had successfully disseminated information in the community.

Table 39: Marital decision making

Decision making	Un-married		Married	
	Baseline	Endline	Baseline	Endline
Myself only	0.2	1.2	6.2	3.1
My parents only	48.8	40.1	33.8	28.1
Joint decision by myself and parents	7.9	9.4	1.5	25
My parents and other elders in the family	27.1	41.1	58.5	43.8
Others	-	0.2	-	-
Not Applicable	16	7.9	-	-
Total	**100**	**100**	**100**	**100**

Regarding decision making on marriage, the endline results show that there are no substantial changes regarding increasing autonomy in marital decision-making. In the baseline and endline survey, majority of the girls reported that either their parents only or parents and other family members would take a decision regarding their marriage. Slightly above two-fifth of the unmarried girls (41.1%) and 43.8% of married girls confirmed that their parents and other elders in the family made marital decision in the endline survey which was 27.1% (for unmarried) and 58.5% (for married) in baseline survey.

Table 40: Reproductive decision making

Decision making	Married (but not mothers)		Married (but child mothers)	
	Baseline	Endline	Baseline	Endline
Myself	-	-	-	9.1
Husband	7.7	9.4	25	-
Couple together	55.4	53.1	75	90.9
Mother/Father-in-law	-	3.1	-	-
Not Applicable	36.9	34.4	-	-
Don't Know	-	-	-	-
Total	**100.0**	**100.0**	**100.0**	**100.0**

When surveyed at endline, 53.1% of married girls who did not have a baby revealed that reproductive decisions should be the decision of couple together which was 55.4% in the baseline survey. Likewise, 90.9% of married mothers reported the same in the endline survey which was 75% in the baseline. So, the data revealed that the reproductive decision-making power exercised by the husband and mother/father–in–law in the baseline decreased at endline where the couple became the decision maker.

Table 41: Birth certificate and citizenship cards of the girls

Certificate/Card	Birth Certificate		Citizenship Card*	
	Baseline	**Endline**	**Baseline**	**Endline**
Yes	96.8	97.3	2.5	5.7
No	3.2	2.5	92.9	65.3
Total	**100.0**	**100.0**	**100.0**	**100.0**

Note: 118 of girls were not able to make a citizenship card

Almost the entire cohort (97.3%) had a birth certificate in the endline survey which was a small increase of 0.5% compared to baseline survey. Possession of a citizenship card, increased marginally from 2.5% to 5.7%. This is because the project supported the community people and the girls to enhance their literacy on these matters and coordinated with the local authorities/ government for the access of citizenship cards and the birth certificates.

Table 42: Confidence level of girls to access different services

Confidence Level	Education	Employment	Market	Vital Registration	Health Facilities

	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Completely confident	32.3	32.5	32.3	28.8	40.4	40.6	17.2	12.8	33.3	16.5
Fairly confident	9.4	30.3	6.7	19.2	13.1	27.1	0.2	8.9	1.5	14.5
Neutral	23.9	14.5	28.6	14	24.4	14.3	32.3	13.8	25.9	11.3
Not very confident	17.5	12.6	15	20	8.1	10.8	19.2	22.2	14.5	26.1
Completely Unconfident	17	10.1	17.5	18	14	7.1	31	42.4	24.9	31.5

Girls were asked to rate their confidence when accessing different services such as education, employment, market, and vital registration and health facilities. The results of the endline showed that the confidence of the girls to access different services like education and market had increased when compared to baseline. The endline survey displayed that the improvement in education and market by 0.2 % than the baseline survey.

However, endline survey showed that girls were not confident to visit for vital registration, employment, and health facilities, where only 12.8 %, 28.8% and 16.5% were found to be completely confident to visit for assessing services like vital registration, employment and health facilities respectively. This may reflect the legal and bureaucratic barriers that exist as a result of which even parents do not have citizenship cards.

5.4.6 Intermediate outcome 4: Intermediate outcome 5: Strong and active partnerships and engagement with government and other key stakeholders in target region.

Table 43: IO5 Strong and active partnerships and engagement with government and other key stakeholders in target region

IO	IO indicator	Baseline	Target	Endline
Strong and active partnerships and engagement with government and other key stakeholders in the target region	Number of SIPs updated	0	50	0
	School complaints handling mechanism (committee formation)	0	10	0
	Number of Inclusive Education and Girls Network that are functional.	0	20	40

The project focused on building strong and active partnerships and engagement with the government and other key stakeholders. The school intervention is one of the main interventions of the project where the project provided training and orientation to schoolteachers in an inclusive and conducive school environment.

In this cohort, none of the schools visited were found supported by the project to develop the school implementation plan at the time of the endline assessment, though the project had provided the training and orientation to the schoolteachers on it. Likewise, none of the schools were supported to develop school complaint handling mechanism (committee formation) in the cohort 3. However, as per data shared by the project upon

project completion, 50 schools were supported to develop and implement School Improvement Plans (SIP) and 44 schools have established functional Complain Redress Mechanisms (CRM).

Regarding inclusive education and girls' network, the project was successful in forming 40 girls inclusive and education network (GIEN) in these schools. This was corroborated by a sample of head teachers during school visits.

5.5 Life Skills

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

To encourage self-sufficiency, offering a safe space with a social worker and peer support to enable girls and boys to discuss gender-associated challenges and increase confidence in accessing services and social networks, a six-month Life Skills classes were provided in parallel to the ALP classes.

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

5.5.1 Self-Efficacy

"Psychologist Albert Bandura has defined self-efficacy as people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives. One's sense of self-efficacy can provide the foundation for motivation, well-being, and personal accomplishment" (Garrido, 2020). The General Self Efficacy (GSE) test was used to assess the self-efficacy of the sample girls. GSE tests are usually administered to assess a general sense of perceived self-efficacy with the aim of understanding the respondents' resilience when facing protracted stress and strain.

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

Table 44: GSE scores and level of self-efficacy

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

Table 45: Self-efficacy level of girls

Level of Self-efficacy	Baseline	Endline
Low Self-efficacy	31.3	13.5
Medium Self-efficacy	16.7	20.2
High Self-efficacy	29.1	49.3

Very High Self-efficacy	22.9	17
Total	100.0	100.0

According to GSE test results, 66.3% were found to have at least high level of self-efficacy at endline which is a substantial increase from baseline (52%).

Table 46: Self-efficacy level of the girls by age category

Age Category	Low Self-efficacy	Medium Self-efficacy	High Self-efficacy	Very High Self-efficacy
Baseline				
10-14 Year of Old	37	12.3	26	24.7
15-18 Year of Old	23.4	22.8	33.3	20.5
Endline				
10-14 Year of Old	19.9	19.9	49.5	10.7
15-18 Year of Old	7.6	20.5	49	22.9

Disaggregated by age, findings showed that an increase in self-efficacy was present across ages. Nearly half of the girls (49.5%) aged 10-14 were found to have high self-efficacy in the endline survey which was improved by 23.5% compared to baseline (26%).

Among 15-18-year girls, self-efficacy was also found improved. In the baseline 33.3% of the girls were found high level which was increased to 49% in the endline survey.

The mean of GSE scores was analyzed as per the age group. The mean self-efficacy was 19.9 in the baseline survey and 23.80 in the endline survey for the whole sample. This also proves that after implementation of the MnM project self-efficacy level had improved significantly.

15-18-year-olds appeared to have a higher GSE mean score than 10-14 years old in both surveys.

After implementation of the MnM project, I observe that there are notable changes in our community girls after joining life skill classes. The greatest thing is that we are more confident now. Now, we get less afraid of going around and talking to the people. For example: "Last time some people visited our community for national census and some women in our community sent their child to call their husbands/sons to communicate with those people, but I told my mother not to call anyone. I myself talked to them on behalf of my mother."
-One of the Participants in the FGD with Girls, Mahottari

Table 47: Mean self-efficacy of the girls by age category

Age Group	Baseline				Endline			
	Mean	SD	SE	Sig	Mean	SD	SE	Sig
10-14 Year of old	19.5	12.4	0.81		21.84	8.56	0.61	
15-18 Year of old	20.6	11	0.84	**0.00**	25.63	7.67	0.53	**0.00**
Total	**19.9**	**11.8**	**0.58**		**23.80**	**8.32**	**0.41**	

According to survey results, almost all participants in FGDs reported significant improvement in their confidence, decision-making, leadership and communication with others after enrolling in a life skills intervention / program run by the MnM project.

5.5.2 Comprehensive Sexual Education

In the module Comprehensive sexual education for adolescents, sexual health, family planning and menstruation related issues for girls were assessed. Rubric methods were used to assess their **Knowledge (K)**, **Attitudes (A)**, and **Practices (P).** Detailed information is provided in the table below.

Table 48: Comprehensive sexual education scores and levels

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

The endline evaluation study showed that the project was successful in increasing knowledge of sex education compared to the baseline. The results also showed that the project helped to develop progressive attitudes towards sexual health and an increased awareness of best practices.

In the endline survey, 21.2% were found to have high and extremely high level of knowledge on adolescent and sexual health which was an increase 19.7 % points compared to the baseline survey (1.5%). The study also showed that 21.2 % of the girls were found to have positive attitude (high and extremely high level) at endline compared to 1.2% at baseline. Similarly, 14.8 % of the girls were found to have high and extremely high levels of practical skills on sexual health and reproductive health issues at endline with the correspondence 25.6% at baseline.

For the domain of family planning, high proportion of the girls (40.6%) had an extremely high level of knowledge in the endline survey, which was increase of 31.2% points from the baseline survey. Likewise, the proportion of progressive attitudes among the girls increased by 13.6% points in the endline survey in compared to baseline survey.

On menstruation, 88.9% had extremely high level of knowledge in endline survey, which was an increase of 38.9 % points compared to the baseline survey (50%). The proportion of progressive attitudes increased from 12.8% at baseline to 39.9% at endline.

Hygiene practices are key when managing menstruation. In terms of practices, there was an increase of 5.4% points compared to baseline survey.

Girls' knowledge, attitude and practical skills related to Comprehensive Sexual Education including sexual health, family planning and menstruation was founded to have increased through the findings. Most of the girls shared their experience that after implementation of the project the girls were aware about "the benefit of sanitation and cleanliness during the menstrual period, child marriage, family planning device and sexual health".

Table 49: Level of Comprehensive Sexual Education

Level		Sexual and reproductive health		Family planning		Menstruation	
		Baseline	Endline	Baseline	Endline	Baseline	Endline
Knowledge	Extremely High		12.6	9.4	40.6	50	88.9
	High	1.5	8.6	14	16.5	23.9	9.9
	Medium	1	2.5	0.0	1.5	0.5	0.7
	Low	97.5	76.4	76.6	41.4	25.6	0.5
Attitude	Extremely High	0.0	13.8	2.2	15.8	12.8	39.9
	High	1.2	7.4	13.3	11.6	51.5	26.8
	Medium	1.2	1.5	4.7	19.5	26.6	13.8
	Low	97.5	77.3	79.8	53.2	9.1	19.5
Practice	Extremely High	1.2	4.2	0.5	0.0	22.4	27.8
	High	24.4	10.6	2.2	1.0	14.3	58.1
	Medium	43.1	35.5	4.9	3.7	24.4	4.9
	Low	31.3	49.8	92.4	95.3	38.9	9.1

5.5.3 Child Rights and Civic Sense

To assess knowledge on child rights and civic sense a rubric method was used. The rubric assessed Knowledge (K), Attitudes (A) and Practices (P). Detailed information is provided in the table below.

Table 50: Child right and civic sense score and level

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

More than half of the girls (58.4%) in the endline survey had a high or very high level of knowledge on civic sense which was an improvement of 49% points than at baseline (9.4%).

The attitude of the girls in terms of civic sense was found low in both baseline and endline survey. Those reporting extremely high or high level of attitude in terms of civic sense increased by 11.5 % points in the endline survey (13%) when compared to the baseline survey (1.5%). Civic practices were found to increase by 5.7% in endline survey than baseline survey.

Similarly, regarding child rights, they had extremely high level of knowledge (64.3%), attitude (74.6%) and practice (82.3%) in the endline survey.

The status is also similar to that of civic sense. The endline study showed that they had at least high level of improvement in knowledge (63.4%), attitude (9.9 %), and practice (56.9 %) from baseline survey.

Table 51: Level of Civic Sense and Child Right

Level		Civic Sense		Child Right	
		Baseline	Endline	Baseline	Endline
Knowledge	Extremely High	5.7	18.5	0.2	64.3
	High	3.7	39.9	0.7	0.0
	Medium	14.3	0.2	0.2	1
	Low	76.4	41.4	98.8	34.7
Attitude	Extremely High	0.5	10.3	64.8	74.6
	High	1	2.7	4.9	4.9
	Medium	30.8	24.4	21	13.5
	Low	67.7	62.6	9.4	6.9
Practice	Extremely High	0	0.5	25.4	82.3
	High	0	5.2	0	0
	Medium	0.2	4.7	33.5	2.2
	Low	99.8	89.7	41.1	15.5

5.5.4 Protection

Protection, gender-based violence, discrimination, and child protection related issues were assessed through a survey of girls' knowledge, attitude, and practice, which are assessed giving scores in variables of the questions. Detailed information is provided in the table below.

Table 52: Protection score and level

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

In the endline survey, more than one-fourth girls were found to have very high level of protection knowledge that was 27.8 % points higher than baseline survey (1.5%). 20.7 % of the girls had very high level of positive attitudes towards protection.

Likewise, scores on practical skills on protection like gender-based violence, discrimination, child protection was found to be 17.5 % in the endline survey, which was 0.5% points higher than the baseline survey (17%). (Detail is given in figure 17)

Figure 17: Distribution of the respondent by the protection level
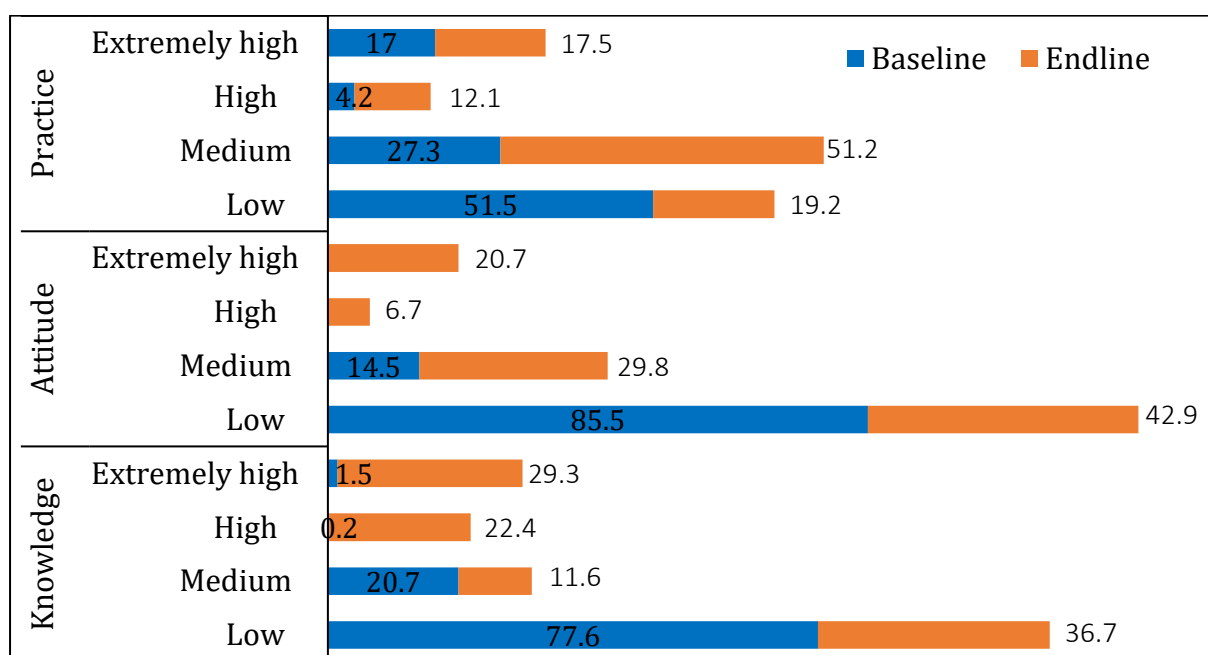
6. Value for Money

Value for money is evaluated in terms of project relevance, effectiveness and efficiency, equity, impact, and sustainability.

Relevance

Musahars are one of the most politically marginalized, economically exploited, and socially ostracized and stigmatized groups in Nepal. Musahar girls remain in debt bond age and have been historically excluded from education and employment. A vicious cycle forces generations of girls into the physical and psychosocial risks of debt bondage.

Based on the theory that education, life skills and employment are interlinked, this intervention was designed. Firstly, learning is the foundation for livelihoods; the lack of livelihood opportunities creates a lack of incentive to participate in education. Secondly, both learning and life skills are significant foundations for securing livelihood opportunities. Therefore, learning should involve the acquisition of life skills. However, life skills are also required to address social and economic exclusion from learning and livelihoods, trapping girls in a vicious cycle of exclusion.

The project had designated four interventions i.e. (i) Learning Intervention (Accelerated Learning Programme); (ii) Education Transition Programme; (iii) Employment Transition Programme; and (iv) Life Skills Protection Circles.

Learning Intervention

Regarding relevance, the learning interventions showed the highest level of relevancy in terms of VfM as per finding of the qualitative and quantitative survey. The findings show that the learning intervention was relevant on the basis of the following criteria:

1. Learning Centers were established in proximity to Musahar communities:

According to the design of the project, free learning center has been set up in Musahar community area. This approach seems to have been successful - most of the girls who participated in the focus group discussion reported the establishment of learning centers in their catchment areas which made them easily accessible.

2. Local Community Educator: As per the project design, local community teachers found it relevant to facilitate the learning center. In FGDs, most of the girls and leaders who participated in the qualitative research highlighted their views that most of the community teachers were from the local and Musahar community which makes it easier for girls to read and share their experiences.

3. Female Community Educator: In the project, most of the community educators were female which was found relevant for girls. Most of the girls who participated in the FGDs explained that most of the community teachers were female which made comfortable for the girls to read and share their experiences.

4. Suitable Pedagogy: Almost all the girls expressed the view that ALP classes are relevant and effective for getting basic education. Community teachers in the ALP classroom used a very simple and easy to understand local language in teaching and learning. During ALP classes, educators used TaRL based pedagogies which utilized games, word cards, pictures, sticks for arithmetic calculations, group discussions, etc. These methods encouraged them to actively participate in the class activities and interact with teachers and students to improve learning. According to the experience shared by the parents of Musahar community, the pedagogy was relevant for improving learning.

5. Local Language Teaching: As per the girls, language is one of the major factors for school drop-out or never joining school. To overcome such issues, the project applied to run their learning intervention through local language i.e. Maithali language. The attendance rate and transition success rate also showed success of the project which was due to local language teaching modality which proves the relevant of the project.

6. Active Participation of Musahar Leaders and Parents of the Girls: Most of the community leaders and parents informed that the leaders and parents were actively involved in the project. Consultations and feedback from parents about the learning center and girls' learning performance compelled them to take ownership of the project. The formation of the Community Management Committee has played an important role in the success of the program / ALP class.

7. Improved Learning Status: Most of the parents expressed their happiness that the girls' literacy had improved significantly after participation in the project. This, and the learning outcomes, proved the effectiveness of the learning intervention in the community.

8. Covid-19 context: Although most schools were closed due to the Covid-19 pandemic, the project's learning activities remained relevant for the Musahar girls, who continued to learn in ALP classes through the distance learning model.

Education Transition Intervention

The next steps for girls aged 10-14, after attending ALP classes was formal enrollment in school. The intervention helped make education relevant to the girls' lives and raised more awareness amongst community leaders. Community leaders supported the enrollment of girls at school. Enrollment along with retention breaks the conventional barrier for Musahar communities. Many of those enrolled were first generation learners in formal schools. This suggests the need for the intervention was relevant and urgent.

In a formal school, birth certificate and family information including their address is basic criteria for admission. Most of the Musahar girls were deprived of education because they did not have a birth registration certificate in Nepal.

Initially, the intervention supported the communities to make a birth certificate. The project also coordinated with the local government for the birth registration certificate of Musahar girls. Based on the above justifications it is concluded that the project was in fact relevant to the needs of the girls and their communities and was able to successfully respond to these needs.

Livelihoods Intervention

Livelihoods intervention included skills related to financial literacy and self-employment. The purpose of the employment / livelihood intervention is to prepare the girls thoroughly, provide proper training to the girls and help them to develop income generating activities. Due to the poor economic condition of the family, the daughters were deprived of education. In addition, to support the family financially, the parents were forced to send their daughters to work for daily wage.

The livelihoods intervention included skillsets related to financial literacy and self-employment. The aim of employment/livelihood intervention was to prepare girls thoroughly, train the girls appropriately, and support them consistently to set up income generating enterprises. This aspect of the intervention was enthusiastically received by the communities, especially in the Covid-19 context where the communities continue to face economic hardships.

According to the parents, the girls aged 15-18 were ashamed to go to school because they were older than the other children. In addition, they are also more family responsibilities. Therefore, livelihoods/earning income is better suited to their needs and realities. Through this project, their business skills are found to have increased and they were able to earn. In this way, livelihoods transition program was relevant for the girls belonging to 15-18 age group.

Life Skills Intervention

Simultaneously, a life skills circles ran parallel to the ALP classes, with one-hour classes six days a week. After implementation of the project, the girls were made aware of child rights, comprehensive sex education, civic sense and protection which will help them to identify, resist and respond to sexual abuse, violence and increase their self-confidence. Therefore, the project intervention was found relevant.

Most of the girls reported that the project was also relevant in terms of conducting regular meetings and engagement with Community Management Committees to ensure efficacy of the classes as well as the overall programme; and forming an alumni network to ensure sustainability of the protection circles beyond the lifetime of the project.

Effectiveness and Efficiency

In terms of effectiveness and efficiency, the greatest Value for Money was achieved by the accelerated learning program, the life skills and protection program, educational transition, and vocational training and livelihoods transition program. Regarding cost effectiveness, the project conducted by Street Child of Nepal was one of the most cost-effective compared with other implementing partners in Southeast Asia. (Source: SCoN through FCDO).

Accelerated Learning Program Effectiveness and Efficiency

Figure 18: Accelerated learning program content and teaching methodology satisfaction level
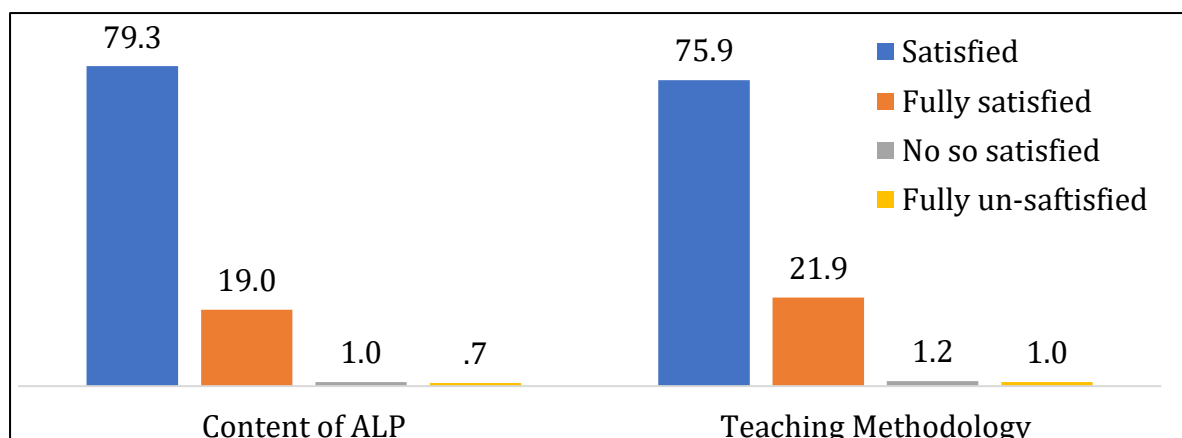
The endline evaluation showed that the accelerated learning program had a significant impact on improving learning as well as the confidence of the girls. Both parents and girls stated that the ALP was one of the most significant interventions for them within the project. In the endline survey, 79.3 % of the girls were satisfied with the content of the accelerated learning program because of following reasons:

- **ALP motivates and helps fulfil dreams of the girls to study**: In the qualitative study, the girls articulated that they aspire and dream to study like other boys and girls from the other communities. The project also motivated them to study further.

- **ALP program improved girls' literacy:** Almost all the girls who participated in the focus group discussion agreed that their ability to read and comprehend improved. Most of the parents in the FGDs expressed that before joining this ALP class, Musahar girls were not able to read and write and solve any mathematical calculations. But after the intervention of ALP class, girls can recognize numbers and letters, handle cash, buy and sell products, earn money for their livelihood and they have also learned the significance of money in their life.

> "*The project's learning approaches are found to be effective for Musahar girls because the girls who had never been to school before had a long gap in their learning. After completing the ALP class, the girls were able to read and write, count, write their names and names of places, and their learning capacity has improved.*"-KII with Community Leaders

Teaching learning method: In the survey, a high rate of girls (75.9 %) expressed satisfaction with the pedagogy and felt that ALP was appropriate for them.

> "The teaching methods used in the learning program were very appropriate and effective in terms of their level of knowledge and learning ability. Girls are now more interested in learning and even the parents are also showing interest in the education of their daughters." -KII with Community Leader

Figure 19: Effectiveness of ALP and exercise book
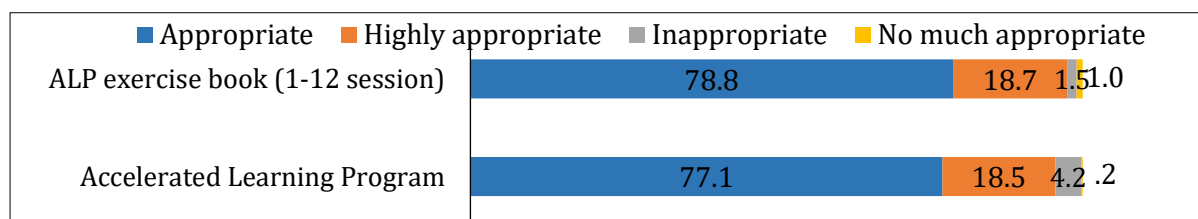
Almost all girls reported that the ALP exercise book (97.5%) and accelerated learning program (95.6%) was appropriate and adequate for them to learn. It made it easier for them to read and write. The focus group discussion findings also verified the findings of the survey. Most of the participants expressed positive perspectives towards the teaching learning methods in the ALP. Most of the girls reported that the ALP classes were very relevant and effective for them to gain basic education. They appreciated the community educators of ALP class because community educators communicated in the local language and in an easily understood way. The methods used in the accelerated learning program encouraged active participation in the class activities and interaction with teachers and students for improved learning.

"The special teaching-learning activities designed by the project were effective for Musahar girls. For example, various materials such as posters, stick bundles, stones were used in teaching. On top of that, students in ALP classes never received punishment or insults or discrimination which further motivated them to learn. Musahar girls' literacy and mathematics have improved, and the project's easy and student-friendly teaching methods, motivational and punishment-free teaching-learning activities enabled them to read and write their names which they had never done before."-**FGD with Girls and Parents**

- **ALP support to reduce the educational barriers in the community:** Most of the community leaders and head teachers expressed that in terms of reducing various barriers to education, ALP program was very effective and efficient. Community leaders articulated the process of ALP classes in the community as, "before starting ALP classes, all adolescent girls from the community were gathered, divided into different groups and briefed on the educational process. At the same time, the community leaders supported by facilitating discussions about ALP classes with the parents, emphasizing their importance and the need for consistent participation of girls".

Transition Intervention Effectiveness and Efficiency

As aforementioned, the project's initial target proportion of girls enrolling into school to girls transitioning into livelihoods (60:40) was changed to 40:60. As a result, the endline findings reflect this - 48.3% of the girls had chosen educational intervention and 51.7% had chosen livelihood intervention at the end of the first part of the intervention.

Figure 20: Transition intervention target vs achievement
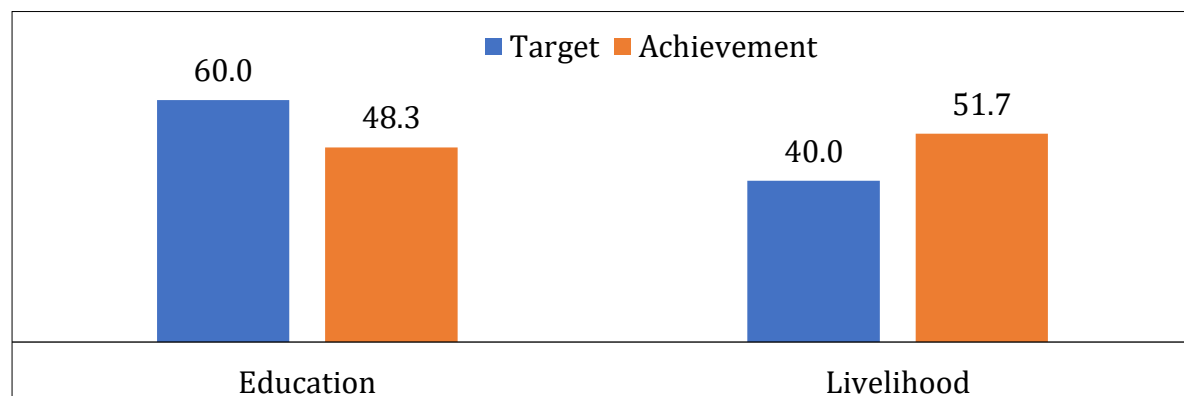
Education Transition: Analyzing the results of the above-mentioned figure 20, the project interventions seemed more effective in enhancing livelihoods status of the Musahar girls compared to the educational status and this thought was also shared by the leaders and head teachers of the project intervened community/schools.

The Ward Chair of Mahottari district articulated their views, "I was impressed with the design of this program. Although the girls of Musahar community were not enrolled in

the school before this program, after this program they started going to school and started doing business with skill development training. This program is very effective and is very essential for development of marginalized groups. But it would be more rewarding if this program will be conducted for a longer period".

Livelihoods Transition: Girls from Sunsari district expressed that the training was helpful, effective and responsive according to their needs. As a result, the girls who participated in the focus group discussion conveyed that they had started their business and generated income.

> "Acquiring skills and receiving business materials through the project has helped them in earning a living. It is good for girls to learn skills and start a business."-**KII with Community Leader, Sunsari**

In contrast, some of the girls in the FGDs highlighted that the training was inadequate to uplift their skills, duration was too short and the design of the training was not relevant or accommodating to their preferences. Girls in the FGDs stressed that they could not start their business for the following reasons:

- Lack of financial resources.
- Problems with logistics such as beam balance, seed money etc.
- Not sure how to start the process.
- Lack of citizenship: Most of the girls professed that they did not have their citizenship, which affected inception of their business. For running a business, they have to register with the local government which requires documents related to citizenship.

"Through the program, the young women had learned business skills, now they are buying necessary items with their own money. Vocational training has helped them become self-reliant and support their families financially."-KII with Community Leader

Effectiveness of the Life Skill

Along with the learning intervention, the life skill and protection intervention were incorporated into the design of the project. Aiming to increase an awareness of rights, confidence in accessing support services and recognition of, resistance to and responsiveness to gender related abuse was crucial. Life skill and protection intervention was also found effective and efficient in the following ways:

- 3116 girls received opportunity to learn important life skills, critical to their daily lives
- Improve self-efficacy in communication and decision making: Before the implementation of the project girls expressed fear and hesitancy when carrying out day to day activities and communication. However, now they reported that they can express themselves confidently, communicate to solve problems and make decisions without fear.

- The mean self-efficacy score of the girls was found 3.9 higher than the baseline survey which also proves that the MnM project's life skill curriculum was effective.
- Endline results illustrated an improvement in the knowledge domains related to life skills. The girls expressed that previously a lack of awareness on issues of menstruation, menstrual hygiene management, adolescent health, sexual health, child rights, gender discrimination and family planning was pervaded. Their lack of confidence and hesitancy also stopped them from talking about it. After the intervention, discussion among themselves is commonplace now.
- Reduction in child marriage and gender related discrimination in communities. This was based on the responses of community leaders.
- Teacher Training: Teacher-training component of new teaching-learning methods focused on empathy and zero tolerance for corporal punishment to maintain a conducive school environment for inclusive learning.

The evaluation found mixed results in terms of behavioral changes and effectiveness related to parental awareness. Through qualitative research, it could be deduced that the parental attitude towards girl's education and self-employment had positively changed and more changes to behaviors would occur in the coming years. While parental engagement was not heightened to the extent that they were visiting schools and making enquiries about their children's progress, parents expressed support for the girls' endeavors in education.

Equity

Considering the socio-cultural milieu and economic reality that Musahar communities and the girls in particular face, equity was a key cornerstone of the intervention. The emphasis on young mothers, and inclusion of girls with disabilities was emphasized, generating importance in the community of equity and ensuring no girl was left behind.

Impact of the interventions

Analyzing the findings of the endline evaluation, the following impacts are drawn:

Impact on learning: Before implementation of the project, all the girls were either dropped out from school or never enrolled in formal schools. At the end of the Cohort III, the project intervention has been found effective. It supported transition in formal school by changing the perceptions of community. Education was made more relevant to the lives of girls and their families and parents valued education more, sending their daughters to school.

Learning technique: Learning technique of the project supported the girls in their self-study and their approach to learning.

Learning and Confidence of the girls: The endline evaluation showed that the accelerated learning center had the biggest impact on improving the learning habit as well as the confidence of the girls.

Overcome educational barriers in society: The project had a significant impact on reducing educational barriers in the community and amongst family members.

Family as well as community: After implementation of the MnM project, the project had succeeded to achieve positive impact on family as well as community in changing their perception on girl's education and parental support.

The qualitative study found that the perception of the parents and the community people towards girls' education is changed. Before implementation of the project, most of the parents used to send their daughters for the daily wage work but now they are sending their daughters to school and are supportive of the education of their girls. Girls are also getting required support from their family members and they are sending their daughters to work instead of school.

Vocational trainings: The endline survey showed that 86.7 % of the girls had received the vocational training to establish enterprises and secure better job opportunity.

Impact of self-efficacy to the girls: The endline survey was found to change the girl's self-efficacy skill significantly in compared to baseline survey. Now the girls can take their decision of life, communicate with confidently and they can solve their personal problems.

JWAS representative in the KII shared that the intervention was success to increase 50 % awareness in different life skills and life skill attitudes.

Impact on reducing the child marriage, violence, and discrimination in the community: Similar to the endline of Cohort 2, this endline study found that after implementation of the project, the child marriage, violence and discrimination was reduced significantly, corroborated by qualitative studies with girls, parents and JWAS representatives who led the life skills intervention. References were also made to Kishori Chhalphal Kendra (KCK) and its role in helping girls raise their voices against social issues that impact them.

Sustainability

Community level: After the implementation of the project, almost all the girls had their birth certificate and their awareness on the importance and process of documentation for entitlements had increased. Making a birth certificate was key for receiving formal education, accessing government schemes for girls and a step towards acquiring documentation for citizenship.

Increased parental support towards their daughters' participation in education and livelihood activities was observed at endline which was improved than the baseline survey. The alumni association which has been created by the project and protection circles continued their work to support girls' education, employment and protection rights. As evidence for a measure of sustainability, the alumni association was engaging with the local government to advocate for resources and measures to break further barriers.

The representative of JWAS in the KII reported that the girls have become aware of the benefits and importance of citizenship in buying and selling of land, in vital registration, access to various reserved quotas, allowances and facilities from central and state government, for voting rights, bank account, driving license, foreign employment. Just in 5-6 months' time, the number of community members applying for citizenship has increased. The Musahar community members have also developed the habit of keeping these important documents clean and safe. It is found that many of them now keep the documents in plastic bags.

Systematic improvements: While the impact on sensitizing the systemic machinery to issues facing the Musahar community was successful, it would be too early to see evidence of systematic improvements, especially considering this was cohort 3.

Value for money for the entire project activities can be aptly summarized in the table below on the basis of above information:

Table 53: Sustainability

Intervention	Relevance	Effectiveness and Efficiency	Equity	Impact	Sustainability
ALP	High	High	High	High	High
Educational Transition	High	High	High	Moderate	High
Livelihood					
Vocational training	High	Moderate	High	Moderate	Low
Self-Employment	High	Moderate	High	Low	Low

7. Conclusion and Recommendation

7.1 Conclusion

The endline survey of Cohort III was conducted with 406 Musahar girls of age group 10-14 and 15-18 from five districts of Nepal. To improve the livelihood, educational status of the girls and to make them aware about their basic rights, the MnM project executed/ implemented different programs/ interventions. Musahar girls were not only the target group of the project but the entire community, parents and the teachers, many of whom were Musahars themselves, were also a target group. They have acted as key agents for the transformations of the lives of Musahar girls who are economically, educationally and socially marginalized and suppressed. Project interventions were effective and

appropriate. The results of the interventions have been found satisfactory and the project could be considered as effective.

Learning Outcomes

The Accelerated Learning Program was one of the project's interventions to facilitate and enhance the girls' learning process through which girls were able to easily solve basic mathematical tasks such as addition, multiplication, subtraction, and division. In addition to improving girls' learning processes and strategies, the intervention boosted their confidence, and parents described the program as one of the project's most important interventions. The result showed that almost all the girls were satisfied with the contents (98.3%) and teaching methodologies (97.8%) of the intervention.

Life Skills

Another important intervention of the project was the life skill trainings for the girls. The result of the endline evaluation shows that the knowledge, attitudes, and practices/ behavior of girls in adolescent and sexual health, family planning, menstruation, child rights, civic sense, and protection issues (gender-based violence, discrimination and child protection) remarkably increased 18.4 % points than baseline (19.2%). 14.3% had improved their self-efficacy after implementation of the project.

While comparing to all the aspects of the life skills such as protection, child rights, menstruation etc., the project was found to be successful in improving the life skills of the girls which was a core contribution of this project intervention.

Transition outcomes

The project successfully motivated Musahar girls who had never been to school and achieved an enrollment rate of 48.3% overall. It is important to note that girls selected for the project study were the first participate in education from the Musahar community and receive formal education. Similarly, the project was successful in overcoming various education barriers like economic, familial, community, perception of girls and document related. Regarding the livelihood transitions, 86.7% out of the 1611 girls who chose livelihood intervention are currently engaged in different self-employment activities like duck rearing, cosmetics and small self-investment business which is also a substantial transition that the project facilitated.

Sustainability outcomes

In the endline, project sustainability outcomes were measured at three different levels - school, community and system. Based on the evidence generated, the first two indicators, such as the school and the community, were rated as 'high' by the final line evaluation, which was also successful in achieving the goal. The majority of the girls (94.2%) are found using the birth certificates to enroll in school and 38.4 % of the parents are now supporting their daughters for education, trainings, and employment.

The level of awareness increased in the community and among the parents (54.2% in endline & 51% in baseline) regarding the rights of girls which eventually will bring the

positive impacts and improve the living standard of not only the selected girls but rather of whole community.

Hence the project has had significant outputs like changing the perception of community and parents, who before the project intervention, had limited interest in their daughter's education. At school level, it was also found that project had played important role for supporting to prepare the School Improvement Plan (SIP), and formulation of protection circles continued through alumni groups (Kishori Chhalphal Kendras- KCKs) for discussion and solving the protection issues as well as advocating for increased participation of girls in education.

Nepal Government has their own systems and process for development of intervention which was based on national policies, which cannot change them immediately. The project was successful to incorporate gender-based violence mitigation budgets guidelines to strengthen protection for Musahar and other marginalised girls in 15 Local governments. Outside of the MnM project, based on learnings and outcomes from MnM, Street Child of Nepal were able to pilot TaRL in 3 different local governments and remote learning in 10 different local governments.

Intermediate Outcome Findings

The ALP of the project supported to increase the school attendance rates of girls and improve the financial literacy. The knowledge, attitude, and practice of the girls in terms of financial literacy is found to have improved significantly by 52.7% between baseline and endline. Finally, the project interventions also helped to generate awareness about gender equality. A comprehensive curriculum that was developed as a project intervention remained effective to address the daily challenges faced by Musahars.

7.2 Recommendations
The recommendations and rationale are given below:

S.N.	Recommendation	Rationale	RAG Rating

1.	It would be better if the local government mobilise at least one community educator to motivate girls and their parents to send their daughters to schools and support coaching classes; and monitor girls' progress in school for their retention	The Endline evaluation shows that there is high possibility of dropout of Musahar Girls after enrollment into formal school due to various reasons like parents' poor literacy level, difficulties in doing homework of maths, English, Sciences, etc. compare to regular school going girls.	
2.	Local government could adopt the Accelerate Learning classes in the Musahar communities and livelihoods assistance interventions for better learning and livelihood.	MnM project was found effective because it focusses on both education, training and enterprise establishment, which Musahar girls and their parents accepted. .	
3.	It is recommended that local government and school support and strengthen the Girls and Inclusive Education (GIEN) to raise the girls' issues for their better learning's.	MnM project was successful in establishing the GIEN in each school where girls were transitioned. In this network girls were able to benefit from peer support and jointly advocate to raise awareness on issues like child marriage, violence etc.	
4.	The local government through community based Mushar Association and schools, have to implement awareness interventions to reduce household, educational, economic barriers faced by girls.	The Endline evaluation indicated that many of the conventional barriers to girls' education continued to exist in the communities	
5.	School needs to assign a gender focal teacher who can regularly monitor attendance, retention and facilitate Mushar girls' learning.	The Endline evaluation shows that there is high possibility of dropout of Mushar Girls after enrollment into formal school. To overcome such issues, school need to appoint teachers who will regularly monitor attendance and retention and also provide coaching support to improve their literacy.	
6.	Schools should install the child friendly complaint box in open and easily accessible place and implement as per government Complaint Redress Mechanism guidelines	The Endline evaluation shows most schools do not have a functional complaint box and are not applying the CRM guidelines.	
7.	The local government should develop alternative and flexible schooling programme for girls who have never gone to school or dropped out in the Mushar and marginal communities to include them in formal education.	In the endline survey, it was found that many girls are still out of schools and drop out in primary level due household chores, sibling caring, engaging in economic activities with their parents.	
8.	Community based Mushar Association should conduct awareness program to students, parents, and community members to enlarging their choices for girls' and boys' education in their community. At the same time, they have to make anti-alcohol, anti-drug abuse, child	The endline survey shows that there is alcohol, drug abuse, child marriage issue in the Mushar communities and most of the community people follow and agree the advice of Musahar leaders.	

	marriage mechanism to stop these social evils.		

Annexes

Annex 1: Baseline Vs Endline Major Findings

Indicators	Baseline		Endline	
	N	%	N	%
Food Sufficiency through family income (including farm production) Before COVID-19				
1-15 days	-	-	-	-
15-30 days	-	-	-	-
1-3 months	27	6.7	46	24.4
3-6 months	139	34.2	-	-
6-9 months	39	9.6	39	11.3
9-12 months	27	6.7	261	75.4
Food Sufficiency through family income (including farm production) After COVID-19				
1-15 days	146	36.0	38	9.4
15-30 days	88	21.7	6	1.5
1-3 months	49	12.1	12	3.0
3-6 months	108	26.6	61	15.0
6-9 months	9	2.2	49	12.1
9-12 months	6	1.5	240	59.1
Background Information	N	%	N	%
Roof of the house				
Tin/Iron sheets	275	67.7	259	63.8
Thatch	78	19.2	68	16.7
Roofing tiles	44	10.8	65	16
Other	9	2.2		
Cement/concrete	6	1.5	8	2
Tarp/Plastic	3	0.7	2	0.5
House built on your own land				
Yes	83	20.4	131	32.3
No	323	79.6	275	67.7
Total	406		406	
Toilet Facility				
Yes	149	36.7	143	35.2
No	257	63.3	263	64.8
Water facility in toilet				
Yes	67	45	85	59.4
No	82	55	58	40.6
Total	149		143	
Types of toilets				
Temporary	55	36.9	45	31.5
Semi temporary	38	25.5	24	16.8
Permanent	56	37.6	74	51.7
Total	149		143	

Location for defecation				
Plots	230	89.5	205	77.9
Forest	15	5.8	8	3.0
River	12	4.7	44	16.7
Road	-	-	3	1.1
Others			3	1.1
Total				
Source of drinking water				
Tap water	7	1.7	5	1.2
Well	10	2.5	18	4.4
Hand boring	385	94.8	377	92.9
Others	4	1	6	1.5
Total	406		406	

Household debts	N	%
Yes	198	48.8
No	208	51.2
Total	406	100.0
Savings	N	%
Yes	146	36.0
No	260	64.0
Total	406	100.0

Annex 2: Educational and Training Finding

Enrollment into Formal School after 6 Month of Accelerated Learning Program

Grades	Number	Percent
Grade 1	9	4.6
Grade 2	32	16.3
Grade 3	37	18.9
Grade 4	51	26.0
Grade 5	45	23.0
Grade 6	19	9.7
Grade 7	2	1.0
Grade 8	1	0.5
Total	**196**	**100.0**

Training on Inclusive and Conducive environment Result

Test	Percent
Pre-test	58.0
Post-test	69.0
Total	**100.0**

Annex 3: Parental Attitude

Statements	Yes		No	
	Baseline	**Endline**	**Baseline**	**Endline**
The child may be physically harmed or teased at school or on the way to/from school	31	19.5	69	80.5
The child may physically harm or tease other children at school	41.6	18.2	58.4	81.8
The child needs to work for income	42.6	34.7	57.4	65.3
The child needs to help at home	49	35	51	65
The child is married/getting married	36.9	53.7	63.1	46.3
The child is too old to attend school	33.3	44.3	66.7	55.7
The child has physical or learning needs that the school cannot meet	31.8	39.7	68.2	60.3
Education is too expensive	45.6	46.6	54.4	53.4
The child is a mother	30.0	47.3	70.0	52.7