Project Evaluation Report

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Notes:

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

Marginalised No More (MnM)

Endline Survey-Cohort II: Draft Report

External Evaluator

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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	Marginalised 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 Musahar girls aged 10 to 18 in five districts (Sunsari district of province 1 and Mahottari, Dhanusha, Siraha, Saptari districts of Madhesh 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 livelihoods and sustainability outcomes of 2478 Musahar girls in Cohort II. 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 package of quantitative (girls survey and PCG survey) and qualitative (FGDs and KIIs) instruments, and existing project monitoring tools. Multiple tools and methods of data collection were used to triangulate the data and verify it. However, the external evaluator used the learning test data, which were collected by the MnM project.

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 Madhesh 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 substantiate the quantitative data.
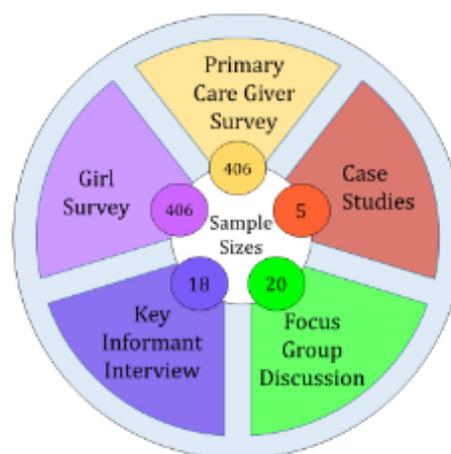
Educational marginalization, barriers, and project analysis

All the Musahar girls in the sample for Cohort II spoke Maithili, as their mother language. In the endline survey, 62.6% of respondents were between 10-14 years old and 10.1 % of total girls had been married. Out of total girls, 4.2 % had given birth to at least one child.

91.1% reported that their mother was their primary caregiver and 51.2 % of them reported that their father was the household head. Most of the primary caregivers (91.1%) and household heads (83.7%) in the survey were found to have never been to school. Most of the family (70% primary care givers and 68.5 % of households) 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 2,478 Musahar girls in the cohort 2. The endline survey indicates the positive impact of the MnM project on increasing literacy status of the girls. 44% girls were able to read paragraphs and stories compared to about 2% at baseline. This was corroborated in the qualitative feedback with the girls. They cited the teaching and learning environment created in learning centers run by MnM project through accelerated learning program as one of the major reasons for progress. Though the project had positive impact in literacy for this marginalised group of girls, it did not achieve its literacy target by 5%. In numeracy, the project successfully exceeded its target of 50% for number recognition (from 10% at baseline to 92% at endline) and of 60% for operations (from 0.5% at baseline to 66% at endline).
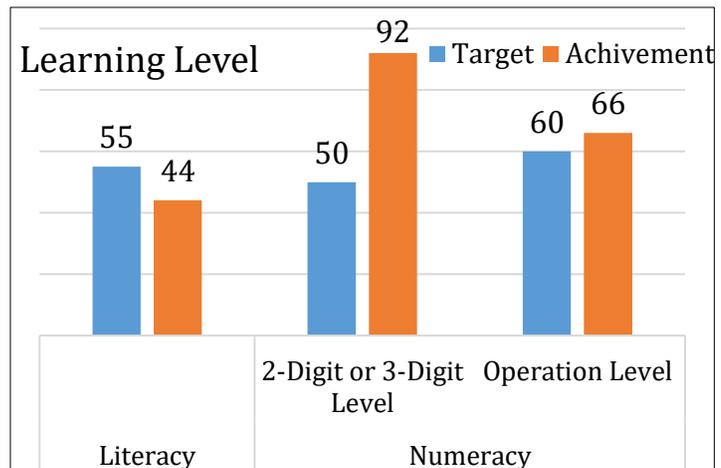
To assess life skills score of girls, four different topics [comprehensive sexual education (sexual health/ adolescence, family planning, menstruation), child rights and civic sense, protection (gender based violence and discrimination, child protection) and self-efficacy] were used to determine girl's basic life skill level (extremely high, high, medium and low). It was calculated by average score of the above topics which was found to be 44% in the endline survey against a target of 70%. However, this was 21.5 % higher than baseline (22.5%).
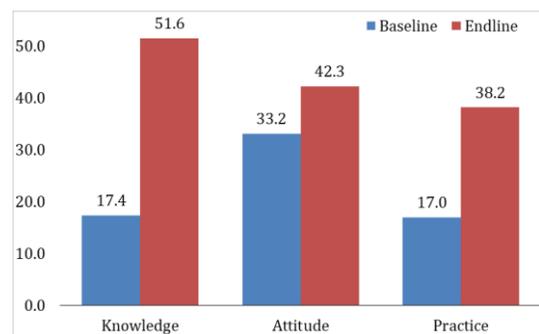
The life skills scores as per Knowledge, Attitude and Practice were found to be 51.6%, 42.3% and 38.2% respectively. In sexual and reproductive health, it was found 16.5% higher than baseline, 23.2% higher in family planning, 17.4 % higher in menstruation, 17% higher in civic sense, 35.7% higher in child right and 19.3% higher in protection.

Life Skill — Baseline / Endline

Category	Baseline	Endline
Sexual and Reproductive Health	0.3	16.8
Family Planning	14.6	37.8
Menstruation	60.2	77.6
Civic Sense	2.8	19.8
Child Right	36.3	72.0
Protection	20.7	40.0
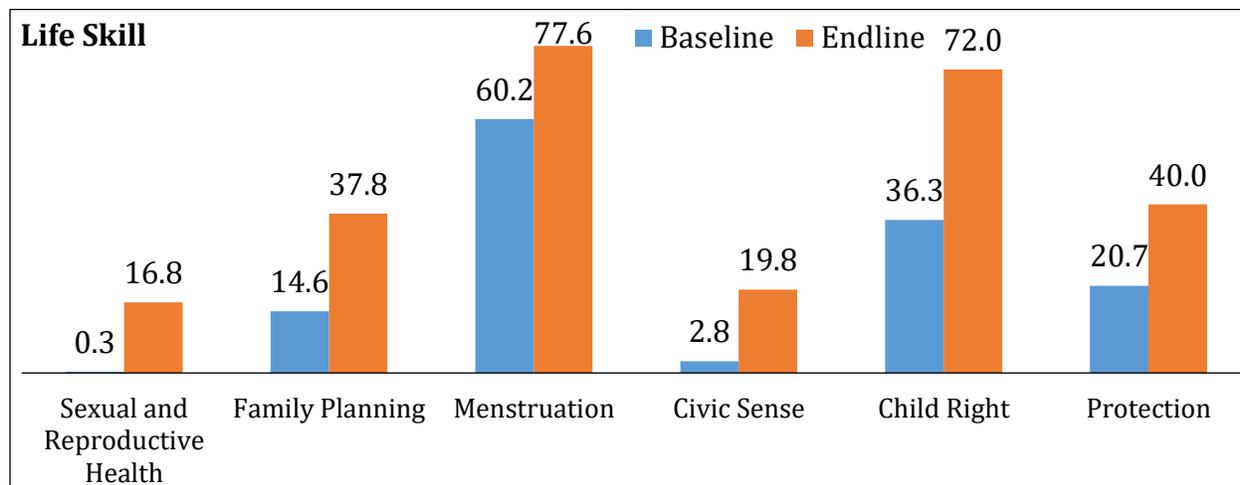
The girls also attributed better academic outcomes to Improvement through the life skills related to health[1], family planning[2], menstruation[3], child right[4] and civic sense[5], protection issues[6] (gender-based violence, discrimination and child protection) and self-efficacy[7].

Transition

1544 girls (62.3%) enrolled in formal schools, an increase from 0at baseline (0%), and against a target (60%) of 1487. Around 24.5 % of girls reported that they were enrolled into 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 81.8 % of the girls from the sample who had chosen education transition were regularly going to formal school which is considered a high rate for marginalised Musahar girls. However, 18.2 % girls had dropped out of formal schools. Key reason for this could be the intermittent school closures due to COVID-19 which persisted until January 2022.

The Livelihoods intervention, where the Musahar girls participated in trainings, has supported them in starting small-scale enterprises/ self-employment activities like livestock, momo making, agriculture, etc. Among the 934 girls who had chosen livelihoods

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[1] *Knowledge-Baseline:0.4% & Endline: 19.5%; attitude- Baseline:0.2% & Endline: 18%; and practice: Baseline:0.2% & Endline: 12.8%*
[2] *Knowledge-Baseline:25.4% & Endline:60.4%; attitude- Baseline:0% & Endline: 53%; and practice: Baseline:18.5% & Endline: 0%*
[3] *Knowledge-Baseline:70.6% & Endline: 90.7%; attitude- Baseline:75.4% & Endline:59.9%; and practice: Baseline:34.7% & Endline: 82.3%*
[4] *Knowledge-Baseline:0% & Endline: 50.3%; attitude- Baseline:79.8% & Endline:81.8%; and practice: Baseline:29.1% & Endline: 84%*
[5] *Knowledge-Baseline: 3% & Endline: 34.3%; attitude- Baseline:3.9% & Endline: 13.3%; and practice: Baseline:1.5% & Endline: 11.8%*
[6] *Knowledge-Baseline:4.7% & Endline: 54.2%; attitude- Baseline:39.7% & Endline: 27.6%; and practice: Baseline:17.7% & Endline: 38.2%*
[7] *Baseline: 34.2% & Endline:63.8%*

intervention (37.7%), 641 of girls (68.6%) transitioned successfully[8] into vocational training, compared to 37 in the baseline survey (1.5%), but against a target of 85%. The study also found that 57.5 % of the girls (N=537) were currently running their enterprises, against a target of 70%. As the project faced delays due to COVID-19 particularly in the livelihoods related activities, some girls had very recently completed trainings and in the process of fully setting up their enterprises.

Sustainability outcomes

Findings for community, school, and system indicators were drawn primarily from qualitative data and substantiated through quantitative data. The sustainability scorecard was used to assess sustainability outcomes. The endline result showed that the MnM project intervention was successful to a certain extent to sustain their intervention in community during endline of Cohort 2 on school and system level indicators. The project had Sustainability Score of 2 out of 4, against a target of 3 out of 4.

Majority of the girls (93.1%), who had birth certificates, had utilized their birth certificates, which was 34 % higher than baseline survey (59.1%). Compared to the utilization of birth certificates to simply access school, girls now accessed other services and entitlements such as immunization services, life and health insurance, citizenship, creating bank account using their birth certificates. This reflected their increased confidence in accessing services – this was corroborated by quantitative surveys.

The project has had positive impacts on changing the level of knowledge, attitude and practice of the parents/guardians towards supporting their girl's/daughters transition pathway into education, training and employment. The level of interest and the support of the parents for their daughters increased at the endline survey compared to the baseline results.
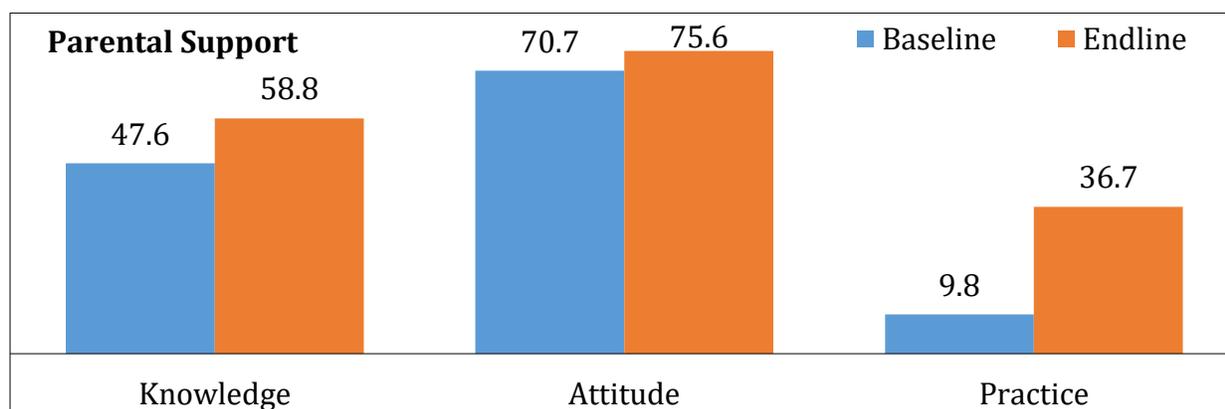
8Successfully transitioned: Girls who completed ALP class with 75% attendance rate, develop the business plan and completed the vocational training (at least 70% attendance)

Intermediate outcome findings[9]

In cohort 2, the project had conducted an accelerated learning intervention by establishing 185 learning centers. The attendance rate of girls in the learning centers (ALP classes) was 65 % over the six months of the period which was 10% lower than the target set for cohort 2.

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.

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

Key Recommendations

- To guide and monitor the performance and regularity of the transitioned Musahar Girls, there is necessity to hire one community educator or gender focal teacher from the MnM Project in each school
- Need to continue the accelerated learning intervention in the community for at least 1 year to follow up with graduated girls of ALP classes.
- The approach and modalities of the MnM Project needs to be incorporated in other interventions. The MnM project itself can scale up to cater to other marginalised communities, out-of-school boys and girls in other topographic zones, considering success in improving learning levels amongst girls with chronically low learning levels within a short period of intervention.
- The life skills curriculum ought to be adopted more broadly by local schools by training school teachers.

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[9] *Details of target Vs achievement is given in Annex 3*

2. Project Background

2.1 Socio-Cultural, Geographic and Economic Marginalisation

MnM Project aims to support the most marginalised 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 marginalised 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. 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, the objections are especially on the new boundaries of federal provinces and other aspects of the constitution, which some sections feel have categorized/ placed them 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 4th 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 low especially due to lack of ownership of land.

The region of the Terai where the Musahar communities and this project are 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 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 marginalised groups forced back into the physical and psychosocial risks of debt bondage, in the absence of interventions that address exploitative modes of production and poverty (Dhakal, 2007, Giri 2012). Over 80% of Musahars lack voter identification, restricting their political participation and erasing any incentive for politicians or policymakers to address their needs (Street Child 2016).

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

2.2 Project TOC and Assumptions

OUTCOME — LEARNING

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.

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

(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.

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

(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 achieved the targeted learning outcomes and their stipends is sufficient to retain them in the role.

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.

(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.

(i) 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.

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.

OUTCOME — TRANSITION

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.

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.

(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.

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.

(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.

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.

(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.

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 specialised support required 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.

OUTCOME — SUSTAINABILITY

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 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) Government authorities and agencies are willing to offer services to marginalised girls; (ii) measures are taken to prevent any potential backlash against girls 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 FOUR — LIFE SKILLS SUPPORT CIRCLES
Marginalised Musahar girls and boys 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) 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 retaliation 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) 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

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

> A. What impact did the project have on the transition of most marginalised girls into education or income earning opportunities?
> B. How did the project develop learning amongst most marginalised girls?
> C. How did the project facilitate the transition of most marginalised 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 marginalised girls into education or income earning opportunities?**
> > A.a. To what extent was the design and delivery of the project relevant and responsive to the needs of the target groups?
> > A.b. To what extent was the design and delivery of the project relevant to the National Strategy and in what ways did it contribute to the strategy?
> > A.c. To what extent did the project demonstrate principles of economy, effectiveness, efficiency, and equity in its use of resources?
>
> **B. How did the project facilitate learning amongst most marginalised 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 (and vice versa)?
> > 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 marginalised girls into education or income earning opportunities?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.1.1 Outcome and intermediate outcomes

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

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

Outcome 2 - Transition: Marginalised 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 marginalised girls in classes and project intervention

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

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

Intermediate Outcome 4 - Marginalised 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 2. 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 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 and reporting.

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

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 outcome 1 section. Street Child of Nepal (SCoN) has conducted the ASER Nepal test and the result was provided for the report. NIDR conducted observation and verification of these tests during the process.

3.3.1.2 Primary care giver survey questionnaires

The primary caregivers' 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 has 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	27.3
Saptari	39.4
Dhanusha	8.5
Siraha	13.5
Mahottari	11.3
Source: N = 406	**Girls survey database**

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Table 3: Sample breakdown by age

Age (adapt as required)	Sample proportion of intervention group (%)
Aged <10 (%)	0.0
Aged 10 (%)	8.9
Aged 11 (%)	12.3
Aged 12 (%)	12.3
Aged 13 (%)	16.5
Aged 14 (%)	12.6
Aged 15 (%)	12.1
Aged 16 (%)	10.1
Aged 17 (%)	7.6
Aged 18 (%)	7.6
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	4.7%	CF23=1
Depression	1.5%	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

The qualitative methods (FGDs and KIIs) were conducted 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 2021 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

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

Tool (used for which outcome and IO indicator)	Sub group	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	

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 responsibilities. Then, the endline qualitative researcher training was conducted from 23rd 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 pairs during 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 key 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 analyse data.

4. Key Characteristic, Subgroups and Barriers of Baseline Samples

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

4.1 Educational Marginalisation

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	63.3	62.6
15-18 years old	36.7	37.4
Marital status		
Married	6.7	10.1
Unmarried	93.3	89.9
Mother		
Yes	2.5	4.2
No	97.5	95.8

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

62.6% of the girls in the survey belonged to 10-14 age group and 37.4% belonged to 15-18year age group. The greatest proportion (16.5%) were 13 years old while 17- and 18-year-olds had the smallest proportion (7.6%).

Majority of the girls (89.9%) were unmarried, 10.1% were married.

Figure 1: Primary caregiver and household head of the girls
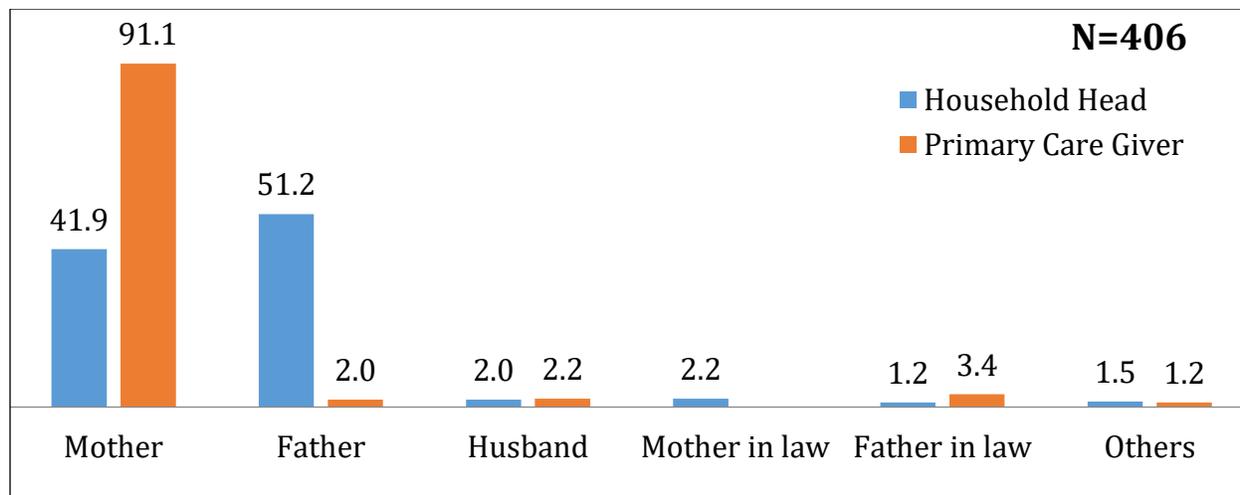
In the girls' survey, the majority (91.1%) reported that their mothers were the primary caregivers and only 41.9% reported that mothers were the household heads. Slightly above half of the girls (51.2%) revealed that fathers were household head.

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	91.1	83.7
Attended some years of primary school	4.9	7.1
Completed Grade 5	3.1	6.5
Completed Grade 6	-	-
Completed Grade 8	0.2	1.5
Completed Grade 10	0.5	1.0
Completed Grade 12	0.2	0.2

Most primary caregivers (91.1%) and household heads (83.7%) had never been to school while 4.9 % of primary caregiver and 7.1% of household heads attended some years of primary school.

### 4.1.1.3 Family Size, Occupation, and Income Source

Table 10: Main income of family and occupation of PCG

Type of employment	Main income source	Occupation of PCG
Agriculture	13.5	16.5
Daily wage labour	70.0	68.5
Business	2.0	2.0
India-based seasonal employment	4.7	2.0
Foreign employment	8.4	4.7
Livestock rearing	0.2	1.2
Job/services	0.7	1.0
Others	0.5	4.2

70 % of families were primarily daily wage labourers in the endline survey whereas 13.5 % depended on agriculture and 8.4% % on foreign employment. In the endline survey, we found that majority of the primary care givers were engaged in daily-wage labour (68.5%), followed by agriculture (16.5%).

27.3 % of the households had 6 family members, and 41.6 % of households had 2 adults (people aged 18 or over) living and eating their meals together in a single dwelling. Nearly three-fifth of the households (57.4%) had only one adult woman as a family member. The average family size was 6 with a maximum of 17 family members and minimum of 2.

Figure 2: Percent of adult women in the household
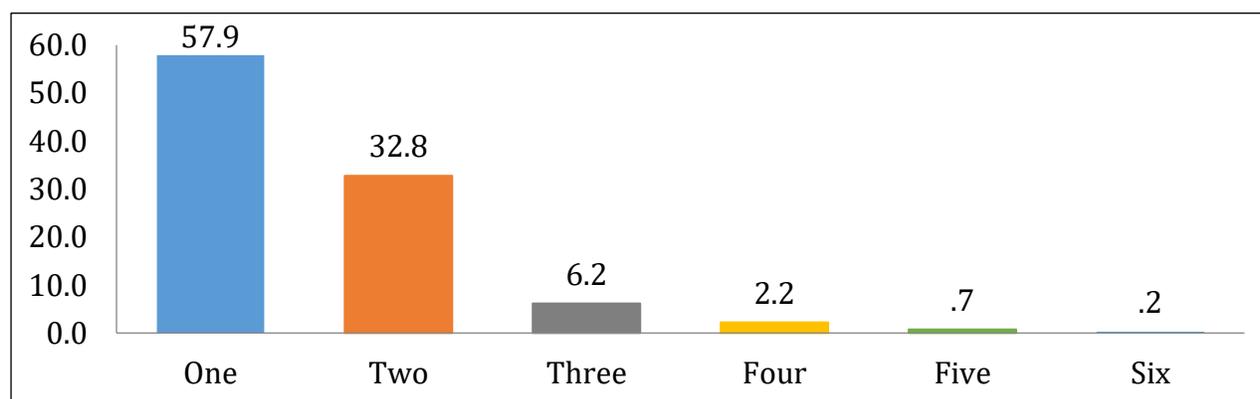
Almost all households (99.5%) had children aged between 10 and 18 years old. 53.7% of households had at least one girl aged 10-18, while 46.5% households had at least one boy. (Further details are given in table 11)

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	404	99.5

No	2	0.5
Number of girls (aged 10-18) in the household		
0	3	0.7
1	217	53.7
2	142	35.1
3	24	5.9
4	13	3.2
5	3	0.7
6	1	0.2
7	1	0.2
Number of boys (aged 10-18) in the household		
0	153	37.9
1	188	46.5
2	58	14.4
3	5	1.5

4.1.1.4 Household facilities

Two-third of the respondents (66.7%) responded that their house roof was made from tin/zinc sheets with a further 15.0 % reported thatched roofs. (Further details in Annex I)

Nearly two-third of the respondents (65.8%) didn't have toilet facilities, instead using plots (79.4%), forest (12.0%), river (7.5%) and roads (0.7%) for defecation. Of the 34.2 % who had toilet facilities in their home, 54.0 % are temporary, 18.7 % are semi-temporary, and 27.3 % are permanent. (Further details in Annex I)

For water facilities, almost all the respondents (96.3%) rely on the hand-operated boring well as their only source of drinking water and only 1.2 % have an access to tapped drinking water. However, 78.6 % of the respondents explained that they had never gone without clean drinking water for home use. (Further details in Annex I)

4.1.1.5 Challenges in performing tasks

In the endline survey it was found that different challenges the 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 daily challenges. .

Table12: Girls self-reporting on performing tasks during the Covid-19

Challenges of performing tasks	Baseline	Endline
Concentrating on an activity that you enjoy doing	3.7	3.0
Remembering things	7.9	3.0
Controlling behavior	8.1	1.2

Making friends	5.7	2.7
Learning things	8.1	2.2

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

When surveyed about difficulties in accepting changed routines, 1.2% had difficulty in controlling their behavior, 2.2% in learning things, 3.0% in remembering things, 3.0% in concentrating activities that they enjoy doing and 2.7% having difficulties in making friends.

4.1.2 Barriers

Table 13: Barriers

Barriers	Baseline	Endline
Household/Community-level Barriers		
Must perform household chores (cooking and cleaning)	93.8	92.4
Must perform Agricultural work (e.g., guarding livestock, planting, watering or harvesting crops)	56.9	59.9
Must taking care of elderly/younger members in the family	57.6	60.6
Must fetch water	42.1	27.6
Whole day for doing household activities	7.9	8.1
Half day for doing household activities	33.3	30.8
Quarter day for doing household activities	46.3	51.0
Educational barriers		
Parents don't believe girls have a right to education	6.9	0.5
Parents who never been to school (PCG)	90.9	91.1
Economic Barriers		
No cash income for more than ten days	64.5	45.6
Wage labour as main family income source	80.0	68.5
No land	67.0	63.8

The Endline evaluation indicated that many of the conventional barriers continued to exist in the communities for a significant number of girls. In the household, majority of the girls reported that they had to do household chores in both baseline (93.8%) and endline (92.4%) survey. Nearly two-third of the girls in both baseline (57.6%) and endline (60.6%) survey revealed that they had to take care their elderly/younger members in the family. In agriculture and related work, 59.9 % and 56.9 % of the girls reported to conduct such activities in both endline and baseline survey respectively.

Half of the girls (51%) in the endline and 46.3 % in the baseline were engaging for more than a quarter day for doing such activities.

Economic conditions related to livelihood insecurity proved a significant barrier for girls' education. At the family level, the largest source of income was daily wage labor for 68.5 % of the sample. This percent was more in baseline survey (80%). Finally, 63.8 % of families do not own any land in endline and 67 % in the baseline.

The perception of parents that they don't believe girls have a right to education reduced (6.9% in baseline and 0.5% in endline) because it was found that when combined with livelihoods transition, education was perceived as useful. Earning a livelihood, holding a job and being educated was a transformative experience not only for the girls but for the parents.

5. Outcome Findings

5.1 Learning Outcome

2478 girls participated in Cohort2 and 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 research question - "What worked in how the project facilitated learning amongst most marginalised girls?" which was developed at the design stage of the project.

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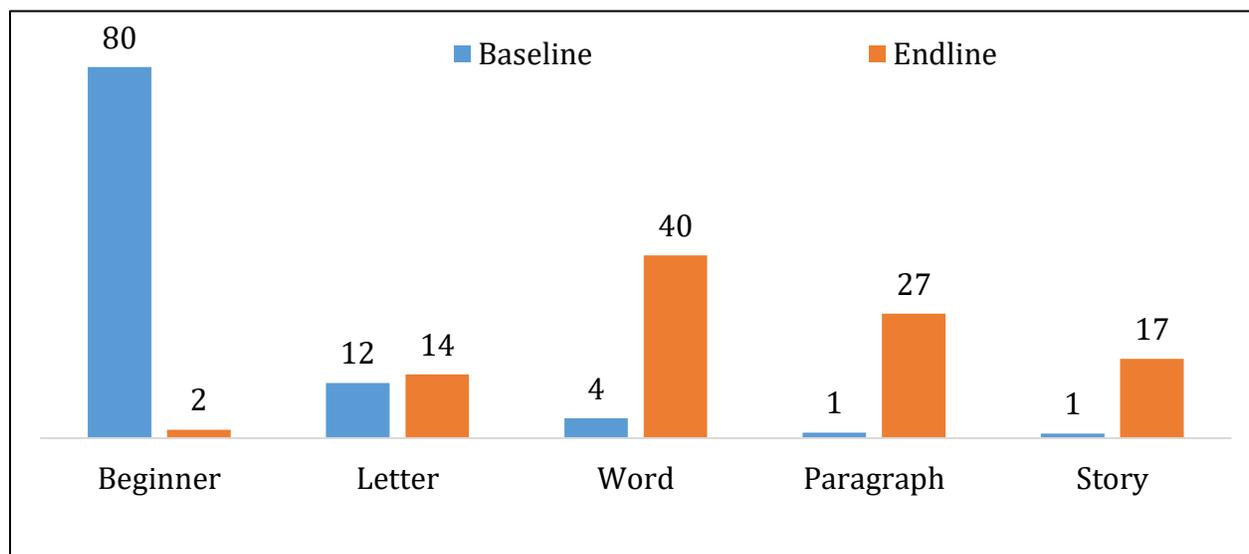
Source: Street Child of Nepal

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, four-fifth of the respondents (80%) were in beginner, which was decreased to 2 % in the endline survey.

Overall, as a testament to the coaching and support the girls received as a part of the program, 44 % of the girls in the project could read paragraphs and stories which was improved significantly by 42% compare to baseline survey (2%). Also,

> *"In the accelerated learning center, the community educator had used local teaching materials such as using pebbles for calculation and identification of letter and number in the chart with a stick to teach girls. This pedagogical technique helped improve the girls' literacy drastically compare to baseline status."-* **FGD with Girls, Saptari**
>
> *"To improve our literacy and numeracy, exams were taken weekly or in every two weeks and our progress was checked and who were weak in learning were taught by giving more priority."* **-FGD 10-14 years girls participants, Saptari and Sunsari**

85% of the girls, could reads words fluently which was only 7% in the baseline survey.

> *Most of the girls, aged 10-14, participants of focus group shared that they had improved their literacy drastically. The girls attributed this increase to the quality of teaching instruction and the features unique to this accelerated learning activities.*
>
> *"Before joining ALP classes, we could not read and write (even could not recognize letters). But, after joining ALP classes, our learning level was improved drastically. Now we can easily read and write paragraph and story."* **–Focus Group Discussion with Girls Mahottari District.**
>
> *In an Interview with the community leader, he/she expressed that after implementation of the MnM project, the literacy and numeracy status had improved. Musahar girls who even didn't*

know how to read and write are now able to read, write, and do mathematical calculations after the 4 months continuous learning.

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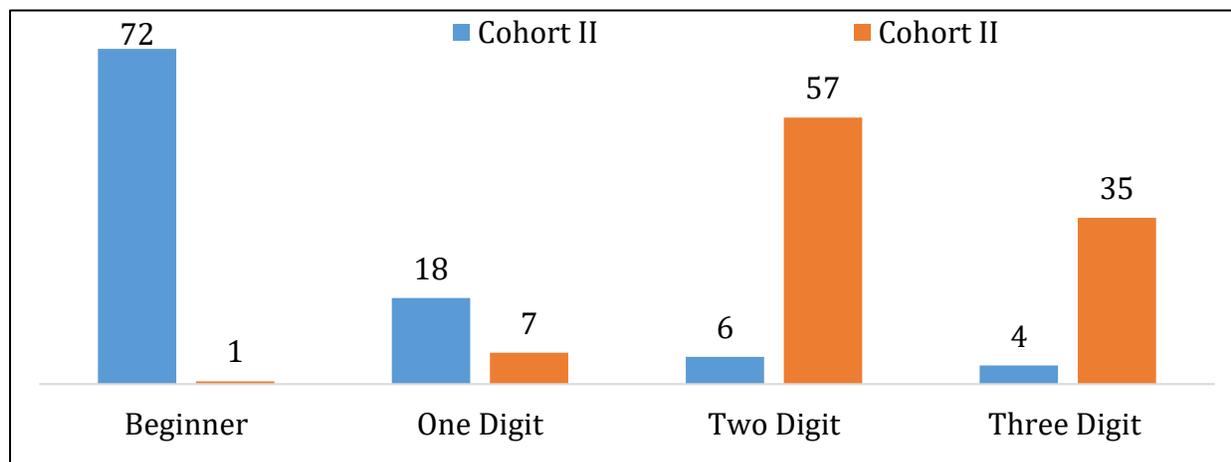
Source: Street Child of Nepal

We see an overall improvement in number recognition after the educational intervention. The number of girls that could recognize 3 digit numbers increased by 31% points from Baseline survey (4%) to endline survey (35%).

As Table 16 below illustrates, basic arithmetic skills were developed during the course of the intervention across all 4 mathematical operations. The biggest impact was seen in addition and subtraction, which saw an

"The time was very appropriate for girls to learn. Community educators assessed and gave homework regularly. If we did not understand anything, they frequently repeated the lessons." -P2, FGD with Girls, Saptari

increase of 85% and 82 % points between baseline and endline respectively. Multiplication saw an exponential increase to 53% from 1%.

"The main reason of girls' improvement across domains is the efforts of teachers in the ALP classes. They collected girls from their houses to 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 the Respondents

Categories	Baseline Survey (%)	Endline Survey (%)
Additional	10	95
Subtraction	6	88
Multiplication	1	53
Division	0	27

Source: Street Child of Nepal

As compared to the baseline survey, the endline survey results shows that the MnM project was successful in increasing in literacy and numeracy levels. Part of the success of the intervention is also understood to also be the implementation of distance teaching and learning when physical access to classrooms was limited, along with the in-person ALP intervention which utilized TaRL. In the distance learning intervention, 76.8 % of the girls revealed that they had attended distance learning classes like audio learning (70.2%), phone learning (2.6%) and both audio and phone learning (27.2%).

Most of the girls who participated in the focus group discussion also expressed that their numeracy ability improved significantly after enrollment in the ALP classes. In the FGDs, most of the girls highlighted following reasons to improve the numeracy as well as literacy:

- *Gender-sensitive and interactive teaching method in the ALP Class*
- *Pedagogy which involved playing games, having discussions, using props, pictorial illustrations was very effective in enhancing understanding and consolidating concepts*
- *Easily accessible and flexible time: In the FGDs, almost all the girls agreed that the learning center was easily accessible and flexible in time. They can attend the class after completing their household chores which gave them opportunity to manage their time well, and self-study.*
- *Repeated teaching and learning technique: In the FGD with Girls in Mahottari and Saptari district, they said that their numeracy and literacy status was improved due to the community educator's efforts. In the ALP class the community educator taught repeatedly until all the girls understood well and were able to perform.*

5.2 Transition Outcome

The transition addresses the following two research questions:

1. What impact did the project have on the transition of most marginalised 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 to 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, in terms of literacy and numeracy which is

equivalent to the government national curriculum of Grade 3. Girls aged 15-18 were enrolled into a financial literacy course under the Livelihood Support Programme.

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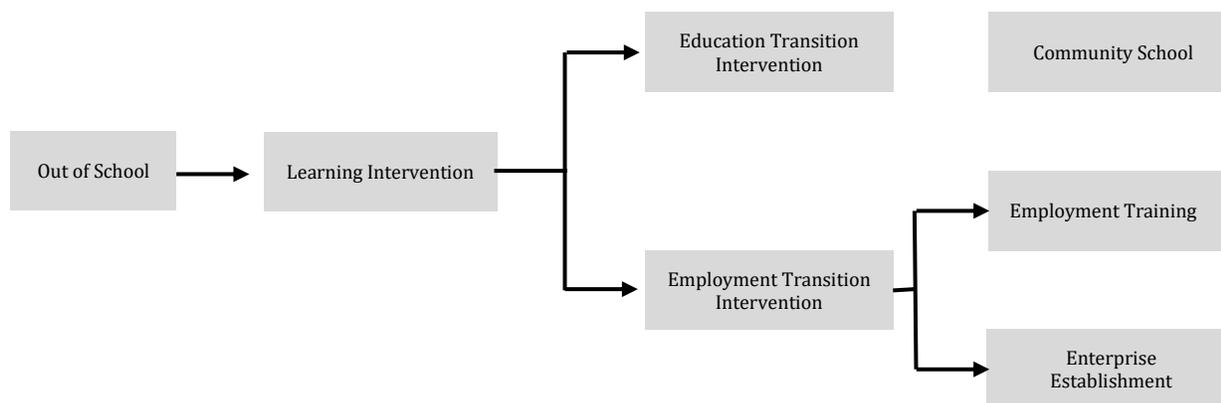
Mixed-method techniques were used to understand and map these pathways. Household surveys with guardians were used to generate transition rates, and qualitative feedback generated through focus groups, interviews and observations explored potential enablers and barriers for transition.

Table 15 Transition pathways summary

| Transition Pathway	Description	Transition Status	
		Target	Enrolled
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%	62.3%
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%	37.7%

- **Pathway analysis**

As per MNM project targets, 60% of the total girls will transit into formal school and 40% of the girls will transit into livelihood intervention at the end of the Cohort II. The endline results showed that 62.3 % of the girls had transitioned into education intervention and 37.7 % had transitioned into livelihoods intervention in Cohort 2.

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 6-month accelerated learning intervention (ALP) to improve the foundational literacy and numeracy skills for 2478 girls across five districts in Cohort 2.

Figure 6: Girls participation in non-formal education
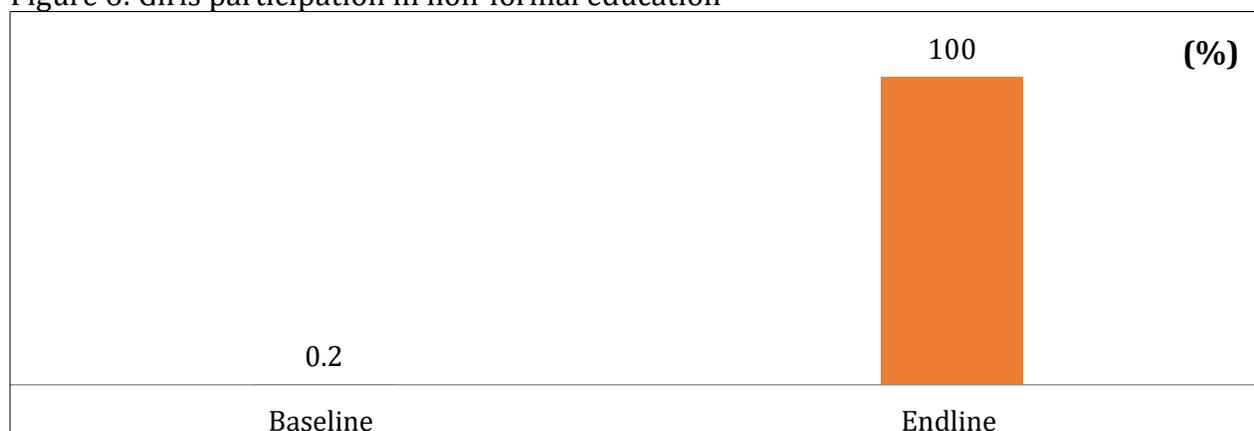
In the survey, all parents (100%) revealed that their daughter(s) had received or participated in non-formal education through the accelerated learning intervention, which was 0.2 % in the baseline survey.

*"The ALP classes provided us numerous benefits such as life skills, knowledge, and confidence. This motivated us to join the ALP classes. The fact that ALP classes are conducted in our own community area 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***

In the FGDs with Primary Care giver, most of the mothers expressed that their daughter used to be very happy while coming back from the class as the class was clear and made them want to make time to study at home.

Figure 7: Non-Formal intervention support (Quotation tree)

1:4 ¶ 21 – 26 in Girls_10-14_Dhanusha_Dhartol .docx D 1

P2: ALP class taught to read and write which has improved habit and behaviour.
P6: It taught girls to help each other.
P3: Ma'am taught to identify letter in letterbox turn wise.
P4: Taught 1-2 number addition using pebbles.
P5: It was safe as it was in our own community.
P1: We did not have fear as it was in our own community.

2:7 ¶ 29 – 31 in Girls_10-14_Mahottari.docx D 1

P6. Adolescent education has improved our habit and behaviour by teaching us to read and write.
P7. While teaching, Ma'am used to let all classmates to show letter turn wise in letter box using stick and identify letter.
P8. Taught us 1-2 letter of addition and subtraction using pebbles and stones. It was very safe as it was in our own community and we did not have any fear.

3:3 ¶ 14 – 15 in Girls_10-14_Saptari.docx D 1

Yes, we can say that ALP class has helped us a lot to improve literacy and numeracy level. Girls could get respect; there was enough time period for learning. Thus, girls were very happy to run their own business and face family and economy.
P2. The time period was very accurate to learn. Teachers used to take exam time and again; also give homework. If we did not understand anything, they repeat the lesson.

ALP Class Support to Improve Literacy and Numeracy Level G 4 D 0

1:2 ¶ 16 – 19 in Girls_10-14_Dhanusha_Dhartol .docx D 1

P1: We used to waste time by roaming around, playing and we didn't know about ALP class. But after this program, Ma'am made us understand the importance of education.
P3: We could read and write and enroll after informing our Guardian.
P2: They learned to be neat and clean, bath and simple addition and subtraction after enrolling in school.
P5: After ALP classes, they enrolled us in Government school where they do not teach well.

"We were not aware about the importance of education. We always thought that we were only meant for household chores. After the ALP classes, we are aware about the value of education in our life and understand that education can help us get jobs in the future and enable us to live a better and independent life". –FGD with 10-14 Year Girls

ALP Intervention Fulfill the Learning Need

I wanted to learn, read and write since my childhood and going to school remained attractive for me always. I used to go to the school during my childhood. However, later on, I stopped going. As soon as I restarted school, I became the victim of bullying. The boys and girls from other communities teased me just because of being a Musahar girl, saying what will you do after studying? School is not for you? You people must go to the field for cultivation and harvest the crops." There was a boy who always used to tease me by saying "How many pila (gastropod) have you collected today? Have you brushed your teeth? Your mouth smells like pila and clay." Such behaviour of my classmates demotivated me to go to school. Regardless of my interest to study, I dropped out. But, here in this ALP class, all the students are from my community. I feel we are alike. ALP classes are running in our own community. I feel it is like my own home. The most motivating factor to get enrolled in this class is 'NO TEASING' at all. I feel secure, comfortable and joyful with my peers. -One of the Participant in the FGD, Saptari

5.2.2 Education Transition Intervention

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

Figure 8: Enrolled in the formal school
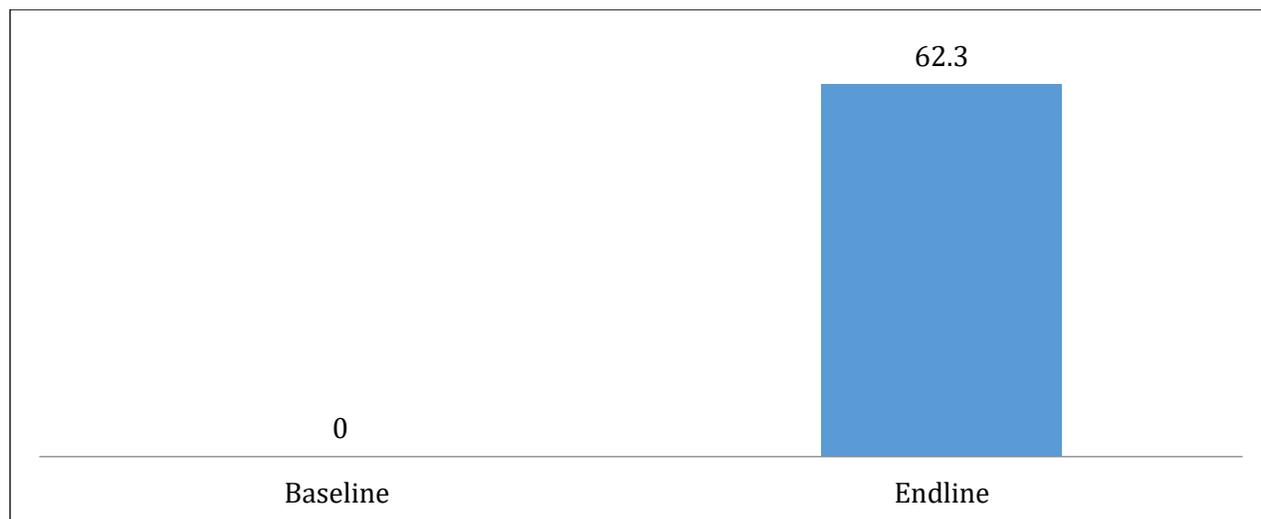
Before implementation of the MnM project, all Musahar girls were out of the school. After implementation of the MnM project, the project had conducted a total intervention for 6 months. The project had conducted learning and guidance on ALP using distance teaching and learning resources. As a result, 62.3 % of the primary care giver revealed that their daughters were going to school.

The survey also found that the ALP plays a role to motivate the girls intrinsically to go to formal school. It was found that most of the girls (84.6%) revealed that they were motivated to choosing and enroll/re-enrolled in to formal school from the ALP class. Likewise, 51.8 % in the endline survey reported that they intrinsically motivate to attend school by ALP class and 45.5 % of the girls reported that their families motivated them to go to school.

"Before the project intervention, the Musahar girls did not use to go to school and there was a high dropout rate. The major reasons of the dropout were frequent absence of teachers and punishment in the class, being afraid with teachers but girls under this learning program experience an opposite learning environment where they felt comfortable in the class, faced no punishment and didn't feel ashamed of their age as well because all the girls were of same community and similar age group." - **KII with Community Leader**

Figure 9: Motivation factors for going to formal school
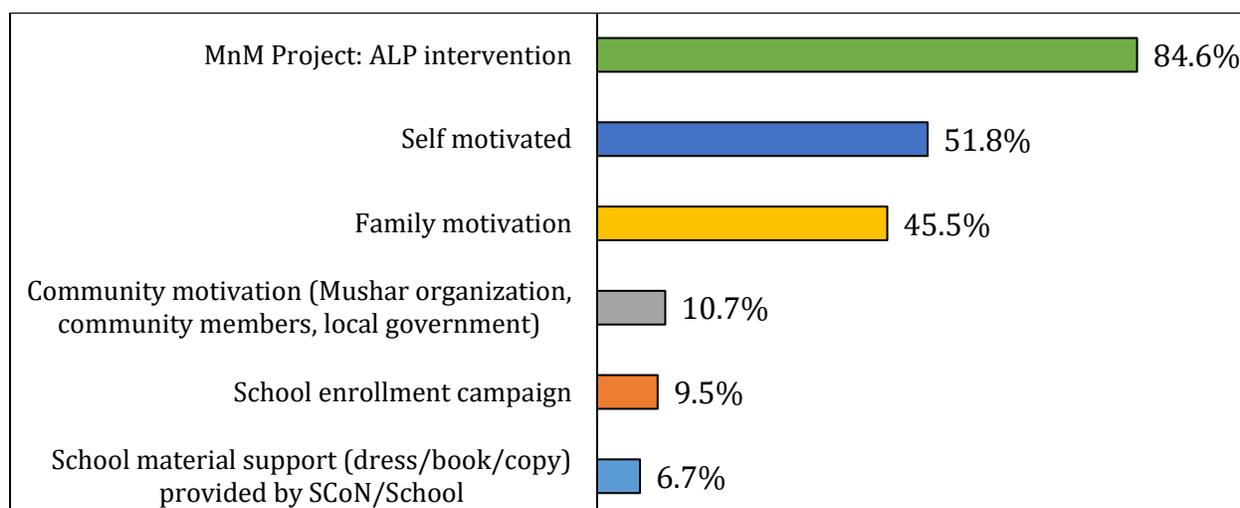
Qualitative studies corroborated these findings. ALP brought about confidence regarding reading and writing. It also changed their perception of education. The protection and life skills program also helped with motivation. It taught them leadership, communication, dealing with gender related issues, child rights and civic sense which inculcated a sense of confidence.

A girl who participated in the focus group discussion, expressed her views, "previously, I had dropped out of school due to failure in exams and this affected my confidence. The ALP taught me how to read and write and 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, 24.5 % of the girls in the endline survey revealed that they were enrolled in grade 3 and 19 % in grade 5. Likewise, 16.6 % of the girls were enrolled in grade 4 and 16.2 % were enrolled in grade 6. (Details is given in Annex 2).

Project Support in School Transition

Almost all the participants in the focus group discussion responded that the project had provided three types of support: (Detail is given in figure 10: Quotation tree)
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 in a formal school. In the FGD the researcher had observed their positive expressions and they happily 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: *In FGDs, 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, tooth paste, umbrella and bag.*
3. Motivation: *In the FGDs, almost all the participants expressed that the project team*

members 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.
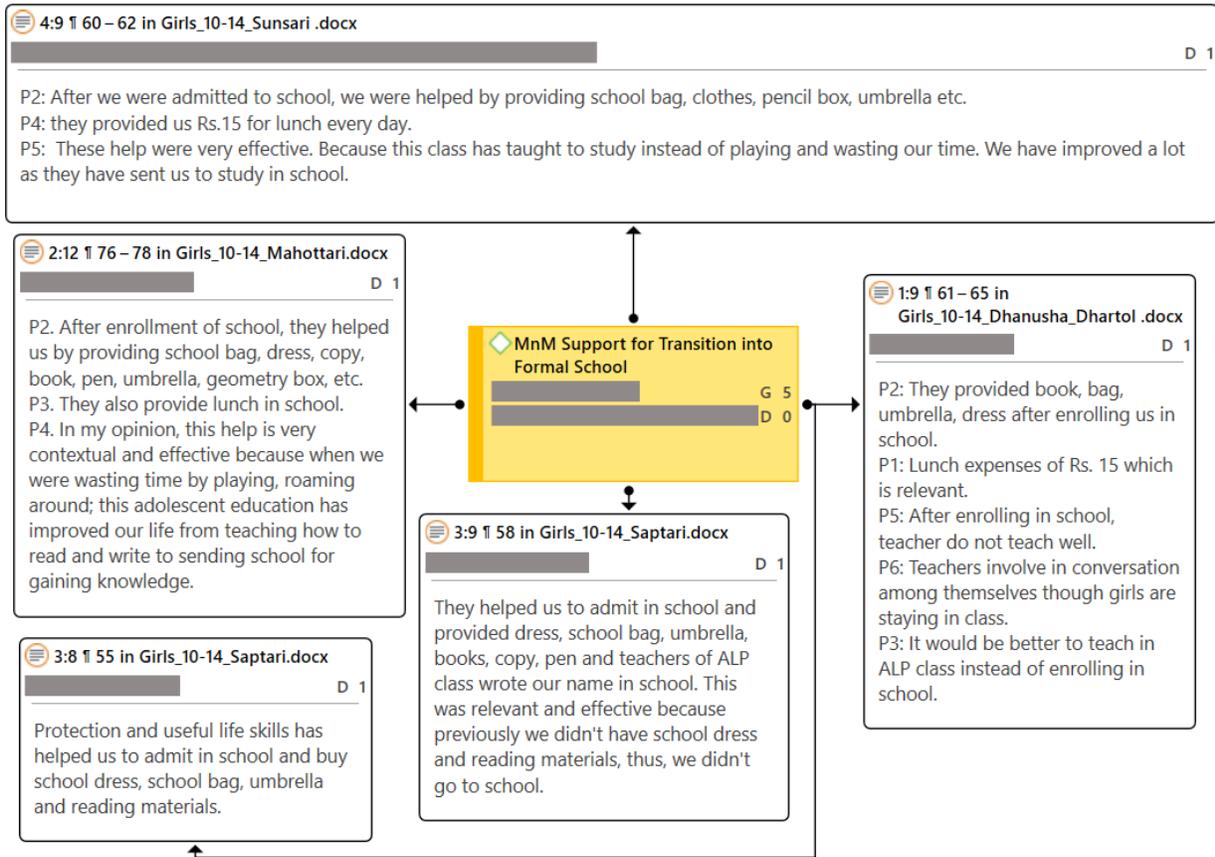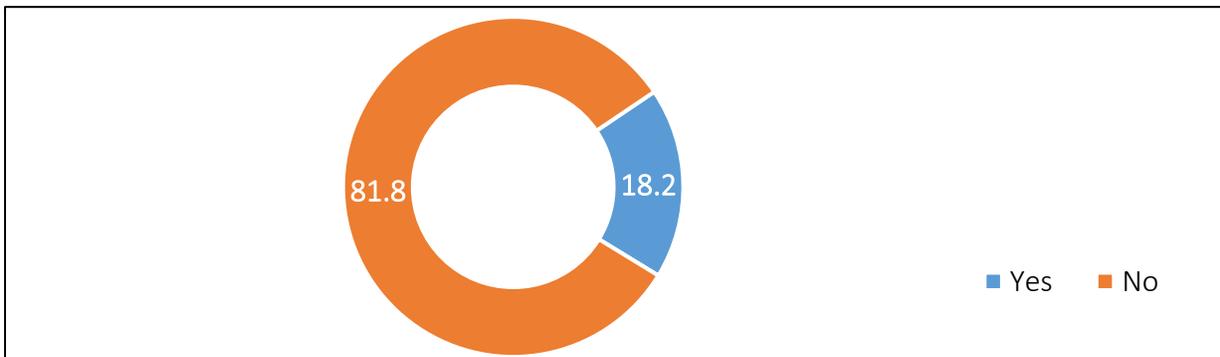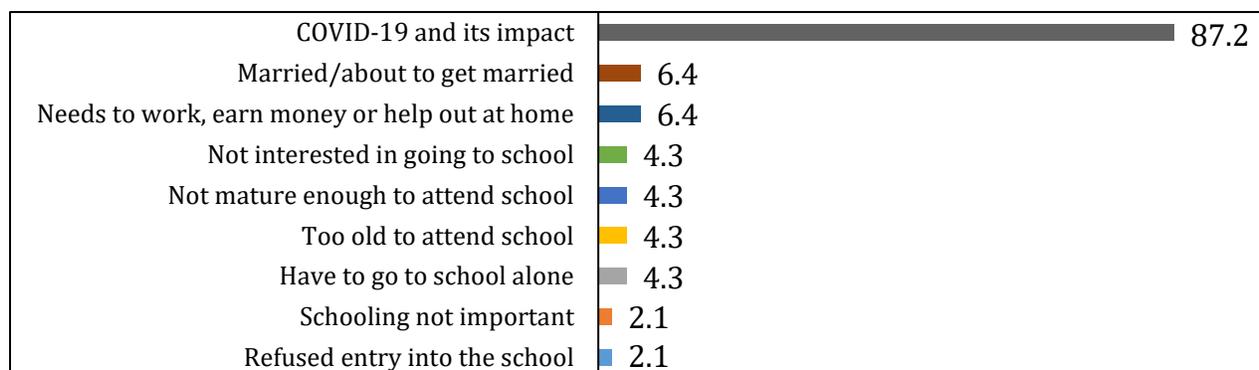

Figure 10: MnM project support for transition into formal school-Quotation tree

Figure 11: Distribution of the respondent by school drop-out

Among the girls who had enrolled in formal schools after school transition, 18.6 % of the primary care giver revealed that their daughter dropped-out from school. The survey found that among those who dropped out, the majority of the parents (87.2%) revealed that school closures related to the Covid-19 pandemic were the main reason. Additionally, 6.4 % of the girls dropped-out to earn, while another 6.4% dropped out as they got married or were about to get married.

Figure 12: Reasons of school drop-out (multiple choice responses)

Reason	Value
COVID-19 and its impact	87.2
Married/about to get married	6.4
Needs to work, earn money or help out at home	6.4
Not interested in going to school	4.3
Not mature enough to attend school	4.3
Too old to attend school	4.3
Have to go to school alone	4.3
Schooling not important	2.1
Refused entry into the school	2.1

Most of the mothers whose daughters had dropped out or had low attendance rate 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 punishment that was normally associated with lack of performance. 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. Mother participants in the FGDs expressed that due to Covid-19 pandemic all the school was closed for more than 1 year which affected the girls learning and as a result, their daughter dropped-out from school.

School Negligence as the Reason of Drop-out

During the site visits *to know the status of girls enrolled in schools in Siraha district, none were found to be enrolled in that school, based on the enrollment record and monthly registers – while being initially registered, these girls had been removed from the monthly registration sheets. When the evaluator visited the dropped out girls, they stated that being excluded from the monthly register was the reason.*

5.2.3 Livelihoods Intervention

Musahar girls aged 15-18 had successfully completed a 6 months of ALP classes. 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, 37.7 % 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 13: Distribution of respondents by training status of girls
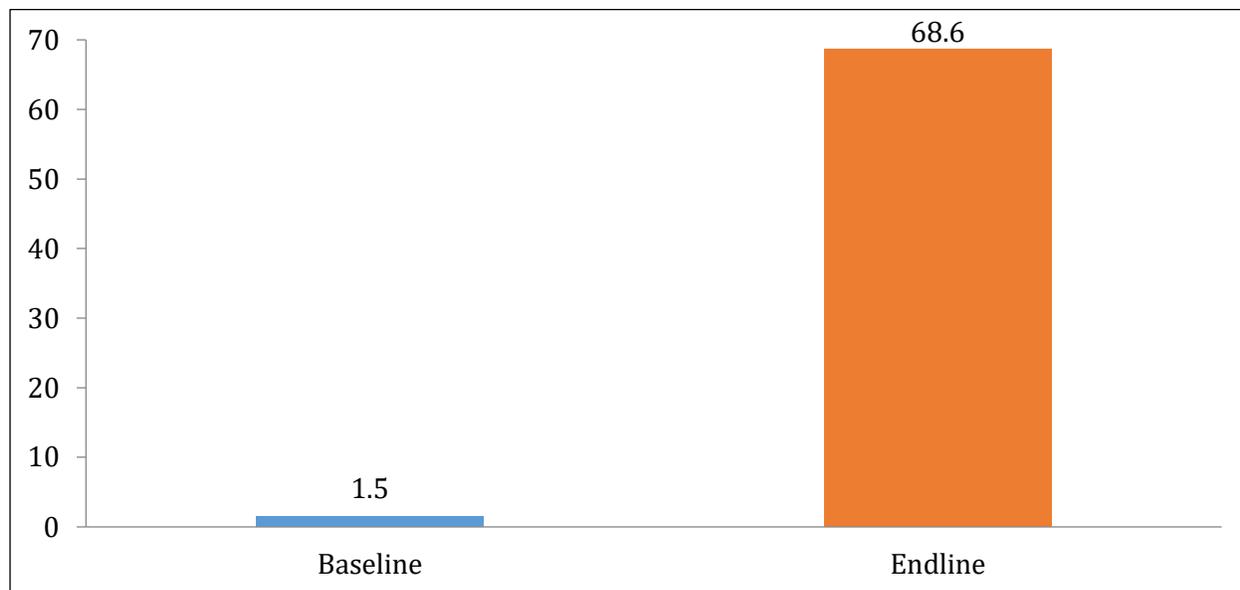
Among the 37.7 % of the girls in the sample who transitioned to vocational skills developed, 68.6 % had received vocational training at endline. The vocational training included Muda making; Bhuja making; Momo and chowmein making; Paanipuri and chatpat making; Samosa, pakoda and tea; Duck and hen rearing; Goat and Pig rearing; Cosmetics, toy and cloth; and Egg and vegetable selling.

Figure 14: Type of training
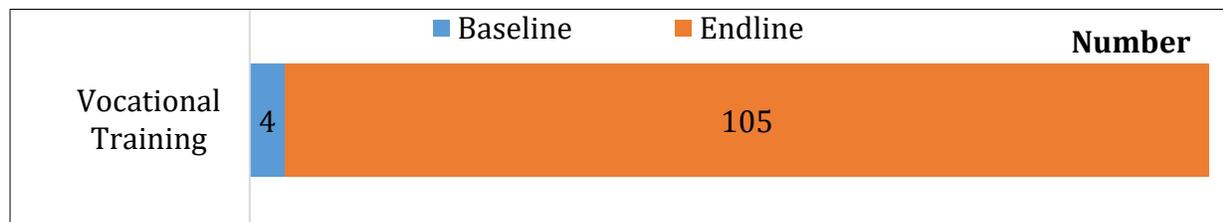
Compared to baseline, the survey found that the training intervention had been received successfully by girls. 68.4 % girls were supported for establishing their small-scale business and support to build up their confidence (47.4%) for these activities. (Details are given in table 15)

Figure 15: Training support for girls

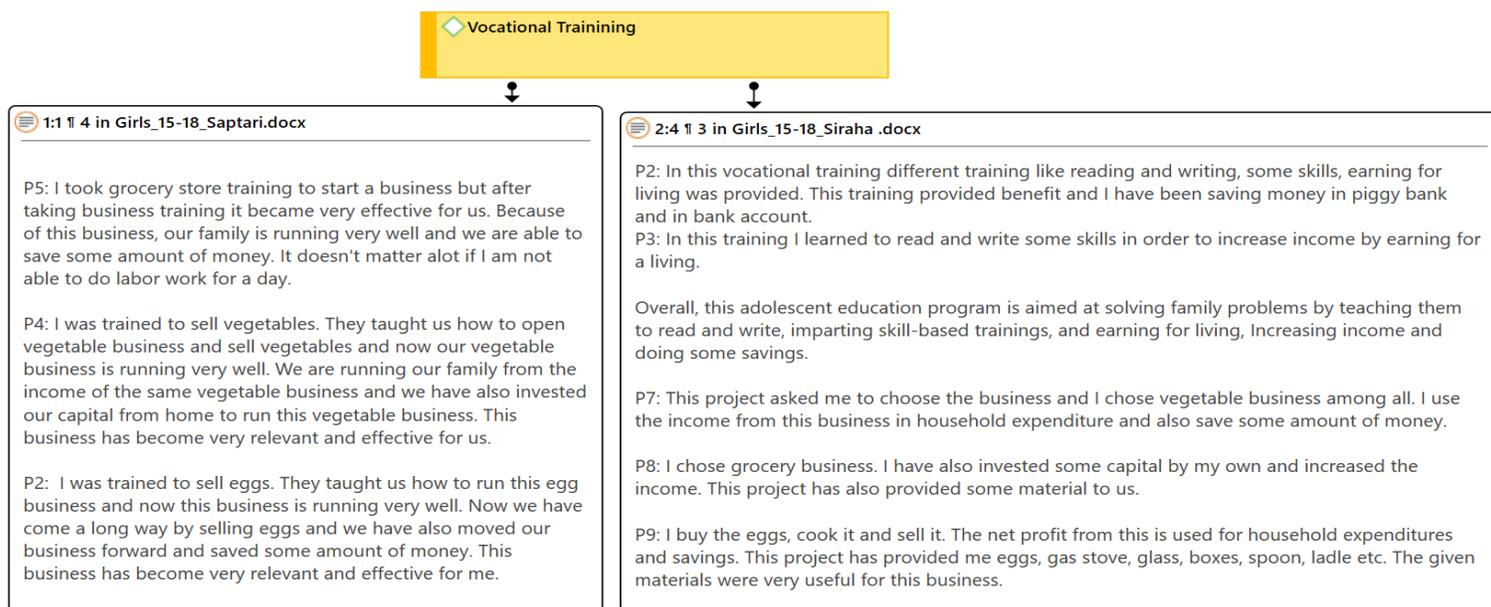| Category	Value
Established business	68.4
Employed	52.6
Increased confidence	47.4
Improved decision making	41.2
Helped develop business plan	32.5
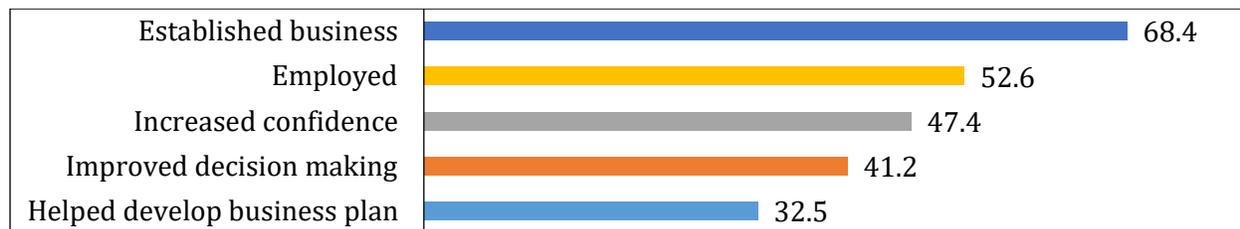
"Musahar girls participated in various types of vocational trainings like duck rearing, grocery shop training, cosmetic shop training, chowmein and momo making training, puffed rice making, mudha making and tailoring training".- Focus Group Discussion with Girls (Detail is given in figure 16-quotation tree)

Figure 16: Type of training finding from FGDs-Quotation tree

Vocational Trainining

1:1 ¶ 4 in Girls_15-18_Saptari.docx

P5: I took grocery store training to start a business but after taking business training it became very effective for us. Because of this business, our family is running very well and we are able to save some amount of money. It doesn't matter alot if I am not able to do labor work for a day.

P4: I was trained to sell vegetables. They taught us how to open vegetable business and sell vegetables and now our vegetable business is running very well. We are running our family from the income of the same vegetable business and we have also invested our capital from home to run this vegetable business. This business has become very relevant and effective for us.

P2: I was trained to sell eggs. They taught us how to run this egg business and now this business is running very well. Now we have come a long way by selling eggs and we have also moved our business forward and saved some amount of money. This business has become very relevant and effective for me.

2:4 ¶ 3 in Girls_15-18_Siraha .docx

P2: In this vocational training different training like reading and writing, some skills, earning for living was provided. This training provided benefit and I have been saving money in piggy bank and in bank account.
P3: In this training I learned to read and write some skills in order to increase income by earning for a living.

Overall, this adolescent education program is aimed at solving family problems by teaching them to read and write, imparting skill-based trainings, and earning for living, Increasing income and doing some savings.

P7: This project asked me to choose the business and I chose vegetable business among all. I use the income from this business in household expenditure and also save some amount of money.

P8: I chose grocery business. I have also invested some capital by my own and increased the income. This project has also provided some material to us.

P9: I buy the eggs, cook it and sell it. The net profit from this is used for household expenditures and savings. This project has provided me eggs, gas stove, glass, boxes, spoon, ladle etc. The given materials were very useful for this business.

5.2.3.2 Employment transition

The Government of Nepal announced a nationwide lockdown in 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 17: Self-employment/ Enterprises status
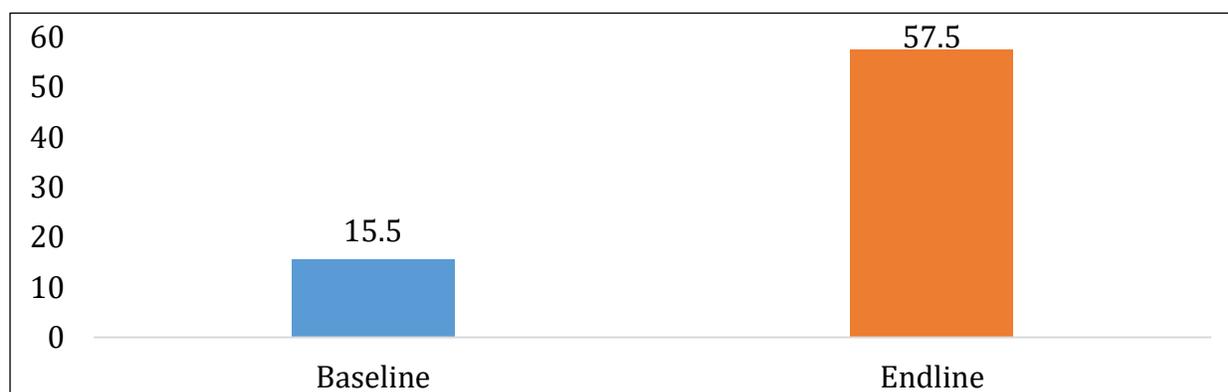
Among the girls who had chosen livelihood intervention, 57.5 % of parents reported that their daughter was currently engaged in self-employment activities which was 15.5 % in the baseline survey.

After implementation of the MnM project, nearly half of the primary care givers (46.6%) reported that their daughters were engaged in livestock related enterprises and 30.7 % 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	63	100.0	16	18.2
Livestock related	0	0.0	41	46.6
Non-agriculture related	0	0.0	27	30.7
Self-investment small business	0	0.0	4	4.5
Total	**63**	**100.0**	**88**	**100.0**

In the FGDs with 15–18-year girls, they articulated that the project had supported establishing   enterprises as per their interest. They also added that the project had assisted by providing materials as well as financial support. (Detail is given in figure 18-Quotation tree)

In Siraha district, almost all the girls expressed that 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.

Girls aged 15-18 years from Sunsari and Saptari district mentioned that those different types of materials from the MnM project were provided for them to start the 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.

Participants from Siraha district stated that the project had provided materials to start enterprises but they did not provide weighing machine to run businesses which was very essential. She also reported that she could not run the business due to the lack of weighing machine.

Figure 18: Type of support for establishing enterprise-Quotation tree
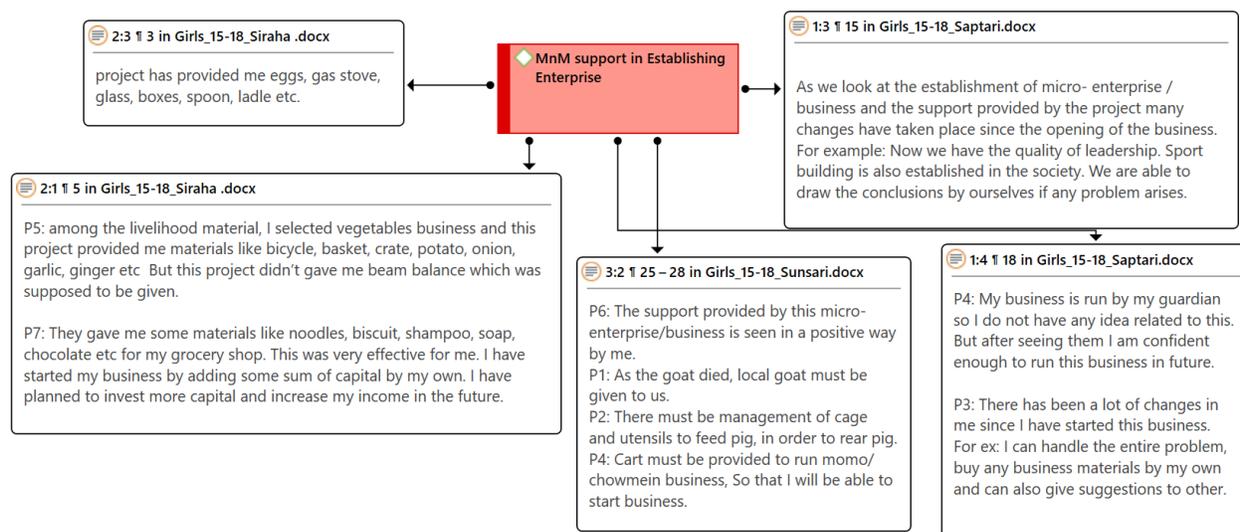
 "My elder daughter has selected the livelihoods intervention. She has started her small-scale enterprise of a cosmetic shop. Now she is earning money from her business. After earning, her lifestyle has been changed. Her confidence has been boosted. Now she can take her decisions and also be involved in household decision making."-P5, FGD with Parents, Saptari

"After establishing enterprises, my self-confidence to run a business 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."-P5&P6, FGD with Girls, Sunsari

Besides the enterprises, the endline results showed that only 9.9 % of the girls (N=15) were engaged in a formal job which was 4.9 % in the baseline survey.

Figure 19: Girls engaged in formal job
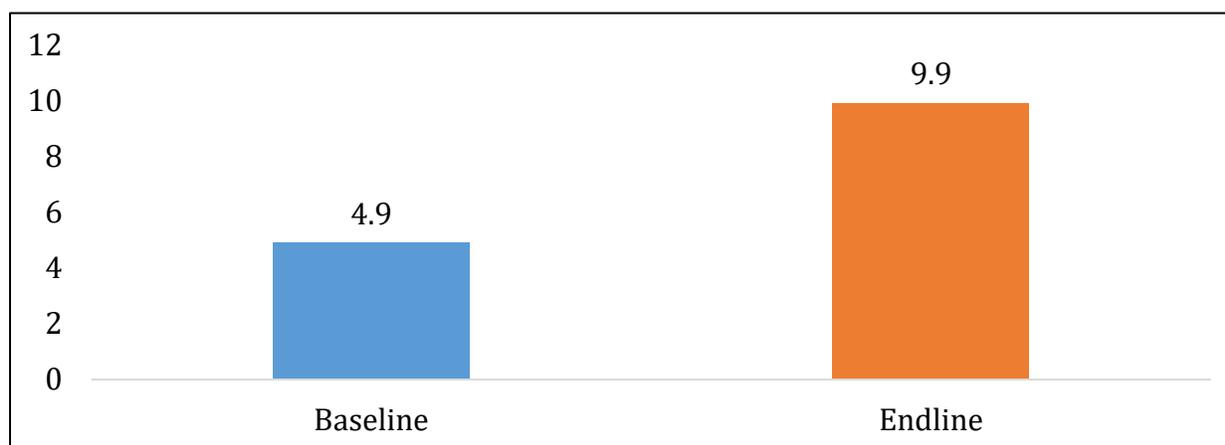
Similarly, all participants from Mahottari articulated that *"We participated in vocational trainings as per our interest. But we could not continue our business. Some of us failed to manage the business whereas some of us did not get adequate support and help from the project as promised earlier."*
"We got vocational trainings from the project, but we have not started the business yet. We want to set up the business but cannot due to scarcity of seed money and resources like weighing machine"-P2, FGD with girls, Siraha

5.3 Sustainability outcome

The MnM project was addressed three levels i.e. community level, school level and system level to ensure the sustainability of the 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: 96.1% Health: 10.4% Employment: 0.0% **Citizenship** Education: % Health: 0.0% Employment: 0.0%	**Birth Certificate** Education:95.4% Health: 48.1% Employment: 5.2% **Citizenship** Education: NA Health: NA Employment: 0.0%
Indicator 1.2: Parents/guardians reporting interest to support their	9.8%	36.7%

daughter's desired transition pathway (education, training and employment)		
Indicator 1.3: ALP classrooms established during the project period continue to operate as peer support and learning resource centres by the community	0	185
Indicator 1.4: Protection circles continued with the support of the Alumni association which is established during the project period.	0	199
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 marginalised girls in the school.	0	3
Baseline Sustainability Score (0-4)	**0**	**3**
System		
Indicator 3.1: Local governments adopt gender-based violence budget guidelines to strengthen protection for Musahar and other marginalised girls.	0	9
Indicator 3.2: No. of new (non-participating) Ward / Palika level interventions linked to education of Musahar girls.	0	0
Baseline Sustainability Score	**0**	**1**
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 school level the project was found to be sustainable with score 3. 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 somewhat successful in sustaining their intervention in system level through adoption of GBV budget guidelines by 9 Palikas. However, 0 Palikas had implemented/endorsed TaRL during the baseline for Cohort 2.

Figure 20: Utilization of birth certificate
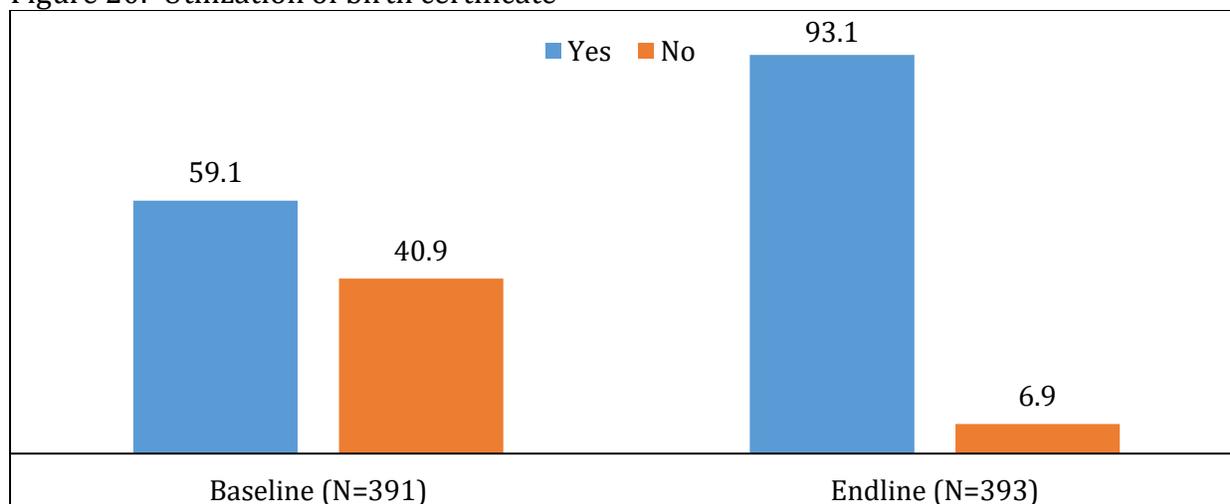
Regarding the utilization of the birth certificate, majority of the girls (93.1%) in the endline survey reported that they had utilized their birth certificate which was 34 % higher than baseline survey (59.1%). Most of the girls had utilized it for enrollment in formal and non-formal education (baseline-96.1% and endline-95.4%). In the endline nearly half of the girls (48.1%) also utilized their birth certificate for immunization services which was 10.4 % in the baseline survey.

Table 18: Utilization of birth certificate

Utilization of birth certificate	Baseline	Endline
Formal and Non-formal School enrollment	96.1	95.4
Immunization Service	10.4	48.1
Life and health insurance	5.2	5.7
To get citizenship	-	8.7
To open bank account	2.6	6.8
Other (employment etc.)	1.7	5.2

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

Qualitative findings also showed that most of the girls had their birth certificates. The representative of JWAS reported that almost all the girls had their birth certificate because the communities were aware that birth certificate is necessary 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 certificates. So, with the joint efforts of the local government and the MnM project, girls whose parents did not have their citizenship were also assured to receive the birth certificate.

Table 19: Utilization of citizenship card

Citizenship	Baseline (N)	Endline (N)
Citizenship	2	18
Utilization	0	12
Certification of marital relationship	-	2
To open bank account	-	10
Marriage certificate	-	2

Among the total girls, only 18 girls had their citizenship in the endline survey, whereas only 2 girls had their citizenship in the baseline survey. Amongst them 12 girls had used their citizenship card for certification of marital relationship and 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. At the end of each question, a score of 0 to 3 was given and a total score was calculated to determine their level for each of these aspects. The scores can be seen below table 21.

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

Level	Knowledge		Attitude		Practice	
	Baseline	Endline	Baseline	Endline	Baseline	Endline
Low	7.4	4.7	8.9	5.7	42.1	6.9
Medium	45.8	36.5	20.4	18.7	48.0	56.4
High	28.8	38.4	38.9	42.6	3.9	16.3
Extremely high	18.8	20.4	31.8	33.0	5.9	20.4

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

Nearly one-third of the parents (28.8%) were found to have high and 18.8 % extremely high level of knowledge regarding parental support in baseline survey which was increased to 38.4% and 20.4 % respectively in the endline survey. Nearly three-fourth of parents (70.7%) were found to have positive attitudes towards their girl's education in the baseline survey, which increased to 75.9 % in the endline survey.

> *"We frequently motivated our daughter by saying that at least you can write your name and address; and it is only possible if you go to school." FGD with Parents, Mahottari District*

However, nearly half of the respondents (42.1%) were found to have lower levels of day-to-day practices that supported their girl's transitions pathway into education, training and employment in the baseline survey which decreased to 6.9 %. This showed that their parents were very positive towards their education, training, and employment.

> *In discussion with community leaders, it was found that most of the parents from the Musahar communities do not have an interest in girls' education but do have a positive attitude towards girls' participation in income generation and vocational training activities.*
>
> *Participants from FGDs expressed those parents used to support their daughters in their education by doing household responsibilities and chores. Parents also encouraged their daughters sometimes to attend school regularly if they were not interested in going. They also provided the stationary (like books, copies, pen, pencil etc.), uniform, and food necessary for their daughters to attend school.*

Table 22: Parental attitude towards girls' education and investment

Attitude	Baseline	Endline
Girls have a Right to Education	92.9	99.3
Children with Disability have a Right to Education	87.2	99.0

Regarding the parental attitude towards education, almost all parents believed that girls have a right to education (99.3%) which was 92.9% in the baseline survey. The endline survey also found that almost all parents felt the same feeling towards children with disabilities (99%) regarding to educational right which was 87.2% in the baseline,

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	3.2	8.9	10.3	59.6	18.0
Endline	2.7	3.2	3.0	53.4	37.7
A girl is just as likely as a boy to use her education meaningfully					
Baseline	3.0	10.1	21.9	49.8	15.3
Endline	1.2	6.2	12.3	44.8	35.5

Even when funds are limited it is worth investing in girls' skill development					
Baseline	2.5	5.4	30.5	47.8	13.8
Endline	1.7	9.1	10.1	44.8	34.2
A girl is just as likely as a boy to use her skills effectively for business					
Baseline	3.4	6.2	34.2	41.4	14.8
Endline	2.5	6.7	9.9	46.3	34.7

In the endline survey, it was found that the perception towards girls' education, skill development training and employment investment improved significantly after implementation of the MNM project. In the survey, when parents were asked for their responses to gauge attitudes, nearly one-fifth of the parents (18%) agreed highly 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 37.7 % in the endline survey.

Similarly, 35.5 % 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 15 %.

In addition, even when funds are limited, 44.8 % agreed and 34.2 % 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, nearly half of the parents (46.3%) 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 41.4 % in the baseline survey.

Table 25 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	185 Learning Centers in Cohort 2
Protection circles continued with the support of the Alumni association, which was established during the project period.	199

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 as well as making the school improvement plan.

The SIP is found to be effective based on responses of the head teachers/ teachers of the concerned schools. The Head teacher of Shree Paraswani School of Saptari district expressed that they have included a provision of direct admission for those girls who have attended the

ALP. This was based on the recommendations of local government authorities and in coordination with ALP community facilitators.

These are findings from the qualitative study:

Table 26: Status of school improvement plan and their provision

District	School Name	SIP	Provisions for Marginalised (Musahar) students
Dhanusha	Shree Kali Janjyoti Rastriya Basic School	Yes	Scholarships, free books, and copies
Mahottari	Shree Nepal Rastriya Janata Secondary School	Yes	Free books, day meal and scholarships. Orientation program for parents
Saptari	Shree Paraswani School	Yes	Day meal program at school Direct admission to those girls who have attended accelerated learning program without having to attend any exam
Siraha	Aadharbhut Vidhyalaya, Simrahi, Matiharwa	Yes	Day meal program (lunch)
Sunsari	Shree Panchayat Secondary School	Yes	Public awareness initiatives among the Dalit community regarding the importance of education. The school conducted awareness program (door to door visits, admission campaign) that supported changing the perception of the Musahar community regarding education and eventually addressing structural and institutional barriers that inhibit access to education. Free school materials like books, copy and pen provided additional support.

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

As per Street Child of Nepal, 9 local governments had adopted gender-based violence mitigation budgets guidelines to strengthen protection for Musahar and other marginalised girls during endline of Cohort 2.

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

Project documents of Street Child of Nepal 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.

In the interview with the local government, the local government representative reported that the modality of the MnM intervention to improve the learning and livelihood status of the girls and communities. They also reported that the local governments were very impressed with the design and performance of the project. However, replicating the MnM program in new wards at this stage was not possible due to resource limitations.

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 marginalised girls for learning during the ALP and progressing into school.

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

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

I.O. 5: Marginalised girls and boys report an 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 27: Intermediate outcomes finding

IO	IO indicator	Baseline level	Endline	Target
Attendance	Attendance rates of marginalised girls in classes and project intervention.	**0.%**	**65%**	**75%**
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 marginalised children.	0%	44.7%	Obtain score in teacher's assessment at least 80% and above
	Number of Community Educators demonstrating skills to deliver Teaching at the Right Level (TaRL) in ALP.	69.7%	69.7%	At least score above 80% on skill test assessment

	% of girls reporting conducive class environment.	0%	40.6%	**60%**
Marginalised girls that transit into EMTP develop business plan and acquire financial literacy.	Average financial literacy score of girls.	Average Score: 59.2 • Knowledge-84.5% • Attitude-62.4% • Practice-30.9%	Average Score: 67.4 • Knowledge-87.2% • Attitude-62.9% • Practice-52.1%	Average – 60% • Knowledge-90% • Attitude: 25% • Practice: 65%
	% of marginalised girls that develop business plans.	0%	42.8%	60%
Marginalised 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% Married-3.7% **Reproductive Decision Making** Who don't have baby-40.7% Who have baby- 80.0%	**Marital decision Making** Un-married-1.5% Married-7.2% **Reproductive Decision Making** Who don't have baby-71.4% Who have baby-66.7%	**Marital decision making-55%** **Reproductive Decision Making-55%**
	% of girls and boys having birth certificate and citizenship cards.	Birth certificate- 96.3% Citizenship-2.1%	Birth certificate- 96.8% Citizenship-6.3%	Citizenship:15%
	% of girls and boys who are at least somewhat confident to travel to all vital registration services.	Education-33% Employment-28.1% Vital Registration-8.6% Health Facilities-22.7% Market-48.0% **Average: 28.1%**	Education-57.4% Employment-40.2% Vital Registration-15% Health Facilities-28.1% Market- 64.5% **Average: 41.1%**	Vital Registration:50%
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: 40 School Complain handling mechanism: 34	SIP: 15 School Complain handling mechanism: 0
	Number of Inclusive Education and Girls Network that are functional.	0	20	10

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 marginalised girls.

Table 28: IO1 Attendance indicator

IO	IO indicator	Status		
		Baseline	**Endline**	**Target**

Attendance: Attendance rates of marginalised girls in classes and project intervention*	Accelerated learning Programme	NA	65 %	75%
	Employment Transition Programme (EMTP): Vocational Training	NA	70%	70%
	Life Skill Programme	NA	63%	75%

Source: Street Child of Nepal

The MnM project had provided a 6-month accelerated learning intervention, which was free, responsive, and intensive to improve the foundational literacy and numeracy skill for 2478 girls across five districts in Cohort II. The project had conducted accelerated learning intervention by establishing 185 learning centers in the communities of Musahar girls in this cohort 2. During the six-month period 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 65 % over the six-month period. Likewise, 70 % of the girls were present in the vocational training program and 63 % in life skill programme. The average attendance rate of the girls in ALP class and other intervention was 65 % over the 6-month period.

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

Average score for a school teacher's inclusiveness

The impact of the intervention at endline on teacher inclusiveness and inclusive classroom environment was assessed from 44 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 29: 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	13.6	70.5	15.9
The teacher maintains an engaging class, without pressuring the students	9.1	54.5	36.4
While the students working the teacher moves around the classroom to provide support and guidance	0.0	43.2	56.8
The teacher addresses students by name	2.3	47.7	50.0

The teacher communicates both verbally and non-verbally in a positive and friendly manner	9.1	36.4	54.5
The teacher uses positive methods to manage student's behavior.	2.3	43.2	54.5
Average Score (%)	**6.1**	**49.2**	**44.7**

The school observations and interactions with the head teachers and teacher results indicated that 44.7 % of the schoolteachers were found inclusive while teaching in the classroom. Almost half of the school teachers (49.2%) needed to improve their approaches to make the environment in the classroom more inclusive.

The observation showed that nearly three-fourth of the teachers (70.5%) need to improve their delivery of classes. The observation results also showed that the teachers need to improve in engaging the students without pressuring the students by 54.5 %.

Regarding teacher communication and behavior with students, slightly above half of the school teachers (54.5%) were found to be friendly towards students and they also communicated positively and in a student-friendly manner.

The FGDs also found results like the observations. There is mixed opinion expressed in the FGDs about whether teachers were friendly or not. (Details given in the figure 21quotation tree)

Regarding the teaching style, almost all girls in the FGDs shared their experience that the teaching style was totally different than the ALP class. In the ALP class, the teacher used to teach by using demonstration and repetitions when necessary, which was not often the case in school. Further, almost all girls in the FGDs reported that school teachers didn't discriminate against any students in the classroom. They also reported that the teacher mostly treated all students equally in the classroom. However, some of the school going girls reported that still the teachers used to punish students in the classroom while teaching.

Figure 21: Formal school teacher behavior
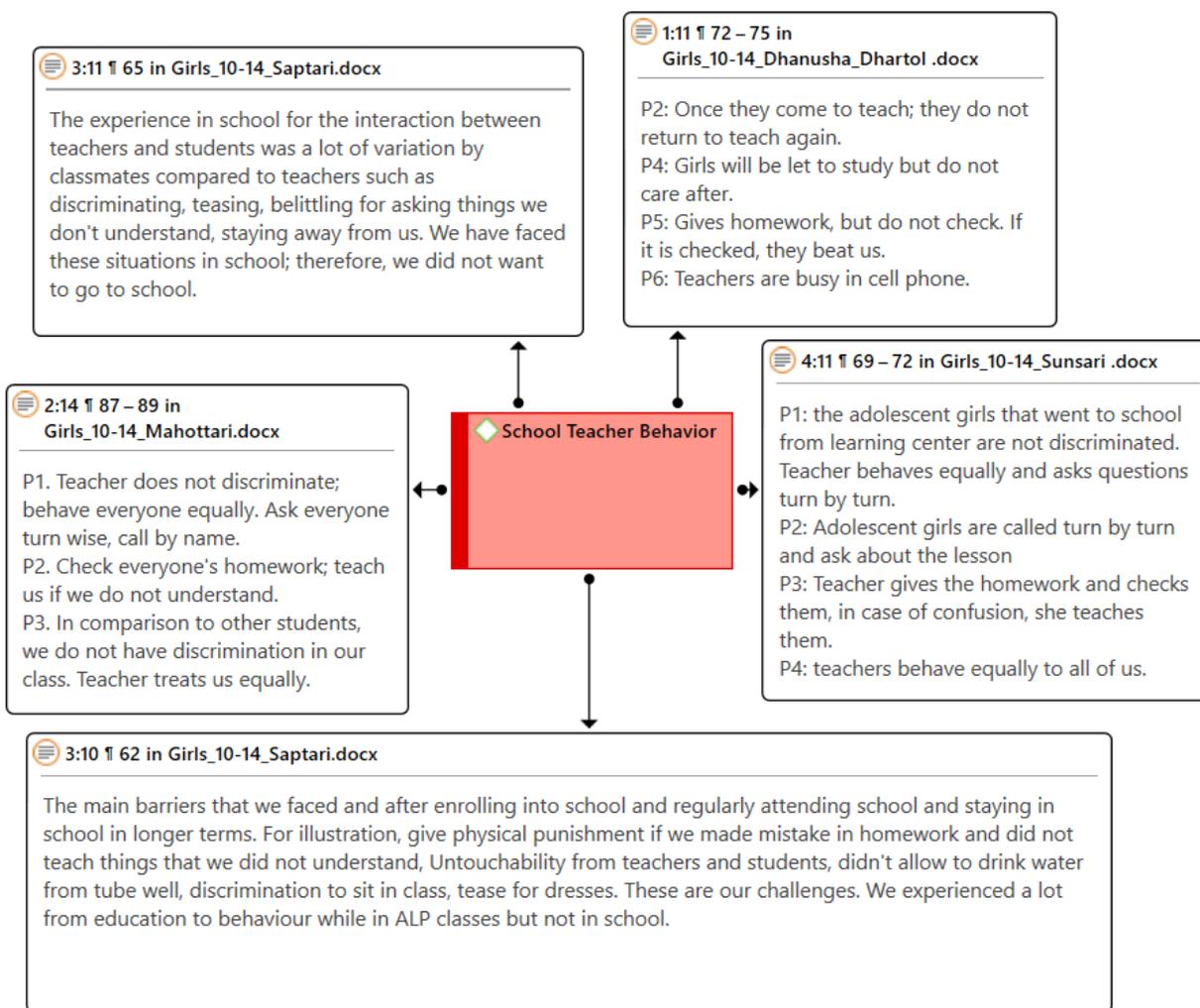
As per the SCoN pre-test and post-test training report on the inclusive and conducive environment, the training was successful to deliver the message of inclusive and conducive environment with pre-test results (58%) and post test results (69%) increasing by 11% points. (Detail is given Annex II)

Conducive class environment

Classroom and school environment plays an important role in learning and development. On 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 54.3 % of the schools had proper facilities out of 44 schools. The result also indicates that 38.8 % of schools need to improve class environment to make it more conducive for learning.

Table 30: 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)		36.4	63.6
The classroom has adequate ventilation		40.9	59.1
The classroom lighting is adequate for student to read and learn		31.8	68.2
The class is clean and orderly (the floor is clean, the tables are orderly, no garbage on the floor)	6.8	47.7	45.5
Students have sufficient space to read	4.5	20.5	75.0
Students each have a chair or bench to sit on while working	4.5	47.7	47.7
There are two separate toilets for girls and boys.	25.0	29.5	45.5
Furniture is of the right size for students to work comfortably	4.5	45.5	50.0
There is a blackboard/whiteboard in the classroom that all students can see clearly from their seats	2.3	36.4	61.4
Posters, artwork or maps or student work appear on the walls of the classroom	20.5	52.3	27.3
Total	**6.8**	**38.8**	**54.3**

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 42.4 % of schools had met all the criteria and 20.5 % needed drastic improvement to ensure inclusion. While 37.1 % of the classrooms were meeting criteria to some extent, they needed to do more to provide a truly inclusive classroom conducive to learning.

Table 31: Findings from classroom observation for learning environment conduciveness2

Checklist	Not at all true	Somewhat true	Very True
Inclusive seating arrangements	9.1	38.6	52.3
Number of children per class are 40 or less.	6.8	34.1	59.1

Does the classroom have structural adjustments for disabled students	45.5	38.6	15.9
Total	**20.5**	**37.1**	**42.4**

The study also assessed school policies on sexual abuse and exploitation, abuse, violence, and parent meetings. The study found that only 25 % of the school had school policies and 29.5 % did not have any school policies in their school.

Table 32: Finding of observations of conducive classroom environments 3

Checklist	Not at all true	Somewhat true	Very True
Behavioral/discipline rules are in written statements	22.7	47.7	29.5
There is a written policy against bullying	34.1	43.2	22.7
There is written policy against sexual abuse and exploitation	34.1	43.2	22.7
There is written policy against gender base violence	29.5	47.7	22.7
Written policy related to regular teacher-parents' meetings	27.3	45.5	27.3

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

Teacher Quality	Baseline	Endline
Assessment		
Highest level for reading	82.4	90.7

Lowest level for number recognition	47.1	93.0
Marking level when a student makes three mistakes when reading a story	70.6	55.8
Number of addition and subtraction questions do the students need to answer correctly	58.8	62.8
Goal Setting		
Learning levels should improve students' progress within one month of teaching and learning	29.4	41.9
ALP learning goals base	41.2	53.5

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 64.7 % of CEs answered the questions correctly at baseline, this number rose to 75.5 % at endline.

More than four-fifths of CEs (90.7%) answered correctly when asked "What is the highest level for reading in terms of data recording" which has been increased by 8.3 % than the baseline findings (82.4%).

Similarly, 93 % of the CEs answered correctly when asked, "What is the lowest level for number recognition in terms of data recording" in the endline, which was 45.9 % higher than baseline survey (47.1%).

Slightly more than half of CEs (55.8%) answered correctly when asked "If a student makes three mistakes when reading a story, what reading level will you mark them as" which was 70.6 % in the baseline survey. And a little more than three-fifths of CEs (62.8%) 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, which was 58.8 % in the baseline 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, 47.7 % of the CEs answered questions on goal setting correctly in the endline survey whereas 35.3 % of the CEs did in the baseline survey.

Table 34: 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	100.0	100.0
Groups for numeracy that students can be divided	97.0	100.0

Grouping is a third basic element of TaRL and teacher readiness for group was evaluated by asking 2 questions. Almost all CEs (100%) in both endline and baseline survey answered correctly when asked, "What groups for literacy that students can be divided into". Likewise,

100 % answered correctly when asked, "What groups for numeracy that students can be divided into" in the endline survey which was a marginal increase from 97 % at baseline.

Table 35: 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	70.6	74.4
Learning activities in numeracy that cannot be conducted together in the same session	52.9	69.8
Three activities for literacy that would be used for whole class as well as individual learning groups	67.3	46.5
Three activities for numeracy that would be used for whole class as well as individual learning groups	68.6	27.9

A combined activity is the 4th pillar of TaRL. When asked, "What learning activities in literacy cannot be conducted together in the same session", 74.4 % of the CE answered correctly in the endline which was 70.6 % in the baseline survey. Similarly, 69.8 % of CEs answered correctly when asked, "what learning activities in numeracy cannot be conducted together in the same session" which is more than the findings as compared to the baseline survey (52.9%).

Likewise, 46.5 % of CEs answered correctly when asked "three activities for literacy that would use for whole class and individual learning groups" in the endline survey which is less than the findings as compared to the baseline survey (67.3%). Regarding "three activities for numeracy that would use for whole class as well as individual learning groups" 27.9 % of the CEs reported correct answer in endline survey which was 68.6 % in the baseline survey.

Table 36: 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	76.9	79.1
Core principles need to follow for preparing learning resources	100.0	53.0
Tracking Progress		
Need to perform learning tests for students in your class	76.5	90.7
Share progress track records with your student	58.8	58.1
Three key reasons for tracking student progress	100.0	95.3
Seek support from to address TaRL-related challenges	58.8	62.8

Learning resource development is the fifth pillar of TaRL. 76.9 % of CEs answered correctly when asked who was "responsible for preparing learning resource materials in the ALP class" in the baseline survey which was 79.1 % in the endline survey. Likewise, 53%

answered correctly when asked what "core principles [they] need to follow for preparing learning resources" in the endline survey which was 47% lesser than the baseline survey (100%).

Tracking progress is the final pillar of TaRL. Participants were asked 4 questions. 90.7 % 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 which was 14.2 % higher than baseline survey. About three fifth of CEs (58.1%) when asked "How do you share progress track records with your students?" in endline survey and it was almost same (58.8) in the baseline survey. (95.3%) provided "three key reasons for tracking student progress" in the endline survey which was 100 % in baseline survey. Finally, when asked where to "seek support from to address TaRL-related challenges" slightly more than three-fifth (62.8%) answered correctly in the endline survey which was 58.8 % in baseline survey.

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

Table 37: IO3 Marginalised girls that transition into EMTP develop a business plan

IO indicator	Source	Baseline	Endline	Target
% of marginalised girls that developed business plans.	Project documents review (business plan developed by girls)	0	991	1367

The MnM project had designed the Employment Transition Programme (EMTP) for Musahar girls aged 15-18 after successfully completing the ALP. Before employment transition, the projects enhanced the girls' skills through financial literacy classes followed by livelihoods 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, 991 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 basic 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 38).

Table 38: Financial literacy score of girls

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

Table 38.1: Financial literacy level

Level	Low		Medium		High		Extremely High	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Knowledge	6.0	4.3	9.4	8.6	57.7	44.3	26.8	42.9
Attitude	3.4	13.6	34.2	23.6	43.6	25.0	18.8	37.9
Practice	15.4	11.4	53.7	36.4	4.7	-	26.2	52.1

The endline evaluation indicates that projects were successful in increasing financial literacy of the girls compared to the baseline status. In the endline survey, 42.9% were found to have an extremely high level of financial literacy. This was a drastic improvement from the baseline (16.1%). Those classified as scoring highly in attitude was 37.9 % at endline which was also increased in comparison to the baseline survey (18.8%).

In the domain of applied financial literacy, 52.1 % of the girls had extremely high applied financial literacy skills in the endline survey, which was improved by 25.9 % from the baseline survey (26.2%).

"Financial literacy classes helped us set up our own business and earn our livelihood. Because of the classes, we can now support our families financially. We have developed skills to set up our own enterprise and earn to help with family income. 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: Marginalised girls report an increase in mobility and autonomy over marital, protection, and reproductive decisions for girls.

Table 39: Knowledge on Marital Age through Girls View

Appropriate Age for Marriage	Girls		Boys	
	Baseline	Endline	Baseline	Endline
Below 20 years	29.8	11.1	14.5	6.2
20 and above	56.2	87.9	71.4	91.9
Don't Know/Can't say	14	1	14	2

When surveyed at endline, it was found that majority of the girls (87.9%) thought that the appropriate age for marriage of girls was 20 years or above which was improved by 31.7 % compared to the baseline survey (56.2%). Similarly, 91.9 % of the girls thought that the appropriate age for marriage for boys was 20 years or above which was 71.4 % 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 Kishori Chalphal Kendra (KCK) and its activities had successfully disseminated information in the community.

Table 40: Marital decision making

Decision making	Un-married		Married	
	Baseline	Endline	Baseline	Endline
Myself only	0	1.5	3.7	7.2
My parents only	57.6	37.7	44.4	35.7
Joint decision by myself and parents	7.9	17	3.7	7.1
My parents and other elders in the family	33.8	40.4	37.2	50.0
Others	0.7	-	11.0	-
Not Applicable	0	3.4	-	-
Total	**100**	**100**	**100**	**100**

Regarding decision making on marriage, the endline results show that there are no significant 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. Two-fifth of the unmarried girls (40.4%) and 50 % of married girls confirmed that parents and other elders in the family are the only people who decide when they get married in the endline survey.

Table 41: Reproductive decision making

Decision making	Married (but not mothers)		Married (but child mothers)	
	Baseline	Endline	Baseline	Endline
Myself	0	7.1	-	-
Husband	11.1	0	20.0	33.3
Couple together	40.7	71.4	80.0	66.7
Mother/Father-in-law	3.7	0	-	-
Not Applicable	0	21.4	-	-
Don't Know	7.4	0	-	-
Total	**100.0**	**100.0**	**100.0**	**100.0**

When surveyed at endline, 71.4% of married girls who did not have a baby revealed that reproductive decisions should be the decision of couple together which was 40.7 % in the baseline survey. Likewise, 66.7% of married mothers reported the same in the endline survey which was 80 % in the baseline.

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 42: Birth certificate and citizenship cards of the girls

Certificate/Card	Birth Certificate		Citizenship Card*	
	Baseline	Endline	Baseline	Endline
Yes	96.3	96.8	2.1	6.3

Note: 288 of girls were not able to make a citizenship card

Almost the entire cohort (96.8%) had a birth certificate in the endline survey which was a small increase of 0.5% compared to baseline survey.

However, the possession of a citizenship card increased slightly from 2.1 % to 6.3 %. There are several hurdles to get citizenship cards in the Musahar community because parents also do not have citizenship cards. There is also a belief that girls have to make their citizenship card after marriage, secured through their husband's surname.

Table 43: 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	25.1	32.8	23.9	28.1	39.4	40.6	7.9	10.6	21.2	19.7
Fairly confident	7.9	24.6	4.2	12.1	8.6	23.9	0.7	4.7	1.5	8.4
Neutral	22.7	18.2	19.2	23.6	17.2	16.3	21.2	23.2	20.4	21.2
Not very confident	27.3	13.3	31.3	19.5	18.5	13.3	28.1	23.9	27.3	23.9
Completely Unconfident	17	11.1	21.4	16.7	16.3	5.9	42.1	37.7	29.6	26.8

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 had increased when compared to baseline. Significant numbers of girls were found to be completely confident when accessing education (32.8%), employment (28.1%), the market (40.6%) and vital registration services (10.6) in the endline survey which was improved by 7.7 % in education, 5.8 % in employment, 1.2 % in market and 2.7 % in vital registration than the baseline survey respectively.

The endline survey showed that girls were not confident to visit vital registration, as only 37.7 % were found to be completely confident to visit vital registration which was 42.1% in

the baseline. However, this may reflect the legal and bureaucratic barriers that exist as a result of which even parents do not have citizenship cards. In the KIIs, the local bodies reported that most of the Musahar girls marry at an early age i.e. before 18 years. Due to early marriage, they fear that they will face legal punishments. As a result, they remain low in confidence to visit local bodies.

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

Table 44: IO5 Strong and active partnerships and engagement with government and other key stakeholders in target region

IO	IO indicator	Baseline	Endline	Target
Strong and active partnerships and engagement with government and other key stakeholders in the target region	Number of SIPs updated	0	40	40
	School complaints handling mechanism (committee formation)	0	34	10
	Number of Inclusive Education and Girls Network that are functional.	0	20	20

After implementation of the MNM project, the project had focus to build strong and active partnerships and engagement with government and other key stakeholders. School intervention is one of the core interventions of the project where the project had provided training and orientation to school teachers on inclusive and conducive school environment. In school, the project had also supported to prepare school implementation plans (SIP), formation of school complaint handling mechanism/committee and Girls and inclusive Education Network (GIEN).

The endline survey showed that the project contributed towards 40 schools through formation of SIPs in the catchment areas of Cohort 2 and also established 34 school complaint committees. This was corroborated by a sample of head teachers during school visits. Now, there are 20 GIENs functioning in these schools.

These findings prove that project was successful in achieving all targets of strong and active partnerships and engagement with government and other key stakeholders in the target region.

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

Table 45: 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 46: Self-efficacy level of girls

Level of Self-efficacy	Baseline	Endline
Low Self-efficacy	45.6	14.5
Medium Self-efficacy	20.2	21.7

	21.4	43.3
High Self-efficacy	21.4	43.3
Very High Self-efficacy	12.8	20.5
Total	100.0	100.0

According to GSE test results, 63.8% of the girls were found to have very high self-efficacy or high self-efficacy in the endline survey, which was found to have improved by 29.6% compared to baseline (34.2%). Similar to the survey, the FGDs with girls also concluded the same finding.

After implementation of the MnM project, I can see 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 Participant in the FGD with Girls, Mahottari**

Nearly half of the girls (43.3%) were found to have at least a high level of self-efficacy at endline. This is a substantial increase from baseline (21.4%). Likewise, 20.5% of the girls were found to have a very high self-efficacy at endline, which is an increase from baseline (12.8%).

Table 47: 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	52.9	21	16.3	9.7
15-18 Year of Old	32.9	18.8	30.2	18.1
Endline				
10-14 Year of Old	18.5	22	44.1	15.4
15-18 Year of Old	7.8	21.1	42.1	28.9

Disaggregated by age, findings showed that an increase in self-efficacy was present across ages. Nearly half of the girls (44.1%) aged 10-14 were found to have high self-efficacy in the endline survey which was improved by 27.8 % compared to baseline (16.3%).

Among 15–18-year girls, self-efficacy was also found improved. In the baseline 30.2 % of the girls were found high level which was increased to 42.1 % in the endline survey.

The mean of GSE scores was analysed as per the age group. The mean self-efficacy was 15.33 in the baseline survey and 23.54 in the endline survey for the whole sample. This also proves that after the 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 year-olds in both surveys.

Table 48: 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	13.17	12.34	0.77	0.00	22.18	9.22	0.58	0.00
15-18 Year of old	18.97	11.47	0.94		25.82	7.99	0.65	
Total	15.33	12.33	0.61		23.54	8.94	0.44	

Similar to survey results, almost all those participated in the FGDs articulated that their confidence, decision making, leadership and communication with others had improved significantly after enrolling in the life skill intervention/program conducted by 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 49: 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, 19.5% were found to have high and extremely high level of knowledge on adolescent and sexual health which was an increase 19.1 % points compared to the baseline survey (0.4%). The study also showed that 18 % of the girls were found to have positive attitude (high and extremely high level) at endline compared to 0.2% at baseline. Similarly, 12.8 %

> *"I have conveyed the message that marriage is suitable only after the age of 20 year to all friends in my community. Our community girls have decided not to get married before turning 20. I hope my parents and other community members will also understand this." -P5, FGD with Girls, Sunsari*

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 0.2% at baseline.

For the domain of family planning, high proportion of the girls (38.2%) had an extremely high level of knowledge in the endline survey, which was increase of 24.9 % points from the baseline survey. Likewise, the proportion of progressive attitudes among the girls increased by 38.2 % points in the endline survey in compared to baseline survey.

On menstruation, more than three-fourth of the respondents (78.1%) had extremely high level of knowledge in endline survey, which was an increase of 24.7 % points compared to the baseline survey (53.4%). The proportion of progressive attitudes decreased from 30.8% at baseline to 27.1% at endline.

Hygiene practices are key when managing menstruation. In terms of practices, there was an increase of 23.4% points compared to baseline survey.

Comprehensive sexual education was found to successfully increase girls' knowledge, attitude

In our community, menstruation is taboo. There is a taboo regarding cloths used during the menstrual period. That they should be hidden, and dry clothes should be kept secretly. After implementation of the MnM project, the life skill class succeeded to overcome such barriers. Now most of the girls know that the cloths used during menstruation periods should be clean and dried in direct sunlight.
                                        -**FGD with Girls**

and practical skill in adolescents, sexual health, family planning and menstruation through qualitative and quantitative 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 50: Level of Comprehensive Sexual Education

Level		Sexual and reproductive health		Family planning		Menstruation	
		Baseline	Endline	Baseline	Endline	Baseline	Endline
Knowledge	Extremely High	0.2	4.7	13.3	38.2	53.4	78.1
	High	0.2	14.8	12.1	22.2	17.2	12.6
	Medium	1	4.2	0	0.0	3.7	2.5
	Low	98.5	76.4	74.6	39.7	25.6	6.9
Attitude	Extremely High	0	8.1	0	38.2	30.8	27.1
	High	0.2	9.9	0	14.8	44.6	32.8
	Medium	1	0	0	0.0	24.4	32.5
	Low	98.8	82	100	47	0.2	7.6
Practice	Extremely High	0.2	1.5	14.8	0.0	0.0	23.4
	High	0.0	11.3	3.7	0.0	34.7	58.9
	Medium	24.1	25.6	51.9	3.7	21.2	5.4
	Low	75.6	61.6	29.6	96.3	44.1	12.3

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 51: 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

Slightly more than one-third of the girls (34.3%) in the endline survey had a high or very high level of knowledge on civic sense which was an improvement of 31.3% points than at baseline (3%).

The attitude of the girls in terms of civic sense was found low in both baseline and endline survey. Those reporting medium awareness increased by 11 % points in the endline survey (37.4%) when compared to the baseline survey (26.4%). Civic practices were found to increase by 9.3 % in endline survey (10.8%) than baseline survey (1.5%).

In child right issues, half of the girls (50.3%) had a very high level or high level of knowledge which was improved by 50.3 % than baseline line survey (0%). In attitude, 38.2% of the girls had improved their attitude highly positive in the endline survey. Likewise, 54.9% of the girls had improved high level or very high level in their practical skill regarding child right issues than baseline survey.

Table 52: Level of Civic Sense and Child Right

Level		Civic Sense		Child Right	
		Baseline	Endline	Baseline	Endline
Knowledge	Extremely High	0.0	16.3	0	28.6
	High	3	18	0	21.7
	Medium	11.6	28.8	3.4	9.9
	Low	85.5	36.9	96.6	39.9
Attitude	Extremely High	2.2	8.1	37.7	75.9
	High	1.7	5.2	42.1	5.9
	Medium	26.4	37.4	8.9	9.4
	Low	69.7	49.3	11.3	8.9
Practice	Extremely High	0	1	29.1	54.2
	High	1.5	10.8	0	29.8

| | Medium | 0.2 | 0.2 | 38.7 | 5.4 |
| | Low | 98.3 | 87.9 | 32.3 | 10.6 |

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.
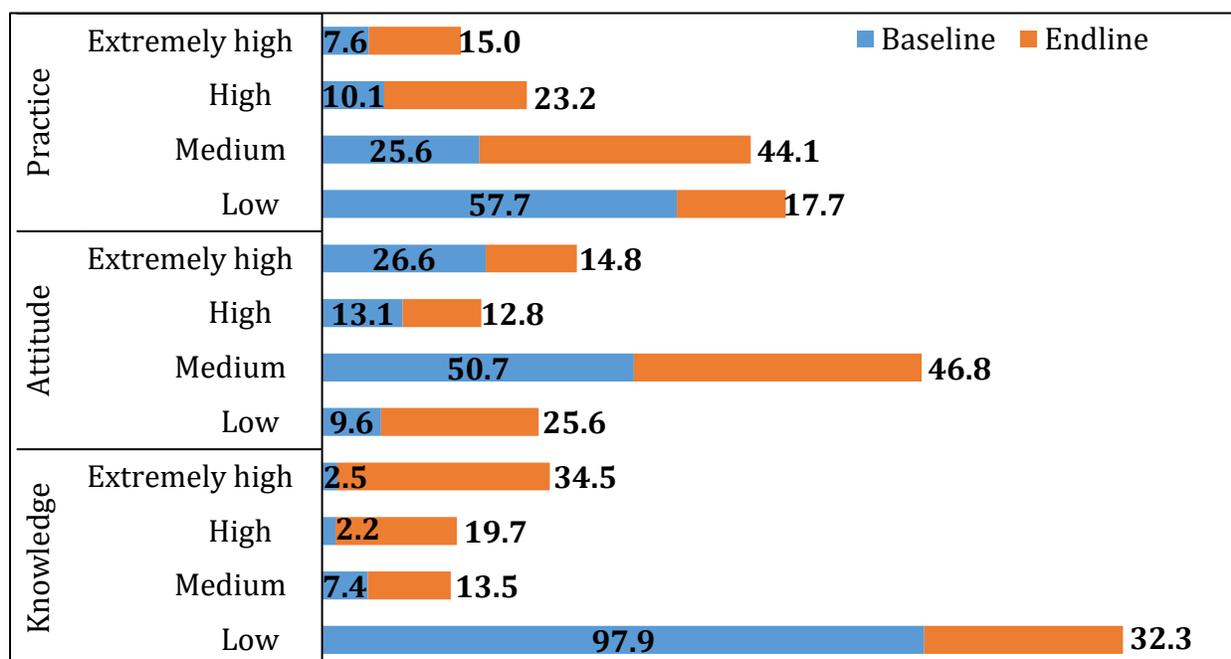
Table 53: Protection score and level

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, above one-third girls were found to have very high level of protection knowledge that was 32 % higher than baseline survey (2.5%). Only 14.8 % of the girls had very high level of positive attitudes towards protection, which was 11.8 % lower than baseline survey (26.6%).

Likewise, scores on practical skills on protection like gender-based violence, discrimination, child protection was found to be 34.5 % in the endline survey, which was 32 % points higher than the baseline survey (2.5%). (Detail is given in figure 22)

Figure 22: Distribution of the respondent by the protection level

		Baseline	Endline
Practice	Extremely high	7.6	15.0
	High	10.1	23.2
	Medium	25.6	44.1
	Low	57.7	17.7
Attitude	Extremely high	26.6	14.8
	High	13.1	12.8
	Medium	50.7	46.8
	Low	9.6	25.6
Knowledge	Extremely high	2.5	34.5
	High	2.2	19.7
	Medium	7.4	13.5
	Low	97.9	32.3

Girls in the focus group discussion shared their experiences on learning of life skills. Almost all the girls shared that they knew about menstruation, menstrual hygiene management, adolescent health, sexual health, child rights, gender discrimination, and family planning after joining the ALP classes. They added that they are discussing menstruation, family planning, and sexual health with their friends and family. They also shared about the various negative impacts of child marriage, violence, discrimination, and child labour. Now girls are more confident to speak and discuss these matters with other people. They wanted to give credit to the life skill classes for positive changes and improvements in their knowledge, behavior, and practices.

6. Value for Money

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

Table 54

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

Learning Intervention

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

1. Learning Centers were established in proximity to Musahar communities: As per the project design, learning centers were established in the locality of Musahar communities with free of cost. This approach seems to be a success because most of the girls who participated in the focus group discussion reported that the learning centers were established in their catchment areas which makes them easily accessible.

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

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

4. Suitable Pedagogy: Almost all the girls expressed their views that ALP classes were relevant and effective to gain foundational education. The community educators of ALP classes used very simple and easily understandable local language during 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 teaching method was relevant from the point of improving learning. The parents also shared their experience like "In ALP class, girls were taught to read and write and do some mathematical calculations with the help of stick bundles, letter box, stones and pebbles and also by showing pictures, posters, dramas etc. Even that the teachers used to teach them to write even by holding their hands".

5. Local Language Teaching: As per the girls, language/linguistic marginalisation 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. Improved Learning Status: After the intervention, the girl's literacy rates improved drastically compared to the baseline. Most of the parents expressed their happiness that the girls' literacy had improved significantly after implementation of the project. This proved the effectiveness of the learning intervention in the community.

7. Covid-19 context: The project's learning-related activities remained relevant to the Musahar girls because even most of the schools remained closed due to the Covid-19 pandemic, the girls continued their learning in the ALP classes through distance learning model even during the pandemic.

Education Transition Intervention

The next steps for 10-14 years old, after attending 6 months of classes was formal enrollment of school. The intervention helped link education to real-term outcomes for girls and community leaders, providing evidence against damaging perceptions that 'Musahars cannot be educated'. Community leaders supported the enrollment of girls at school. Enrollment along with retention would break a

> *"This program was very relevant. During the beginning of this program, many of the girls didn't have a birth certificate. The project team had coordinated with our organization and we also feel birth certificate is essential for girls. Our organization has made birth certificates. After such effort of the project, the Musahar girls got an opportunity for formal education."* – **KII with Ward Chair, Sunsari**
>
> *"Before implementation of the MnM project, Schools wouldn't enroll the Musahar girls in the school and did not change the perception of the Musahar community towards education. The project had done great work and success to enroll the girls in the school."* –**KII with Head Teacher,**

convention barrier for Musahar communities. Many of those enrolled with first generation learners in school. 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.

Livelihoods Intervention

The Livelihoods intervention included a skillset 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 develop income generating activities. This aspect of the intervention was enthusiastically received by the communities.

According to the parents, the girls of 15-18 age group were ashamed to go to school because they were older than the other children. They felt shy as they were married. Because of this project, their business skills increased and they were able to earn. In this way, livelihood transition program was relevant for the girls of 15-18 age groups.

Life Skills Intervention

Simultaneously, 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 aware of child rights, comprehensive sexual education, civic sense and protection which support them to recognize, resist and respond to gender related abuse, violence and increased their confidence, making the project intervention relevant in a community where rates of gender-based violence are high and have increased during Covid-19.

Effectiveness and Efficiency

In terms of effectiveness and efficiency, the greatest Value for Money was achieved by the ALP, the life skills protection programme, educational transition, and vocational training and livelihood 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 the GEC portfolio. (Source: SCoN through FCDO).

Accelerated Learning Program Effectiveness and Efficiency

Figure 23: Accelerated learning program content and teaching methodology satisfaction level
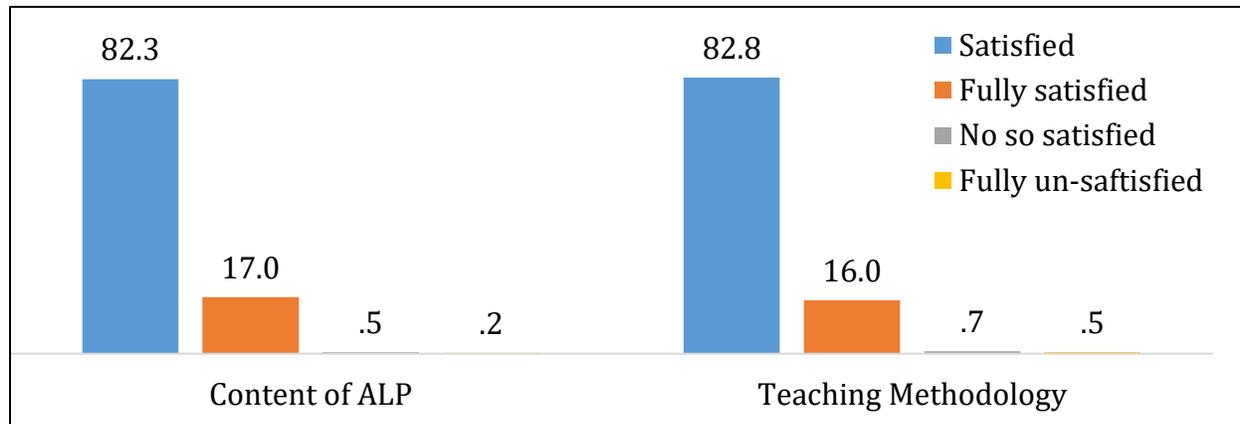
The endline evaluation showed that the ALP had a significant impact on improving learning as well as the confidence of the girls. Both parents and girls stated that the ALP was one of the most significant interventions for them within the project. In the endline survey 82.3 % of the girls were highly satisfied with the content of the ALP because of following reasons:

- **ALP motivates and helps fulfil dreams of the girls to study**: In the qualitative study, the girls mentioned their aspirations and dreams of studying like other boys and girls from 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 could not read and write and do any mathematical calculations. But after joining the ALP class girls can recognize numbers and letters, capable of using money properly, able to buy and sell products, able to earn money for their livelihood and also have learned the importance of money in their life.
  "*The learning approaches of the project are found effective for the Musahar girls because girls who had never been to school before and have had a long gap in their learning. After completion of ALP class, girls were able to read and write, calculate, write their own names and names of places and their status of learning is improved.*"-KII with Community Leaders

Teaching learning method: In the survey 82.8 % of the girls highly expressed satisfaction with the pedagogy found ALP appropriate for their needs.

"The teaching methods used in the learning program remained very suitable and effective from the point of their level of knowledge and learning capacity. Girls have become now more interested in learning and even the parents are also showing interest for the education of their daughters." -KII with Community Leader

Figure 24: Effectiveness of ALP and exercise book

	Appropriate	Highly appropriate	Inappropriate	No much appropriate
ALP exercise book (1-12 session)	80.8	17.7	.7	.7
Accelerated Learning Program (ALP)	81.3	18.0	.5	.2
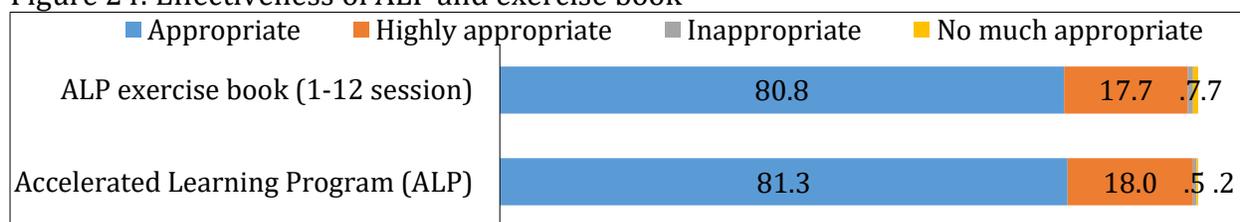
Almost all girls reported that the ALP exercise book (98.5%) and accelerated learning program (99.3%) was appropriate for girls to study. It made it easier for them to read and write. The focus group discussion findings also verified the findings of the survey. Most of the participants expressed positive 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 a way that was easily understood. The methods used in the ALP encouraged active participation in the class activities and interaction with teachers and students for improved learning.

"Special teaching-learning activities designed by the project remained effective for the Musahar girls. For instance, different props such as posters, stick bundles, stones and pebbles were used while teaching. On top of that, students in the ALP classes were never punished or humiliated or discriminated against. There is improvement in the literacy and the mathematical calculation of the Musahar girls and they can read and write their names because of the projects' easy and student-friendly teaching methods, motivating and punishment-free teaching-learning activities."-**FGD with Girls and Parents**

"The teachers' way of teaching in the ALP class is the major cause for improvement in girls' learning, now they know to read, write and do some mathematical calculations otherwise; they would have been busy in household chores. The project's teaching-learning approach remained effective in addressing the educational barriers of the girls who dropped out of school because after dropping out, the girls were diverted from the learning path. This adolescent education has made them aware of education and has helped them to rejoin school." -**KII with Head Teachers**

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

- Most of the girls reported that the project was also relevant in terms of conducting regular meetings and engagement with ALP Community Management Committees (CMC) 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.

Transition Intervention Effectiveness and Efficiency

The project had targeted that 60% girls of aged 10-14 had enrolled School Transition Programme and 40% girls aged 15-18 transitioned into Livelihood Support Programme after the completion of ALP classes with life skill activities also completed. The endline results showed that 62.3 % of the girls had chosen educational intervention and 37.7 % had chosen livelihood intervention at the end of the first part of the intervention.

Figure 25: Transition intervention target vs achievement
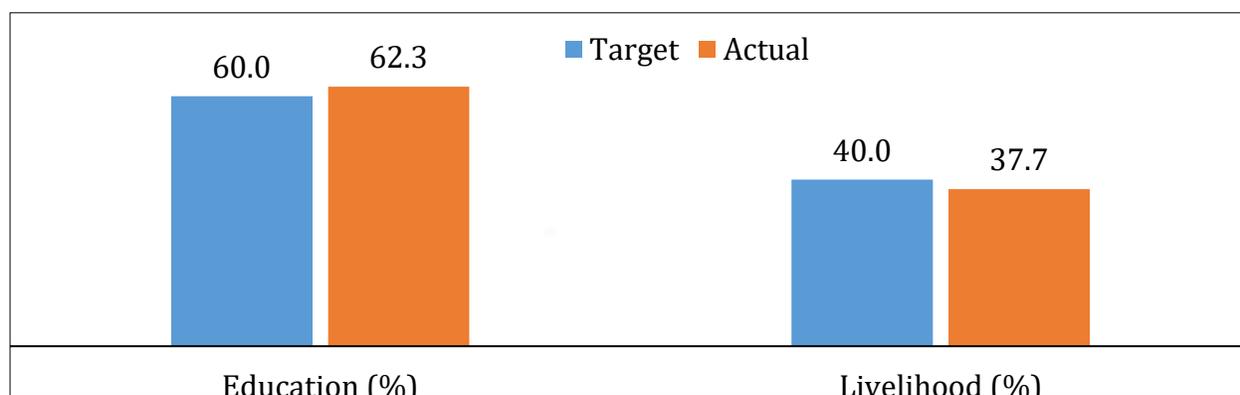
Education Transition: Analyzing the results of the aforementioned figure 25, the project interventions seemed effective in enhancing the educational and livelihood status of the Musahar girls who were out of school before the project and this thought was also shared by the leaders and head teachers of the project intervened community/schools.

The Ward Chair of Mahottari district articulated their views, "I was impressed by the design of this program. The girls of the Musahar community were not admitted to school before this program but after this program, they started to attend the school and started doing business by taking skill development training. This program is very effective, and it is the real need of marginalised groups. But it would be more effective if this program would be conducted for a longer period."

Livelihoods Transition: The girls in the FGDs reported that the training was inadequate to completely uplift their skills. The duration too was very short. The design of the training, according to the girls was not always relevant or accommodating as per their preferences.

> "After acquiring skills for earning through the project and receiving business materials, it has helped with their livelihood. It is very good that girls are involved in the business after acquiring skills."-**KII with Community Leader, Sunsari**

Contrastingly, girls from Sunsari district reported that the trainings were helpful, effective and responsive to their needs. As a result, those who participated in the focus group discussion reported that they had started their business and generated income. The girls from other districts in the FGDs reported that they could not start their business for the following reasons:

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

"*The vocational training and the logistics support to establish enterprises like goat, duck, cosmetic materials, and grocery items remained very effective for the Musahar girls and their families to enhance their economic condition. The girls learned business skills through the program, now they buy necessary items with their own money. Girls can fulfil their need like food and clothes by themselves and go to study.*"-KII with Community Leader

Effectiveness of the Life Skills Circles

Along with the learning intervention, the life skills 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:

- 2548 girls received opportunities to learn relevant life skills.
- Improved 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 **8.17 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: The teacher-training component of introduced new teaching-learning methods, which focused on empathy and zero tolerance towards corporal punishment to maintain the school environment conducive to 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. 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 married girls, young mothers, and inclusion of girls with disabilities was emphasised, generating importance in the community of equity and ensuring no girl was left behind.

Impact of the interventions

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

Impact on learning: Before implementation of the project, all the girls had either dropped out from school or never enrolled in formal schools. At the end of the Cohort 2, the project intervention has been found effective. It supported girls to transition in formal schools by enabling girls to acquire required learning levels.

Learning technique: Learning technique of the project supported the girls in their self-study and the ways of learning. This was especially true for distance teaching and learning where girls adopted self-study.

Learning and Confidence of the girls: The endline evaluation showed that the ALP centers and activities conducted had the biggest impact on improving the learning habit as well as the confidence of the girls.

Overcome the educational barriers of the society: The project has good impact in reducing educational barriers in the community and family members.

Knowledge and Awareness: The project had a great impact on the part of increasing awareness and knowledge among the Musahar girls and the community people, as well as

amongst schools and government authorities. In the Musahar community, people suffer from snake bites, malaria, flood, and arson. The community people used to follow traditional methods and beliefs for the treatment of some incidents and diseases like snake bites, malaria and other diseases. So, after the project interventions, such traditional beliefs among the Musahar are changed to some extent. Similarly, the representative of JWAS in KII shared that the interventions of the project increased 50% awareness in different life skills and life skill attitudes.

Family as well as community: After implementation of the MnM project, the project has 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 37.7 % of the girls had received the vocational training to established enterprises. The project interventions for livelihoods transition couldn't bring the expected/desired results for all girls due to factors related to Covid-19, less relevance of some enterprises and insufficient training period in some cases.

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 are better able to make life decisions, communicate with people more confidently and use their knowledge to while approaching their personal problems.

JWAS representative in the KII shared that the intervention was successful in increasing 50 % awareness in different life skills and life skill attitudes.

Community educators of the ALP expressed their experience, "Before starting the project, most of the Musahar girls were hesitant to talk and go inside the home when we visit the home. While starting our ALP class, in beginning girls used to come to class without brushing their teeth, without taking a bath and with unmanaged hair and unclean clothes. After learning and life skill interventions the girls had changed their life style. Now they have improved their personal hygiene which in return boosted their confidence and self-efficacy. Girls take initiation to run community programmes and they come forward to raise the awareness amongst community members about topics that they have learned about (GBV, citizenship, hygiene, etc). Observing girls' self-efficacy and personal behavior, changes were notable compared to baseline."

Impact on reducing child marriage, violence, and discrimination in the community:
The endline study found that after implementation of the project, child marriage, violence and discrimination was reduced significantly. In the FGD with the girls, respondents from Mahottari district shared that "teachers teach us in an inclusive way in the class and we have not faced any form of discrimination. Our classmates who are from other community also behave properly with us. School has also provided us the same facilities as the students of other communities." In the survey, girls also reported that they can raise their voice against such social issues through Kishori Chhalphal Kendra (KCK).

"Before the project intervention, girls only knew that gender-based violence is an unfair activity to girls and women, but they were unaware of the fact that there is 'Zero tolerance to gender violence' policy in our country and it's a punishable act. There are many cases that a girl from Musahar community informed police about ongoing child marriage in her community." -KII with JWAS

Sustainability

Community level: After the implementation of the project, almost all the girls had their birth certificates 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 Musahar community people applying for citizenship has increased. The Musahar people 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.

School Level: The intervention helped 40 schools make their school improvement plans (SIP) and 34 complain handling mechanism in schools, which did not exist in any school at the start of the project. This proves the sustainability of the project intervention in school level.

Systematic improvements: While the impact on sensitizing the systems to issues facing the Musahar community was successful, it would be too early to see evidence of systematic improvements, especially considering this was Cohort 2.

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

7. Conclusion and Recommendations

7.1 Conclusion

The endline survey of Cohort 2 was conducted with 406 Musahar girls of two age categories; 15-18 and 10-14 from five districts of the 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 - the community, parents and the teachers were also target groups. They are also the key agents for the transformations of the lives of these Musahar girls. The interventions of the project remained were appropriate. The results of the interventions are found satisfactory and as a result the project could be considered as effective.

Learning Outcomes

Accelerated Learning Program was one of the interventions of the project to ease and enhance the learning process of the girls through which girls were able to solve the basic mathematical operations like additional, multiplications, subtraction, and division easily. Along with the improvement in the learning process and strategies of the girls, the intervention also developed the confidence among them, and the parents also stated this program as one of the significant among other various interventions of the project. The result showed that almost all the girls were satisfied with the contents (99.3%) and teaching methodologies (98.8%) of the intervention.

Life Skills

Another important intervention of the project was the life skill trainings for the girls. Compared to all the aspect of the life skills, the project was found successful to improve the life skills of 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 21.5 % points than baseline (22.5%). 29.6% had improved their life-efficacy after implementation of the project.

Transition outcomes

The project successfully motivated girls who had never been to school and achieved their enrollment (62.3%). It is a matter of impressive achievement that majority of the girls selected for the project study became the first ones in their families to ever get enrolled in to schools and receive formal education from the Musahar community (as observed by the EE team). Similarly, the project was successful in overcoming various education barriers like economic, familial, community, perception of girls and document related, especially during COVID-19. Regarding the livelihood transitions, out of 37.7% who had chosen livelihood intervention, 68.6% are currently engaged in different self-employment activities like duck rearing, cosmetics and small self-investment business which is a significant transition during difficult economic circumstances brought about by the pandemic. However, the livelihoods transition for Cohort 2 was lower than expected at the time of the evaluation.

Sustainability outcomes

At endline, sustainability outcomes of the project were measured at three different layers – school, community and system. In account of evidence generated, the first two indicators i.e. school and community have been rated as 'high' by the endline evaluation which was also success to achieve the target. The majority of the girls were found using birth certificates to enroll in school and parents are now found more supportive of their daughters' education, trainings, and employment.

The level of awareness increased in the community and among the parents (58.8% in endline & 47.6% in baseline) regarding the rights of girls can contribute towards bringing positive impacts and improve the living standard of not only the selected girls, rather of the whole community.

Hence, the project has had significant outputs like changing the perception of community and parents towards girls' education, that they had limited interest in their daughter's education due to lack of clear tangible links to life outcomes, before the project implementation. 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 (Kishori Chhalphal Kendras- KCKs) for discussion and solving the protection issues of girls in the community and school.

Nepal Government has their own systems and process for development of intervention which was based on national policies, which cannot change them immediately. Therefore, at system level, the project's success wasn't entirely successful at the end of Cohort 2. However, the project made notable progress in incorporating gender-based violence mitigation budgets guidelines to strengthen protection for Musahar and other marginalised girls in 9 Local governments.

Intermediate Outcome Findings

The ALP of the project supported to increase school attendance rates of girls and improve financial literacy. The knowledge, attitude, and practice of the girls in terms of financial literacy is found to have improved by 8.1 % between baseline and endline.

Finally, the project interventions also helped raise 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 Recommendation
The recommendations and rationale are given below:

S.N.	Recommendation	Rationale	RAG Rating
1.	Need one community educator or gender focal teacher in each school to guide and monitor the performance and regularity of the transitioned Musahar Girls from the MnM Project	Almost all the parents whose daughter had enrolled and dropped out of school or attended it irregularly school reported that there should be one community educator who will monitor and guide them in learning. Therefore, the project needs to appoint one community educator in each school where the girls had enrolled or coordinate with school teacher to appoint gender focal teacher to guide and monitor the Musahar girls.	
2.	Training and orientation of formal schoolteachers on TaRL teaching methodology is required	The endline study showed that the TaRL teaching methodology was effective among the girls for learning. Therefore, the projects need to conduct training and orientation to formally train schoolteachers on TaRL teaching methodology.	
3.	Need to continue the accelerated learning intervention in the community for at least 1 year to follow up with graduated girls of ALP classes.	Almost all the girls in the survey reported that the ALP intervention was effective and successful, but the duration of the ALP program was too short for them. Therefore, almost all the girls reported that this intervention needs to be continued for at least 1 year.	
4.	The approach and modalities of the MnM Project needs to be incorporated in other interventions. The MnM project itself can scale up to cater to other marginalised communities, out-of-school boys	The MnM Project's design, scope and comprehensiveness was thought of as valuable and holistic. The operationalization of the intervention was appreciated. The consultative and responsive nature ensured the intervention remained community centric with a significant level of community ownership and buy-in.	

	and girls in other topographic zones.		
5.	Employment transition program needs more specificity and linked to a knowledge resource, to operationalize it better.	After reviewing the project documents on employment transition, lack of an operational plan was noted. It is hoped an operational plan is made which denotes: the kind of employment available, the modalities of engagement, key contact points within agencies, civil society contacts who may support employment transition programme, avenues of vocational training etc.)	
6.	To ensure a smooth transition to school and retention, regular monitoring mechanisms need to be developed.	Due to the severe marginalization of girls from the Musahar community, there is always a risk of dropping out. Monitoring of educational achievement and feedback to parents is also necessary, at least during the early stages in school post-enrollment.	
7.	The life skills curriculum ought to be adopted more broadly by local schools by training school teachers.	The success of the project suggests that this valuable module of life skills should have broader reach and training school teachers in delivering this module appropriately would ensure wider reach.	

Annexes

Annex 1: Baseline Major Findings

Indicators	Baseline		Endline	
	N	%	N	%
Food Sufficiency through family income (including farm production)				
1-15 days	-	-	55	13.5
15-30 days	-	-	16	3.9
1-3 months	99	24.4	40	9.9
3-6 months	62	15.3	65	16.0
6-9 months	39	9.6	55	13.5
9-12 months	206	50.7	175	43.1

Background Information	Number	Percent
Roof of the house		
Tin/Iron sheets	271	66.7
Thatch	61	15.0
Roofing tiles	57	14.0
Other	9	2.2
Cement/concrete	6	1.5
Tarp/Plastic	2	.5
House built on your own land		
Yes	162	39.9
No	244	60.1
Total	406	100.0
Toilet Facility		
Yes	139	34.2
No	267	65.8
Total	406	
Water facility in toilet		
Yes	66	47.5
No	73	52.5

Annex 2: Educational and Training Finding

Enrollment in to Formal School after 6 Month of Accelerated Learning Programme

Grades	Frequency	Percent
Grade 1	7	2.8
Grade 2	40	15.8
Grade 3	62	24.5
Grade 4	42	16.6
Grade 5	48	19.0
Grade 6	41	16.2
Grade 7	6	2.4
Grade 8	7	2.8
Total	**253**	**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	37.2	19.5	62.8	80.5
The child may physically harm or tease other children at school	41.9	17.5	58.1	82.5
The child needs to work for income	52.5	38.4	47.5	61.6
The child needs to help at home	55.4	29.1	44.6	70.9
The child is married/getting married	48.8	45.3	51.2	54.7
The child is too old to attend school	46.1	37.7	53.9	62.3
The child has physical or learning needs that the school cannot meet	44.6	35.5	55.4	65.5
Education is too expensive	50.0	33.0	50.0	67.0
The child is a mother	44.6	42.4	55.4	57.6

Annex 4: Target Vs Achievement

Outcome 1: Learning

Outcome	Target	Achievement
Literacy Improvement	55% of girls who can read paragraph or story of Nepali Language	45% of girls can read paragraph or story of Nepali Language
Numeracy Improvement	50% of girls reaching 2-digit or 3-digit level in ASER numeracy test with operations at 60%	93% of girls reaching 2-digit or 3-digit level in ASER numeracy test with operations at 66%
Life Skill		
Comprehensive sexual education, child rights, civic sense and protection	70%	44% (Knowledge: 51.6% Attitude: 42.3% Practice: 38.2%)
Self-efficacy		63.8%

Outcome 2: Transition

Outcome	Indicators		Target	Achievement
Marginalised girls who have transitioned into and through key stages of education, training or employment	% of girls who successfully transition	Education (Formal School)	60%	Education:62.3%
		Livelihood	Vocational Training: 75%	Vocational training: 68.6%,
			Entrepreneurship: 70%	Entrepreneurship: 57.5%

Outcome 3: Sustainability

Outcome	Target	Achievement
Community Level		
Indicator 1.1: Girls with birth certificate and citizenship card using health, education and employment services	**Citizenship** Education: 10% Health: 10% Employment: 10%	**Birth Certificate** Education:95.4% Health: 48.1% Employment: 5.2%

		Citizenship Education: 0.0% Health: 0.0% Employment: 0.0%
Indicator 1.2: Parents/guardians reporting interest to support their daughter's desired transition pathway (education, training and employment)	Knowledge: 80% Attitude:60% Practice: 40.5%	Knowledge: 58.8% Attitude:75.6% Practice: 36.7%
Indicator 1.3: ALP classrooms established during the project period continue to operate as peer support and learning resource centres by the community	150	185
Indicator 1.4: Protection circles continued with the support of the Alumini association which is established during the project period.	150	199
Baseline Sustainability Score	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 marginalised girls in the school.	50%	50%
Baseline Sustainability Score (0-4)	3	3
System		
Indicator 3.1: Local governments adopt gender-based violence budget guidelines to strengthen protection for Musahar and other marginalised girls.	10	9
Indicator 3.2: No. of new (non-participating) Ward / Palika level interventions linked to education of Musahar girls.	3	0
Baseline Sustainability Score	3	1
Overall Sustainability Score	3	2

Intermediate Outcomes

IO	IO indicator	Target	Achievement
Attendance	Attendance rates of marginalised girls in classes and project intervention	75%	65%
Teachers are trained and resourced to support the inclusion of most marginalised girls in learning and progression in ALP and the school.	Average score in school teacher's inclusion of marginalised children.	Obtain score in teacher's assessment at least 80% and above	44.7%
	Number of Community Educators demonstrating skills to deliver Teaching at the Right Level (TaRL) in ALP	At least score above 80% on skill test assessment	69.7%
	% of girls reporting conducive class environment.	60%	40.6%
Marginalised girls that transition into EMTP develop business plan and acquire financial literacy.	Average financial literacy score of girls.	• Knowledge: 90% • Attitude:25% • Practice:65%	• Knowledge:87.2% • Attitude:62.9% • Practice:52.1%
	% of marginalised girls that develop business plans.	60%	42.8%
Marginalised girls and boys report increase in mobility and autonomy over marital, protection and reproductive decisions for girls.	% of girls involved in marital and reproductive decision making.	Marital decision making-65% Reproductive Decision Making-65%	Marital decision Making: 1.5% Reproductive Decision Making: 71.4%
	% of girls and boys having birth certificate and citizenship cards.	Citizenship:15%	Birth certificate: 96.8% Citizenship:6.3%
	% of girls and boys who are at least somewhat confident to travel to all vital registration services.	Vital Registration:50%	Vital Registration:15.3%
Strong and active partnerships and engagement with government and other key stakeholders in target region	Number of SIP updated	SIP: 15 School Complain handling mechanism: 0	SIP: 40 School Complain handling mechanism: 34
	Number of Inclusive Education and Girls Network that are functional.	20	20