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REACHING THE MOST MARGINALIZED GIRLS IN NEPAL

LESSONS LEARNT AND WAY FORWARD

Foundation for
Development
Management



GEC in Nepal

The Girls' Education Challenge (GEC) was launched by the UK's DFID in 2012 to reach the most marginalized girls in the world.

GEC projects have helped beneficiaries complete primary school, transition to secondary education, and progress on to technical vocational training or employment.

The projects have also helped highly marginalized, adolescent girls who were married, out of school or had some form of disability to go back to school or choose an option that allows them to enrich their livelihood

17,000+

beneficiaries targeted through Phase I of GEC in Nepal

30,000+

beneficiaries targeted through Phase II of GEC in Nepal

GEC projects in Nepal



Supporting the Education of Marginalized Girls in Kailali district (STEM I) and STEM II

Highly marginalized girls from the Tharu community in Kailali district

TARGET: 5,000 GIRLS



Sisters for Sisters I (SFS I) and SFS II

Highly marginalized girls from Surkhet, Parsa, Lamjung and Dhading

TARGET: 9000 + GIRLS



Empowering a New Generation of Adolescent Girls with Education (ENGAGE)

Highly marginalized, out-of-school girls – including those with disabilities in Banke, Sarlahi and Parsa

TARGET: 2500 + GIRLS



Marginalized No More (MNM)

Highly marginalized, Musahar girls from Province 2

TARGET: 7,500 GIRLS



Aarambha

Married, out-of-school adolescent girls from the central Terai region

TARGET: 9000 + GIRLS

FDM and GEC projects



Foundation for Development Management (FDM) has conducted baseline, midline and endline evaluation of 4 of 5 GEC projects in Nepal.

- Mercy Corps | STEM I and STEM II
- VSO | SFS I and SFS II
- VSO | ENGAGE
- PIN | Aarambha

The mixed method evaluation entailed assessing the projects according to Development Assistance Committee (DAC) Criteria by administering learning tests, household surveys, girls surveys, Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) with local government stakeholders, community members, parents etc.

Community

Teachers

Schools

Parents

Head teachers

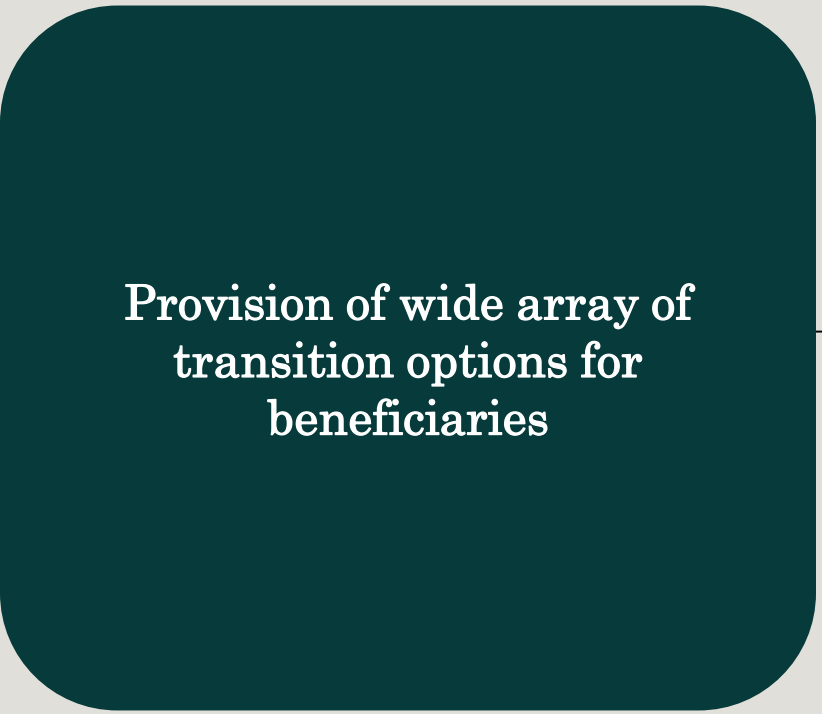
Local govt.



Mentoring (SFS)

Facilitation by young girls (Aarambha)

Community management committee (MNM)



Business | Re-joining schools | Training

Learning and Livelihood



Visible impact on girls

Girls now have improved learning, have better access to schools, parents are supportive and even for those who dropped out long time back, there have been visible impacts



Better life chances

Along with learning scores, girls have increased confidence, better self-efficacy and are more vocal. This has increased their access to better jobs and better life chances



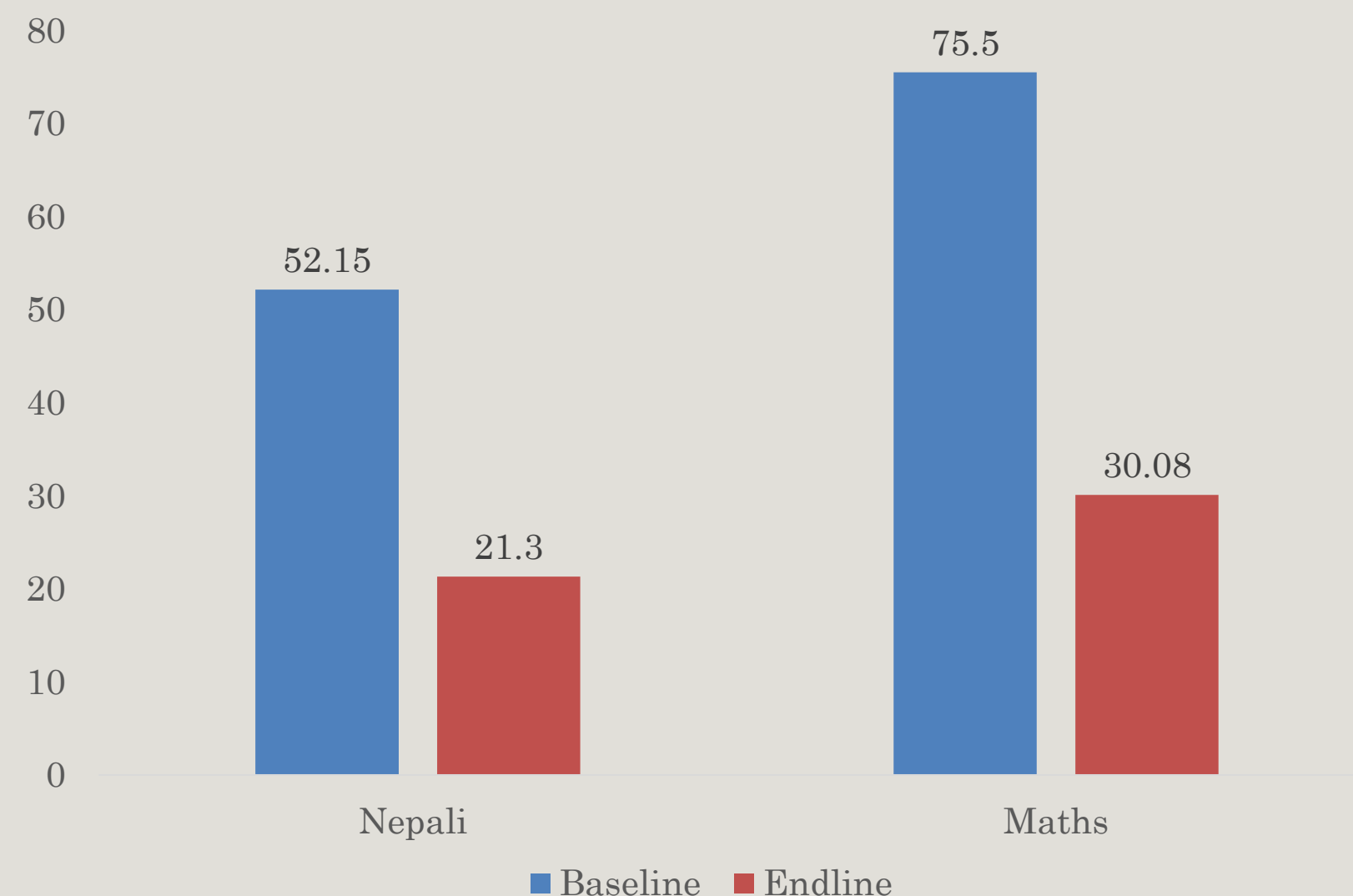
Supportive parents & schools

More parents allowing daughters to re-continue education, giving them more time to study at home, lessening household chores and schools becoming more mindful of creating gender friendly environment



GEC's impact on learning skills

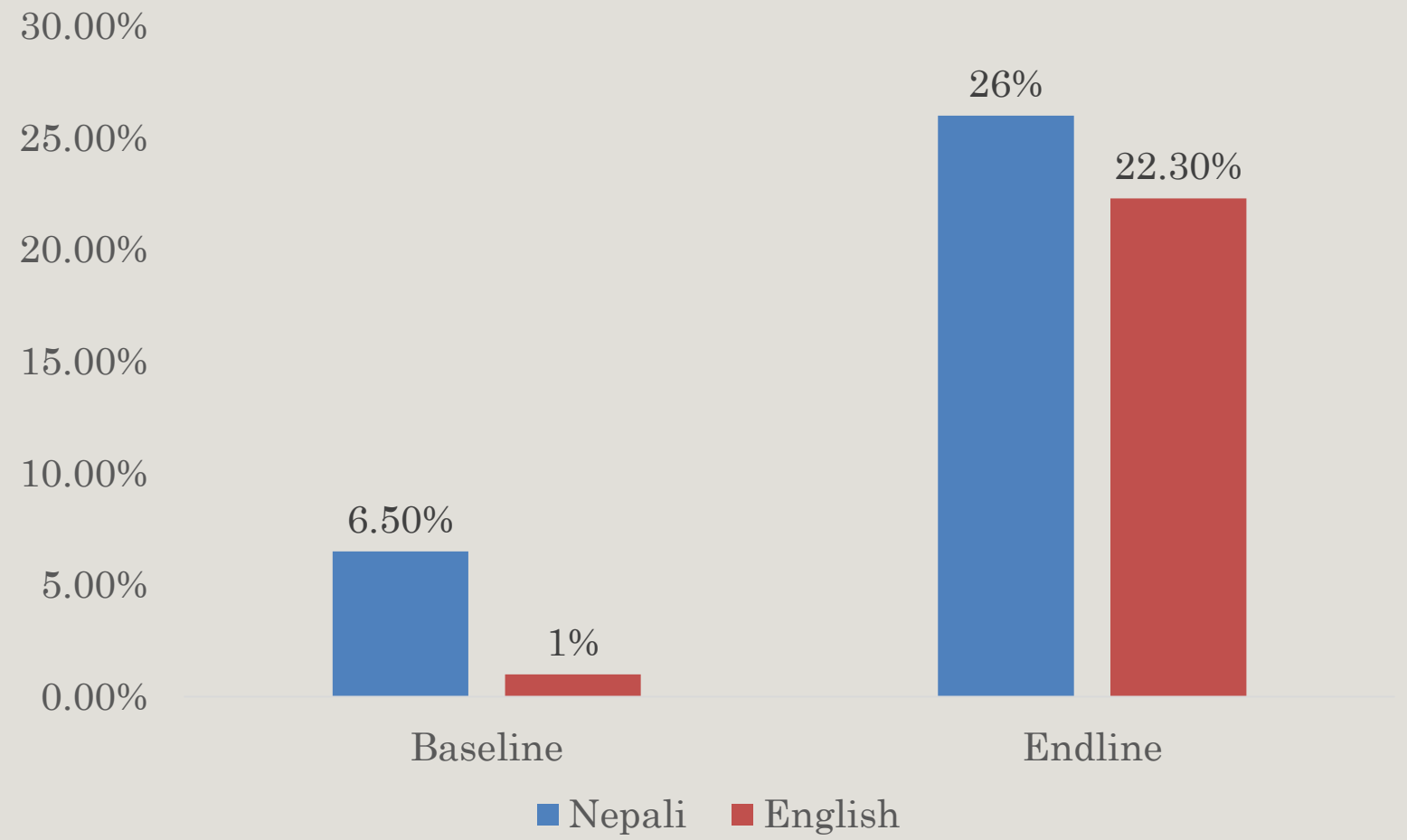
In Aarambha project (Cohort – 2 assessment), the Community Learning Centres (CLCs) had helped married adolescent girls improve their learning skills. The number of 'non-learners' went down by more than half despite many of the girls not having attended school or some having dropped out long time back.



Percentage of non-learners in Nepali and Maths

GEC's Learning Centers' effectiveness

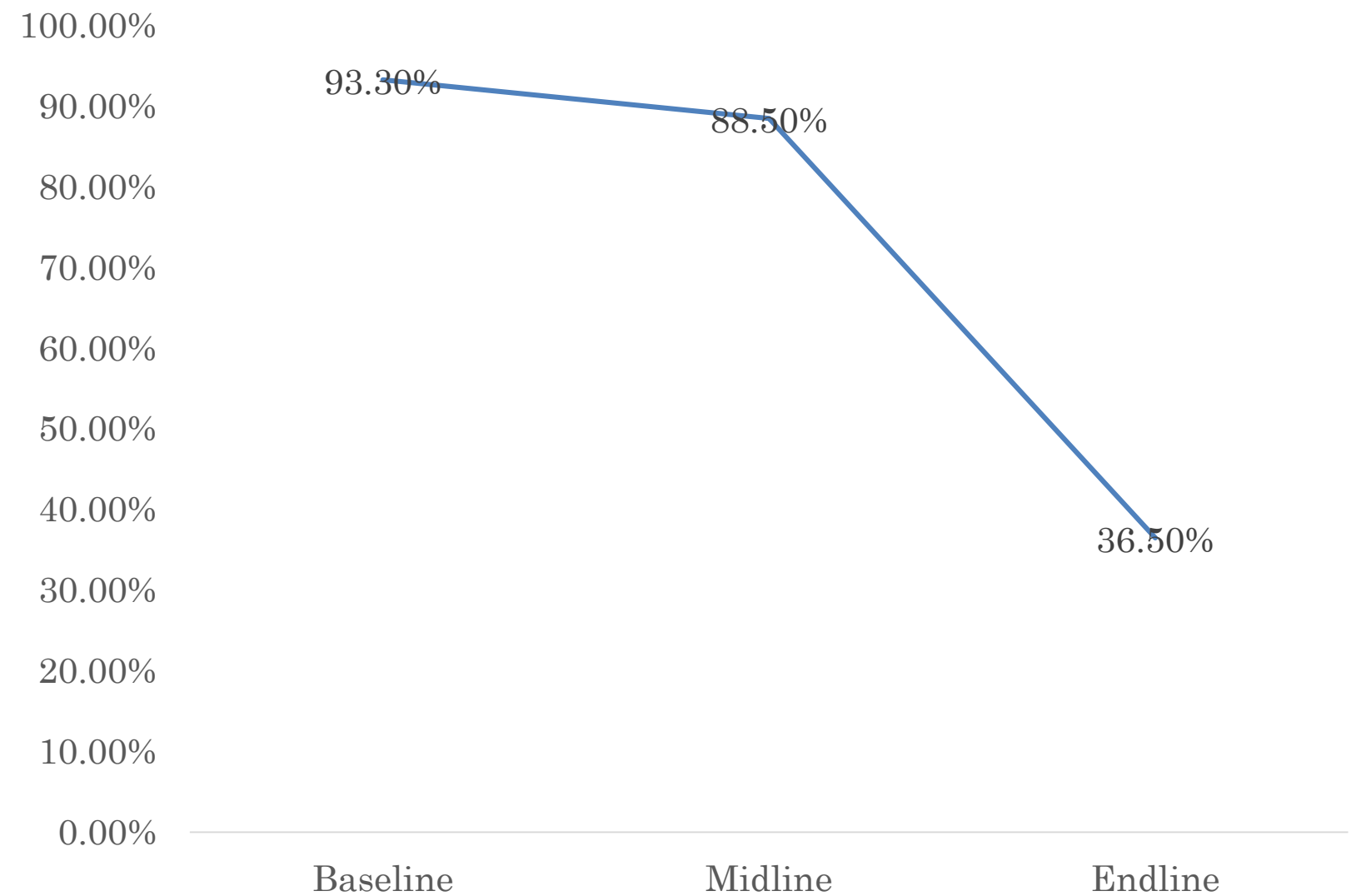
In Aarambha project (Cohort – 3 assessment), the Community Learning Centres (CLCs) had helped married adolescent girls improve their learning skills. The number of 'emergent learners' went up significantly in both Nepali and English.



Percentage of emergent learners in Nepali and Maths

Involvement of girls in household chores

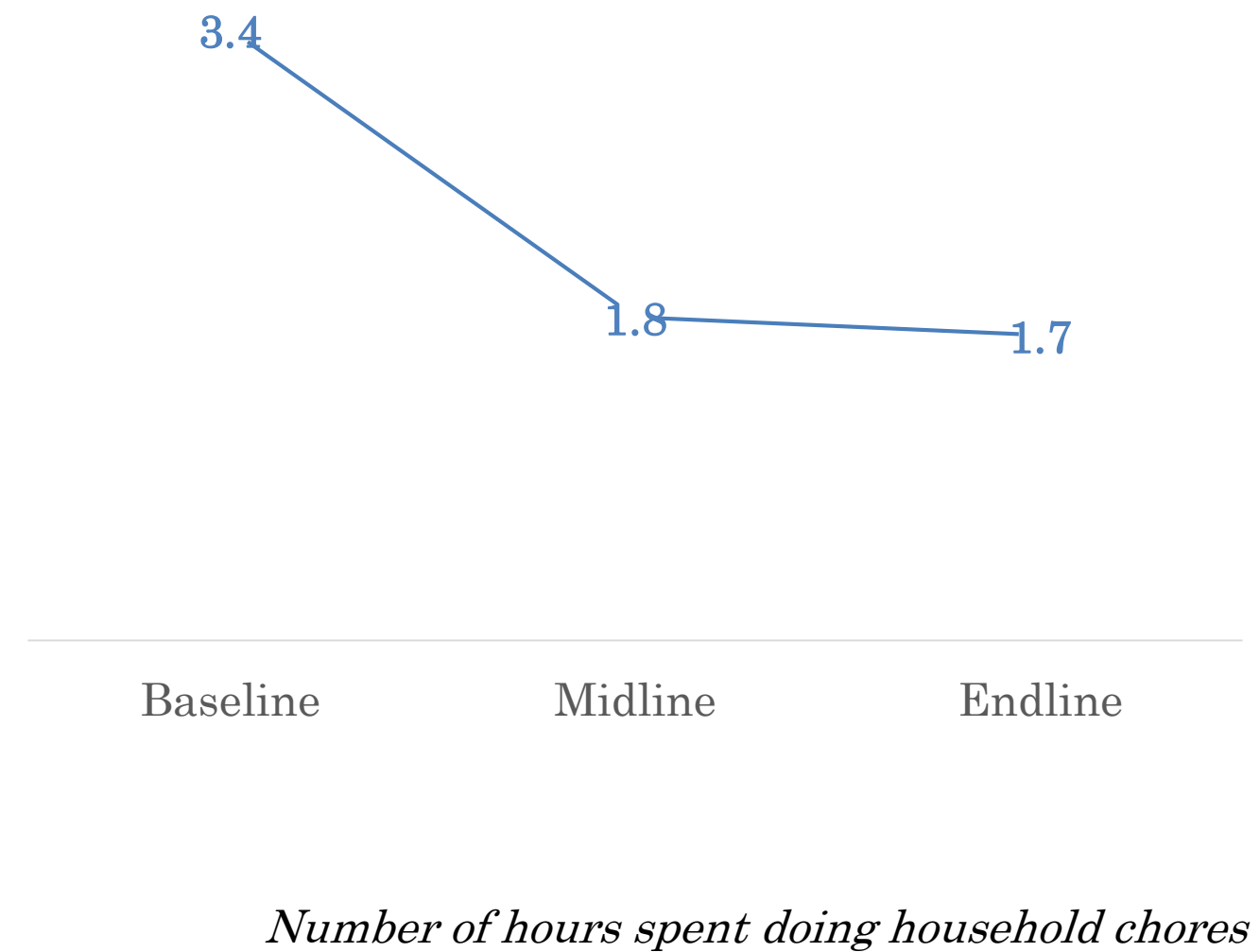
In ENGAGE project, due to parental engagement activities such as effective participation in Parents Teachers Association (PTA) meeting, regular visit to schools to discuss about girls education and progress, parents were determined to minimize household chores and provide time for the girls to study at home.



Compulsion to perform household chores for more than a quarter of their day

Involvement of girls in household chores

In SFS II, the evaluation found evidence of increased parental engagement in girls' education, as a result of which, girls' involvement in household chores during normal school days was found to have significantly reduced.



GEC's impact on entrepreneurship of girls

In STEM II, girls who received Girls Transition Fund (GTF) loan were found to be confidently spearheading their business and daily expenses, while also supporting their family's financial needs.

Some of the most common forms of businesses that the girls were engaged in with the help of GTF loan support were grocery shops, animal husbandry, tailoring business, candle production, embroidery business, restaurants/ eateries,



94.60% girls said that opening and running a business has made them more confident with their family and community.

Access

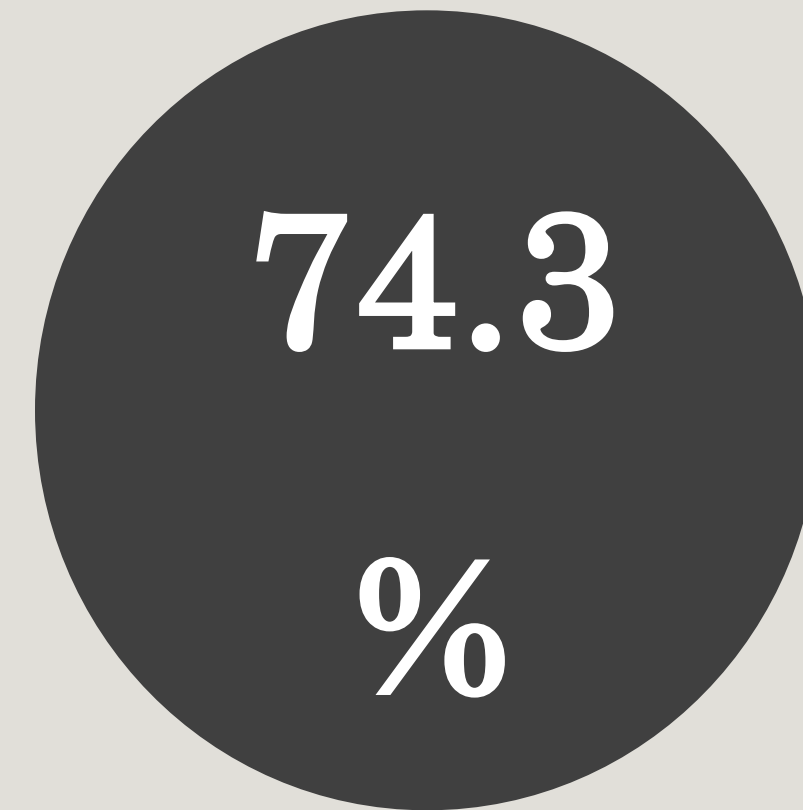
Community Learning Centres (CLCs) and Girls Clubs (GCs) had helped girls increase their learning skills and re-join schools

Bridge course (extra tuition classes) helped in continuation and retention of girls who had enrolled in school from learning centres

The projects also improved access by helping schools become gender friendly, child friendly and disability friendly

Transition amongst the projects' beneficiaries

In Aarambha's Cohort 3 Endline Evaluation, 74.3% of the sampled girls were found to have transitioned to school signifying a huge achievement of the project in being successful to bring such a large number of girls to school



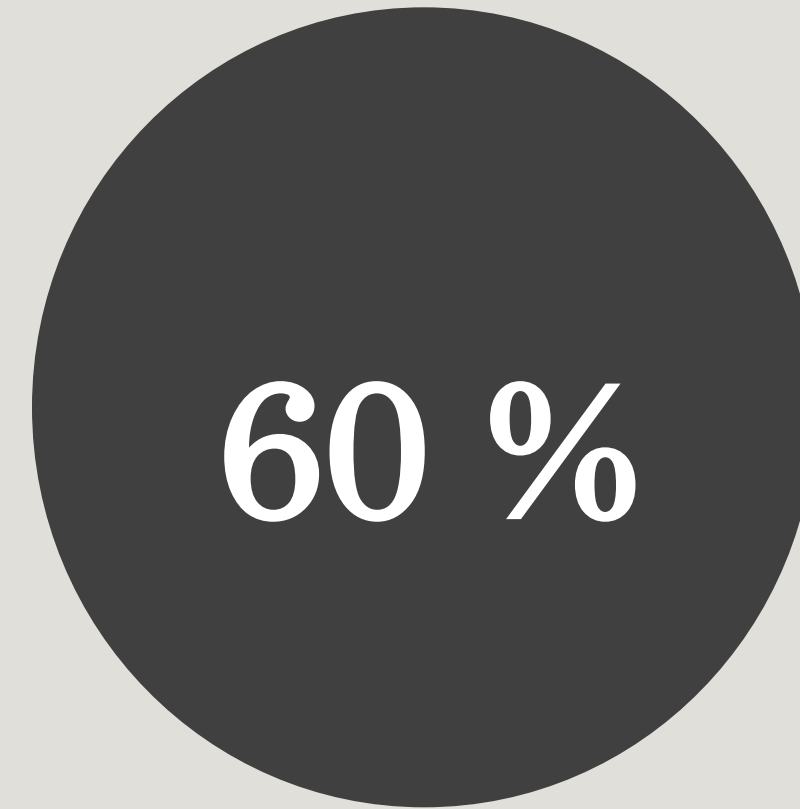
Percentage of successful transition to school



Community Learning Centres (CLCs)

Transition amongst the projects' beneficiaries

Over 60% of schools where the ENGAGE project had been implemented had accessible infrastructure for children with disability. The figure was only 3% before the project began.



Schools which had disability friendly infrastructure in ENGAGE project

Transition amongst the projects' beneficiaries

In SFS – II, 94% of the total target beneficiary of 5,877 in-school girls had experienced successful transition. Only 6% had experience unsuccessful transition driven by factors such as marriage, and migration

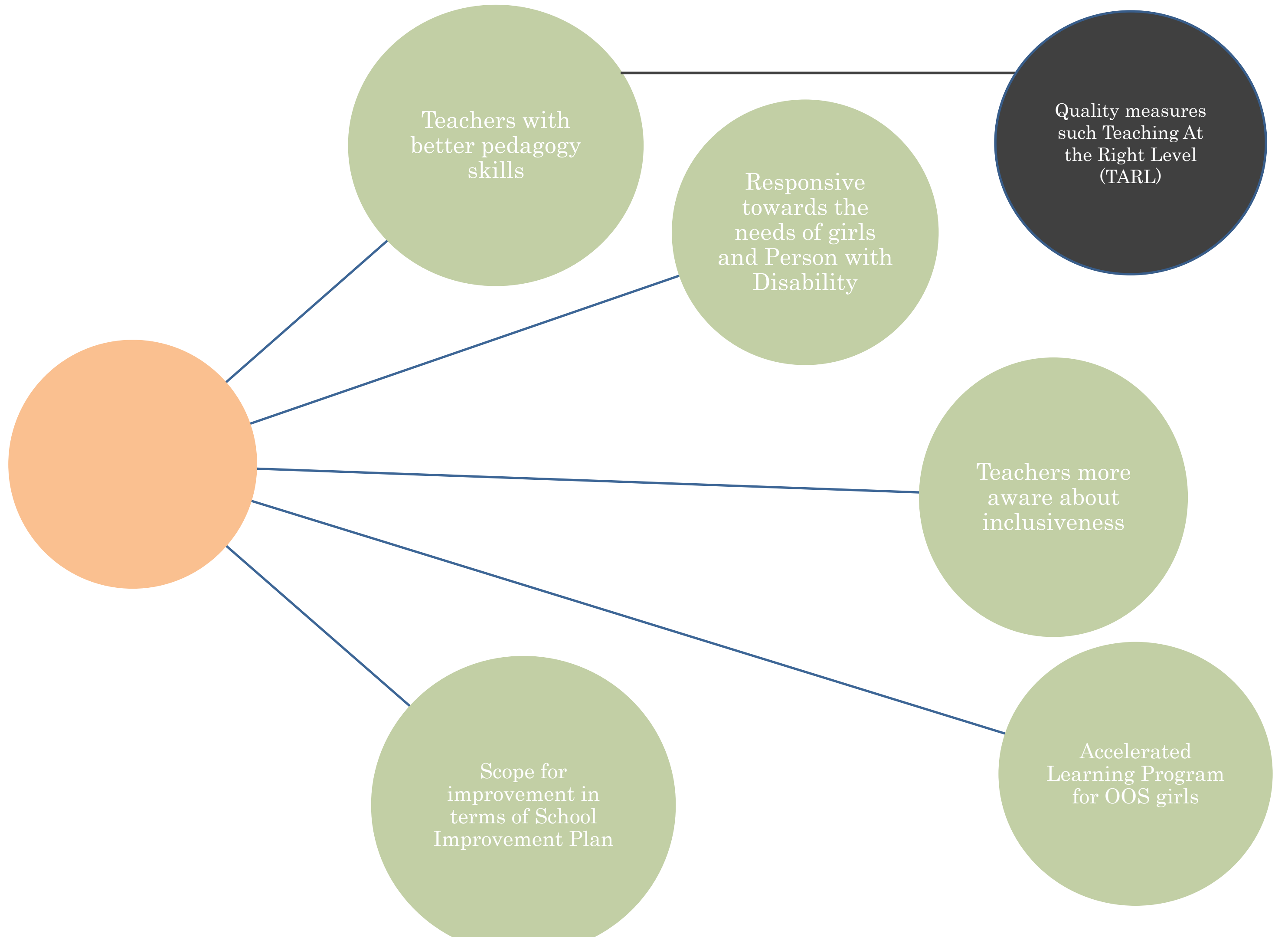
	<i>Surkhet</i>	<i>Lamjung</i>	<i>Parsa</i>	<i>Dhading</i>	<i>Total</i>
Successful transition	1374	691	2675	775	5515
Unsuccessful transition	161	17	131	53	362
TOTAL					5,877

Projects' impact on controlling social practices

In the Aarambha project, as of now, out of the 46 cases of planned child marriage, Gauna and GBV, 32 have been addressed (delayed, stalled) by the project



Quality



Projects' impact on teachers' quality

In ENGAGE schools, teachers' were found to be practicing learner centred classroom management and organization, using gender neutral languages and disability friendly languages.

	<i>Baseline</i>	<i>Midline</i>	<i>Endline</i>	<i>Endline target</i>
Teacher/ educators displaying learner-centered classroom practices	38.46%	40.91%	64.31%	60%

Teacher/ educators displaying learner-centered classroom practices

GEC's support in activating Complaint Response Mechanism (CRM)



Ministry of Education has issued guidelines on Complaint Response Mechanism (CRM) in Year 2016 with an aim to systematize the practice with standard procedures encouraging all schools to set up such mechanisms



The projects have helped local government implement the policy and also helped schools to set up CRM boxes and address the complaints received.

Sustainability

GEC projects have shown that proper engagement with system level actors as well (in Nepal's case, the local government). In most of the GEC projects, we have seen good amount of coordination with schools and the local government as a result of which, rolling out the project interventions have not been much of a problem.



Formation of Girls Inclusive Education Network (GIEN)



Engagement with local government bodies like judicial committee to addressing GBV

GEC's long – term impact

Mentoring approach

The innovative Mentoring Approach has been one of the biggest success of GEC/VSO projects. The mentoring of 'Little Sisters' by 'Big Sisters' was replicated by ENGAGE project following its success in SFS project.



“Big Sisters have not just helped us in our studies but in our entire lives. They motivate us, listen to our problems, guide us in times of trouble. They have been such a big change maker in our lives”

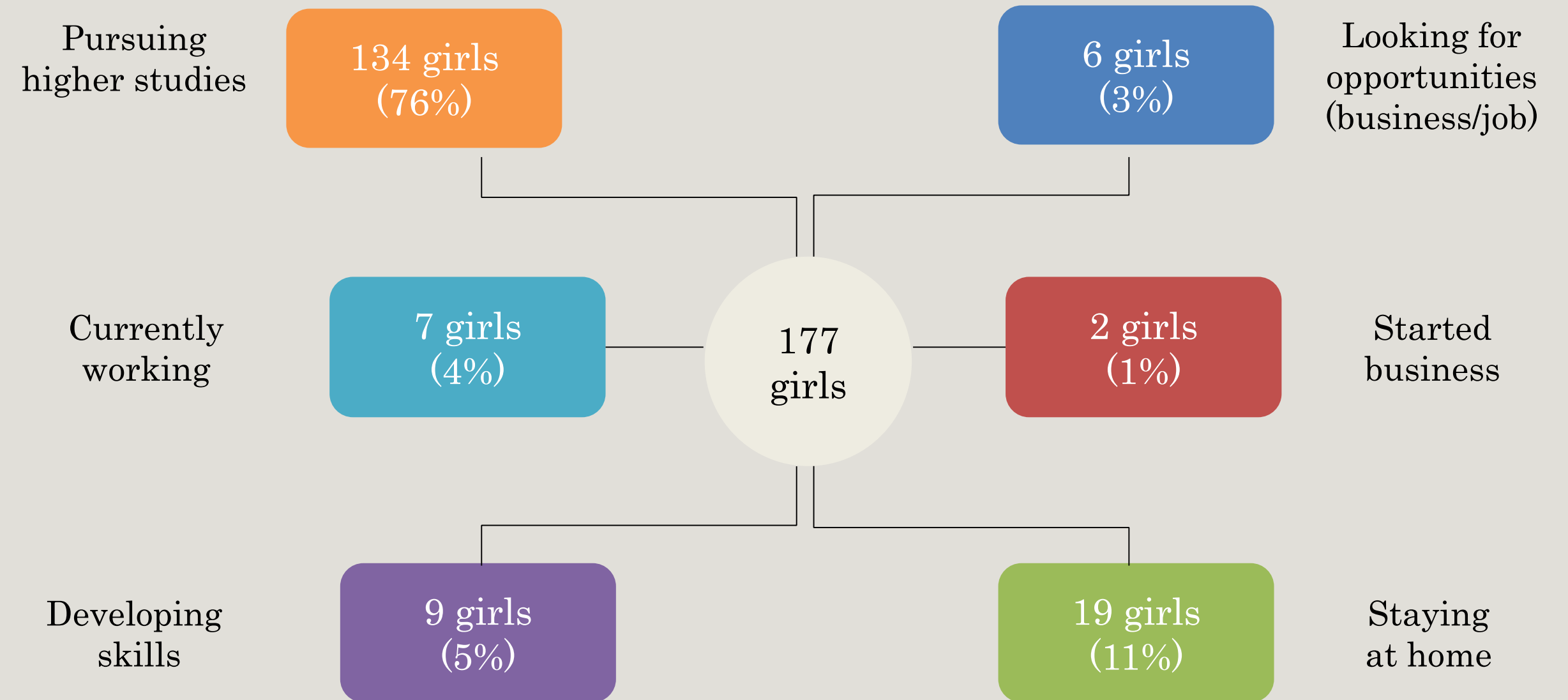
- Devika Kumari (Little Sister), Sarlahi (ENGAGE)

“Being a Big Sister has been of personal help to me as well. I now have the confidence that I can pursue any career. I can deal with problems easily now. I feel stronger and confident”

- Apsana Khatun (Big Sister), Parsa (SFS)



STEM's beneficiaries after project phase out



Evidence of sustainability

Tikapur Municipality through their Education Plan has continued Girls Club in every high school

Gauriganga Municipality has now updated its Education Plan by introducing 'Mayor with Children' initiative to support orphaned children

STEM's 'Sakcham Chori' activity has been rolled out in Kanchanpur, Nepalgunj, Accham, Bajhang, Darchula, Nawal Parasi by the facilitators (in-school girls)

Way forward (for actors working in education sector)

1

Ensuring effective
functioning of Girls
Inclusive
Education
Education Network
(GIEN)

2

Provision of
regular training on
child centered
pedagogy for
teachers

3

Redressal of
complaints
received through
CRMs




4

Better access to improved and updated digital infrastructure in schools



5

Better focus placed on boys and men in future programming relating to girls education



6

Ensure addition and maintenance of gender friendly infrastructure



7

Support in
implementation of SIP



8

Continuous
engagement with
parents to ensure
their support



9

Guarantee better
life chances
through better
livelihood
opportunities