

# Project Evaluation Report

<b>Report title:</b>	Marginalised No More (MnM) Cohort I: Endline Survey
<b>Evaluator:</b>	National Institute for Development and Research (NIDR)
<b>GEC Project:</b>	Marginalised No More (MnM) Street Child of Nepal
<b>Country</b>	Nepal
<b>GEC window</b>	LNGB
<b>Evaluation point:</b>	Endline Cohort I
<b>Report date:</b>	20 May 2022

## Notes:

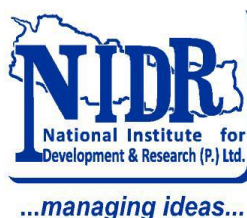
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# **Marginalised No More (MnM)**

## **Endline Survey-Cohort I: Draft Report**

**External Evaluator**



**National Institute for Development and  
Research(NIDR) Pvt. Ltd., New Baneshwor, Kathmandu,  
Nepal**

**Email: [info.nidr@gmail.com](mailto:info.nidr@gmail.com), Phone: 01-4782977**

**Prepared By**

**Tark R. Bhatt,  
Ram B. Shrestha**

**December 2021**

## **Acknowledgments**

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

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

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

Most importantly, I wish to express my gratitude to all of the respondents and research participants who agreed to share their opinions and experiences with our research team. I sincerely believe that the information will provide deeper understanding around their needs for "Marginalised No More (MNM)" to address key issues outlined by everyone who responded and participated.

**Tark Raj Bhatt**

Chair / Team Leader

National Institute for Development and Research (NIDR)

Shankamul Road, New Baneshwor, Kathmandu, Nepal

## Table of Contents

Acknowledgments.....	iii
Table of Contents.....	iv
1. Executive Summary.....	1
2. Project Background.....	5
2.1 Socio-Cultural, Geographic and Economic Marginalisation.....	5
2.2 Project TOC and Assumptions.....	7
3. Endline Evaluation Approach and Methodology.....	9
3.1 Key evaluation questions.....	9
3.1.1 Outcome and intermediate outcomes.....	11
The project has 3 outcomes and 5 Intermediate Outcomes (IOs) which are as bellow:.....	11
3.2 Overall evaluation design.....	11
3.3 Quantitative Evaluation Methodology.....	12
3.3.1 Quantitative evaluation tool.....	12
3.3.1.1 Learning tools - Annual Status of Education Report (ASER).....	12
3.3.1.2 Primary care giver survey questionnaires.....	12
3.3.1.3 Girls survey questionnaires.....	12
3.3.1.4 Teaching at the Right Level [TaRL] Skills Test for Community Educators (CE).....	12
3.3.2 Enumerator selection and orientation.....	13
3.3.3 Quantitative data collection.....	13
3.3.4 Quantitative data cleaning and storage.....	13
3.3.5 Quantitative data analysis.....	13
3.3.6 Learning tests.....	13
3.3.7 Quantitative sample selection.....	14
3.3.7.1 Quantitative sample sizes.....	14
Girls survey database.....	16
3.4 Qualitative Evaluation Methodology.....	17
3.4.1 Qualitative data collection tools.....	17
3.4.2 Sample selection and sample sizes for qualitative study.....	17
3.4.3 Qualitative field researchers.....	18
3.4.3 Qualitative data handling and analysis.....	18
4.1 Educational Marginalization.....	19
4.1.1 Characteristics of the Girls.....	19
4.1.1.1 Religion, Caste and Language.....	19
5. Outcome Findings.....	34
5.1 Learning Outcome.....	34
5.2 Transition Outcome.....	36
5.2.1 Non-Formal Education.....	38
5.2.2 Education Transition Intervention.....	39
5.2.3 Livelihood Intervention.....	41
5.2.3.1 Training.....	41
5.2.3.2 Employment transition.....	43
5.3 Sustainability outcome.....	45
5.4 Key intermediate outcome findings.....	51
5.4.1 Intermediate outcome 1.....	52
5.4.2 Intermediate outcome 2: <i>IO2 Teachers are trained and resourced to support the inclusion of most marginalised girls in learning and progression in ALP and the school</i> .....	52

5.4.3 Community educators demonstrating skills to deliver Teaching at the Right Level (TaRL) in ALP .....	55
5.5 Life Skills .....	62
5.5.1 Self-Efficacy .....	63
5.5.2 Comprehensive Sexual Education.....	64
5.5.3 Child Rights and Civic Sense.....	66
5.5.4 Protection.....	67
6. Conclusion and Recommendation .....	69
6.1 Conclusion .....	69
6.2 Recommendation .....	71
Annexes .....	73
Annex 1: Baseline Major Findings .....	73
Annex II: Educational, Training and Observation Study Finding.....	74

## List of Tables

Table 1: Sample size calculation.....	14
Table 2: Sample breakdown by regions .....	15
Table 3: Sample breakdown by age .....	15
Table 4: Sample breakdown by disability .....	16
Table 5: Matrix of qualitative tools .....	17
Table 6: Qualitative sample sizes.....	17
Table 7: Religion, Caste and Language of the sample girls .....	19
Table 8: Age group, marital and pregnancy status of the sample girls .....	19
Table 9: Educational qualifications of the primary caregiver and household head.....	20
Table 10: Main income of family and occupation of PCG .....	21
Table 11: Number of children age from 10-18 years of old in the household .....	22
Table 12: Girls have some difficulty to perform tasks.....	23
Table 13: Barriers.....	24
Table 14: Foundational literacy gaps (adapt subtasks list to test).....	34
Table 15: Foundational numeracy skills (adapt subtasks list to test).....	35
Table 16: Numeracy Level of the Respondents.....	36
Table 17 Transition pathways summary.....	38
Table 18: Type of self/employment (number).....	44
Table 19: Utilization of birth certificate.....	45
Table 41: Citizenship of the respondents.....	46
Table 21: Parents interest on transition pathway score .....	46
Table 22: Level of Parental/Guardian interest on transition pathway.....	46
Table 23: Parental attitude towards girls' education and investment.....	47
Table 24: Parental attitude towards investment on girls' education .....	48
Table 25: Parental attitude.....	48
Table 26 Indicator IO 1.3 and 1.4.....	49
Table 27: Status of school improvement plan and their provision .....	49
Table 28: IO1 Attendance indicator.....	52
Table 29: Finding of observation of conducive class room environment 1 .....	54
Table 30: Finding of observation of conducive class room environment 2 .....	54
Table 31: Finding of observation of conducive class room environment 2 .....	55
Table 32: Assessment of teacher quality based on (i) assessment and (ii) goal setting .....	56
Table 33: Assessment of teacher quality based on (iii) grouping.....	57
Table 51: Assessment of ALP teacher quality based on (iv) activities combination .....	57
Table 34: Assessment of teacher quality based on (v) learning resource development and (vi) tracking progress .....	58
Table 35: IO3 Marginalised girls that transition into EMTP develop business plan .....	58
Table 36: Financial literacy score of girls.....	<b>Error! Bookmark not defined.</b>
Table 36.1: Financial literacy level.....	59
Table 37: Knowledge on Marital Age through Girls View .....	60
Table 38: Marital decision making .....	60
Table 39: Reproductive decision making .....	60
Table 39: Birth certificate and citizenship cards of the girls .....	61

Table 40: Confidence level of the girls to travel to different services .....	61
Table 41: IO5 Strong and active partnerships and engagement with government and other key stakeholders in target region .....	62
Table 42: GSE scores and level of self-efficacy .....	63
Table 43: Self-efficacy level of girls.....	63
Table 44: Self-efficacy level of the girls by age category .....	64
Table 45: Mean self-efficacy of the girls by age category .....	64
Table 46: Comprehensive sexual education scores and level.....	65
Table 47: Child right and civic sense score and level.....	66
Table 48: Protection score and level .....	67
Table 49: Life skill level .....	68

## List of Figures

Figure 1: Primary caregiver and household head of the girls .....	20
Figure 2: Accelerated learning program content and teaching methodology satisfaction level .....	28
Figure 3: Effectiveness of accelerated learning program and exercise book .....	29
Figure 4: Transition intervention target vs achievement .....	30
Figure 5: Transition Pathways.....	<b>Error! Bookmark not defined.</b>
Figure 6: Girls participated in non-formal education .....	39
Figure 7: Enrolled in the formal school .....	40
Figure 8: Motivation factor for going to formal school .....	40
Figure 9: Distribution of respondents by training status of girls.....	41
Figure 10: Training support for girls.....	42
Figure 11: Type of vocational training provided by MnM project.....	43
Figure 12: Utilization of birth certificate .....	45

## Abbreviation

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



## **1. Executive Summary**

### **Background**

Marginalised No More (MNM) is a three-year (2019-2022) Girls Education Challenge initiative funded by the Foreign, Commonwealth, and Development Office (FCDO) through the Leave No Girl Behind (LNGB) funding window. The MNM project has been implemented by Street Child of Nepal (SCoN) 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 province 2) for transitioning them into the formal education system and employment / income generating activities. The project's Theory of Change (TOC) has emphasized learning, transition to school and livelihoods, and sustainability outcomes for 7500 Musahar girls. Intermediate Outcomes (IO) include 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 2, the project's target districts. There were also 14 Focus Group Discussions (FGDs) conducted with Musahar girls and their Primary Caregivers, 15 Key Informant Interviews (KIIs) with local leaders, head teachers/ school teachers, 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**

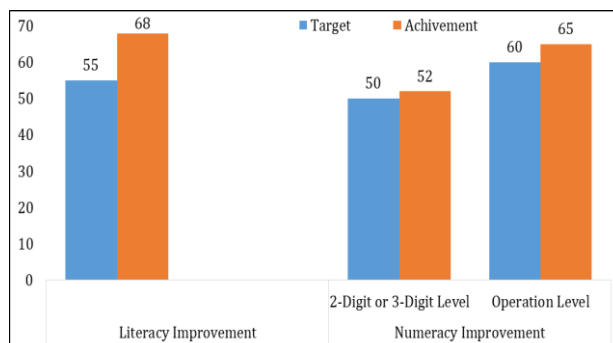
All the Musahar girls in the sample for Cohort I spoke Maithili, as their mother tongue. In the endline survey, 53.2% of respondents were between 15-18 years old and 15.8% of them had been married. Amongst those married, 40.6% had given birth to at least one child.

Most girls (88.5%) reported that their mother was their primary caregiver and 70.4% of them reported that their father was the household head. Most of the primary caregivers (92.3%) and household heads (88.3%) in the survey were found to have never been to

school. Most of the family (80% primary care givers and 79.3% of households) reported that their main income source is casual labor with wages earned daily.

### Learning and Life Skills

The Annual Status of Education Report (ASER) tools, pegged to national curriculum, were used to assess the literacy and numeracy levels of 2262 Musahar girls in this cohort (Cohort 1). The endline survey indicates positive impact of the MnM project on increasing literacy level of the girls. Before starting the project, 792 girls (35%) were evaluated as being able to read words



but not sentences in Nepali. At endline, 1538 girls (68% of 2262) demonstrated that they had foundational literacy in Nepali, where 1244 girls were the target (55%). 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. They also attributed better academic outcomes to improvement in life skills related to health<sup>1</sup>, family planning<sup>2</sup>, menstruation<sup>3</sup>, child right<sup>4</sup> and civic sense<sup>5</sup>, protection issues<sup>6</sup> (gender-based violence, discrimination and child protection) and self-efficacy<sup>7</sup>.

### Transition

The total girls that transitioned into formal schools was 1063 girls (47%), against a target of 1357 girls (60%). The main reason for this discrepancy is understood to be COVID-19 school closures and challenges in enrolment due to this that impacted this cohort substantially. Around 26% of girls reported that they were admitted to grade 4. Reasons for successful transition for those that did transition included ALP intervention, improved life skills, parental support, logistical support from MnM project and the role of alumni networks and motivation provided by community educators.

Livelihood intervention (for girls aged 15 to 18), where the Musahar girls were given trainings on different sectors, has supported them in starting small -scale enterprises/ self-employment activities like livestock rearing, mo:mo making, cosmetics selling, agriculture and self -run small business. Out of the total beneficiaries, 830 girls (36.7%) transitioned

<sup>1</sup> Knowledge-Baseline:1% & Endline: 30.3%; attitude- Baseline:1% & Endline: 8.6%; and practice: Baseline:0% & Endline: 24.2%  
<sup>2</sup>Knowledge-Baseline:23.4% & Endline:59.6%; attitude- Baseline:65.1% & Endline: 49.8%; and practice: Baseline:9.1% & Endline: 3.4%  
<sup>3</sup>Knowledge-Baseline:76.4% & Endline: 91.4%; attitude- Baseline:53.5% & Endline:76.8%; and practice: Baseline:34.5% & Endline: 89.4%  
<sup>4</sup>Knowledge-Baseline:0.7% & Endline: 27.1%; attitude- Baseline:36% & Endline:94.8%; and practice: Baseline:40.2% & Endline: 83.5%  
<sup>5</sup>Knowledge-Baseline:11.6% & Endline: 38.2%; attitude- Baseline:1.4% & Endline: 9.4%; and practice: Baseline:3.7% & Endline: 14.8%  
<sup>6</sup>Knowledge-Baseline:1% & Endline: 30.3%; attitude- Baseline:1% & Endline: 8.6%; and practice: Baseline:0% & Endline: 24.2%  
<sup>7</sup>Baseline:54.7% & Endline: 85%

successfully into vocational training, compared to 45 in the baseline survey (2%), however the target was 85%. The nationwide lockdown, which was imposed soon after the vocational training intervention finished which curtailed self-employment and casual and formal employment. An extremely small number of girls held formal and informal jobs (3 and 4 respectively). This is not surprising as the project design was adapted in Year 1 to remove employment as a transition pathway, following a 3-month market research which indicated it as not being a feasible livelihoods alternative for Musahar girls through this project.

### **Sustainability outcomes**

For cohort 1, the project met 2 against targets set for 3 out of 1 to 4 in sustainability indicators.

Findings for community, school, and system indicators were drawn primarily from qualitative study though the few data from quantitative survey. The overall sustainability score of the cohort 1 was found score 2, which was lesser than the target of 3, which was found to be mainly due the impact of COVID-19 in Nepal. Due to COVID-19, the project could not achieve their intended impact for school-going girls as schools remained mostly closed during the transition phase in 2020/21.

Almost all of the girls (99%), who had birth certificates, had utilized their birth certificate, which was 5.2% higher than baseline survey (94.8%). Compared to the utilization of birth certificates to simply access school, girls now accessed services and provisions such as immunization services, life and health insurance, citizenship, creating bank account. This was a reflection of their increased confidence in accessing services – this was corroborated by quantitative surveys.

The project has positive impacts on changing the level of knowledge, attitude and practice of 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 have increased at the endline survey in comparison to the baseline results, as confirmed by qualitative surveys.

### **Intermediate outcome findings<sup>8</sup>**

In cohort 1, the project had conducted ALP by establishing 136 learning centers. The attendance rate of girls in the learning centers (ALP classes) was 76.1% over a six month period, which is quite high for out of school girls and also above the target of 75%, especially from the Musahar community who have many domestic responsibilities.

After implementation of the project, financial literacy skills in terms of knowledge, attitude, and practice amongst girls have improved drastically in comparison to the baseline survey, from 6.3% to 65% against a target of 60%. Similarly, the girls have been found more

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<sup>8</sup> Details of target Vs achievement is given in Annex 3

confident in travelling independently for education, market, employment and health services. However, to receive some services particularly the services related to vital registration like marriage certificate, birth certificate, and citizenship cards, girls are still found to be less confident. The key identified reasons for this were the lengthy and inconvenient legal procedures, especially for girls marrying underage and lack parents' citizenship cards.

### **Key Recommendations**

- Training and orientation of formal schoolteachers on TaRL teaching methodology is required
- 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 marginalized communities, out-of-school boys and girls in other topographic zones as the pedagogical approach has been successful in achieving learning for most marginalised groups of girls.
- Ways to operationalize and sustain the alumni network need to be strengthened.
- Employment transition program needs more specificity and linked to a knowledge resource, to operationalize it better.
- To ensure a smooth transition to school and retention, regular monitoring mechanisms need to be strengthened.
- The life skills curriculum ought to be adopted more broadly by local schools and by training school teachers.

## **2. Project Background**

### **2.1 Socio-Cultural, Geographic and Economic Marginalisation**

MNM 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 Spatari, Siraha, Mohottari and Dhanusha districts of Province 2 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 and the province 2, 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 causes of conflict include new boundaries of federal provinces and other aspects of constitutions, which people feel categorize them as a “second- class” citizens. Their objections also include discriminatory citizenship rights that disadvantage women in the region (Human Rights Watch 2015). In addition, the project districts are located along the Kamala and Koshi river basins that are amongst those most exposed to climate disaster risk. Nepal ranks 4<sup>th</sup> globally for climate change vulnerability (ADRRRC 2016). Annual monsoons cause catastrophic flooding, damaging Musahar lives and livelihoods and are displaced each year. Climate change resilience within the community is not high with lack of ownership of land being a reason for this.

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

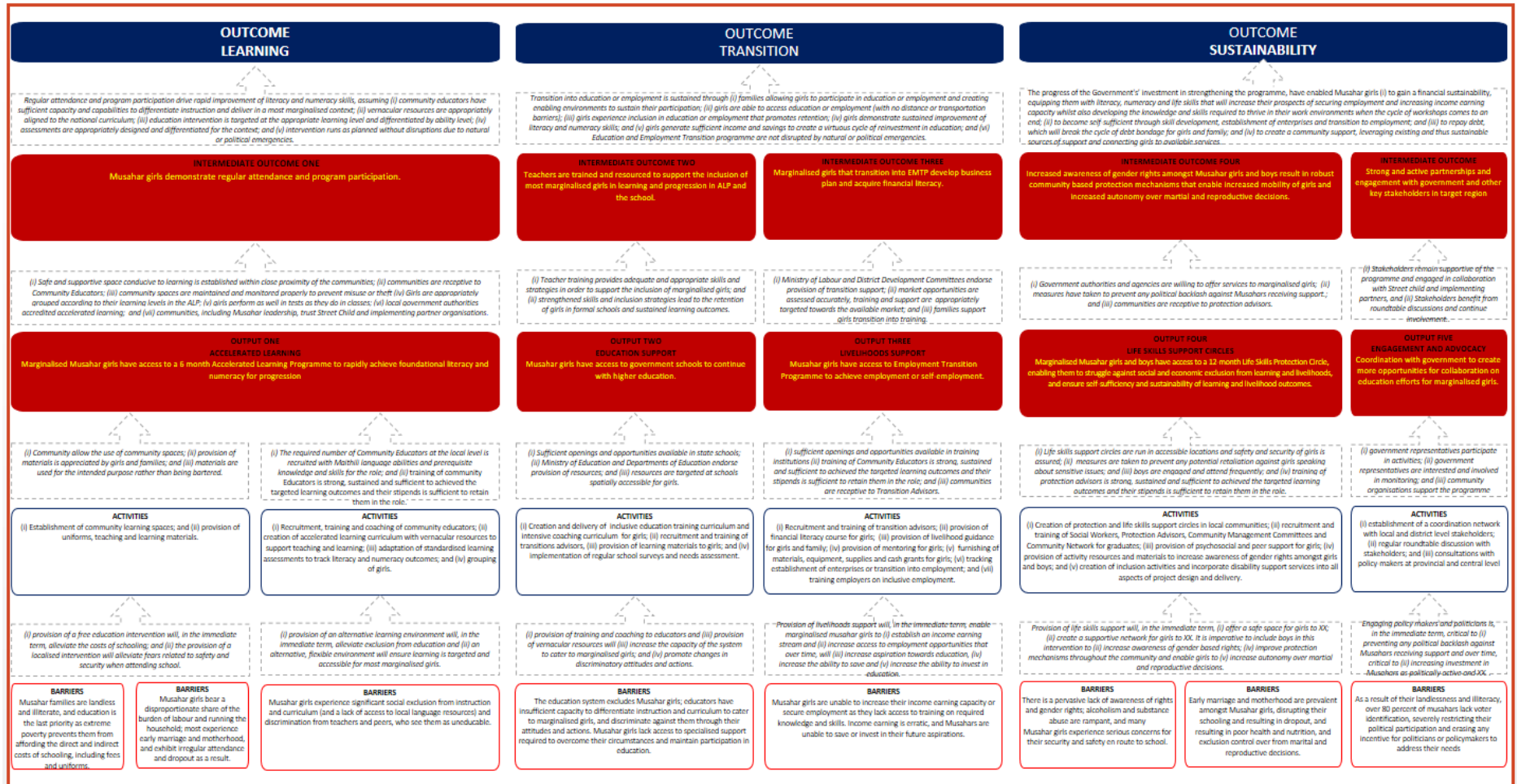
Musahars suffer extreme exclusion from education and employment opportunities due to their so called untouchable status. Though the Constitution of Nepal (1963) officially abolished untouchability, and made untouchability punishable (1990), the practice of untouchability prevails all over the country. Musahars continue to be considered as untouchable even amongst the so-called untouchable communities (Action Aid 2012, CBS 2001). Musahar communities are therefore often on the peripheries, in remote, hard to reach areas, isolated from other communities and unable to access water sources, sanitation and hygiene services; or health, education and transport services (Giri 2012).

Regarding the land ownership status of Musahars, 99.4% are landless. Most remain trapped in debt bondage, with generations of Musahars born into a tradition of bonded labour that

persists despite its criminalization in 2002 (CBS 2011, Giri 2012, UNFCO 2013). Though the Government of Nepal initiated rehabilitation programs for former bonded labourers, studies show that a blanket ban of bonded labour has resulted in a failure to find less exploitative alternatives (Giri 2012). The Musahars are one of many marginalized groups forced back into the physical and psychosocial risks of debt bondage, in the absence of interventions that address exploitative modes of production and poverty (Dhakal, 2007, Giri 2012). Over 80% of Musahars lack voter identification, restricting their political participation and erasing any incentive for politicians or policymakers to address their needs (Street Child 2016).

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

## 2.2 Project TOC and Assumptions



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 livelihood 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 facilitate learning amongst most marginalized girls?
- C. How did the project facilitate the transition of most marginalized girls into education or income generating opportunities?
- D. How sustainable are the activities and how successful was the programme in leveraging additional interest and investment?

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

- A. What impact did the project have on the transition of most 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 bellow:

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

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

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

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

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

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

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

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

### **3.2 Principles of Overall evaluation design**

The sequential mixed methods was applied to carry out this endline evaluation of MnM project in Cohort 1. Firstly, quantitative survey questionnaires with girls and their parents were carried out. Based on data from the survey and evaluation goals, qualitative research methods were adopted to understand better the reasons behind successes and gaps in outcomes.

The endline evaluation design aligns with the current 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 mainstreamed throughout the evaluation design to ensure it adhered to GESI minimum standards at all times. It was a reflection of 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 designed by NIDR by adapting the survey framework provided by GEC. Many of the questions in the framework were deemed irrelevant and therefore removed. Then, it was contextualized for the local setting and 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 tool for learning assessment
- 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 tools were used for learning test, which are described in detail below in section 3.4.8. As Street Child of Nepal (SCoN) rigorously collects learning assessment data as part of their TaRL methodology, with advice and approval from GEC's evaluation team, results from their assessments are provided for this endline report. NIDR conducted spot checks during these learning assessments to ensure data credibility and integrity.

##### **3.3.1.2 Primary care giver survey questionnaires**

The primary care giver 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 were 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 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 10 local female enumerators, who were fluent in Maithali language, were recruited for the data collection. A two-day (24-25<sup>th</sup> August 2021) orientation and training was conducted for enumerators on data collection tools and techniques, tablet-based data collection, quality control, research ethics and rapport building. In addition, the enumerators were trained on taking consent, maintaining data confidentiality 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 26<sup>th</sup> August-8<sup>th</sup> September 2021 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 in excel and then exported into the Statistical Package for the Social Sciences (SPSS) software program to undergo a further cleaning process, including analysis of outliers, missing data, or other anomalies, to identify any remaining errors. All changes to the raw data, through cleaning and analysis, were recorded in a platform, which created new cleaned datasets, leaving the raw data intact and ensuring a replicable process.

### **3.3.5 Quantitative data analysis**

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

### **3.3.6 Tests for assessing learning levels**

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

- For literacy
  - (i) Girls were asked to choose 5 letters and recognise at least 4 correctly.
  - (ii) Girls were asked to choose 5 words and recognise at least 4 correctly.

(iii) Girls were asked to read four sentences and were allowed up to 3 mistakes for 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 ( $\beta$ )	80%
Sample Size	312
Attrition buffer	30%
Final Sample Size	406

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

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

Table 2: Sample breakdown by regions

<b>Region</b>	<b>Sample proportion of intervention group (%)</b>
Sunsari	29.3%
Saptari	35.0%
Dhanusha	11.6%
Siraha	13.5%
Mahotari	10.6%
<b>Source:N = 406</b>	<b>Girls survey database</b>

Table 3: Sample breakdown by age

<b>Age (adapt as required)</b>	<b>Sample proportion of intervention group (%)</b>
Aged <10 (%)	0.0%
Aged 10 (%)	5.2
Aged 11 (%)	4.7
Aged 12 (%)	7.1
Aged 13 (%)	9.6
Aged 14 (%)	20.2
Aged 15 (%)	10.6
Aged 16 (%)	12.6
Aged 17 (%)	11.6
Aged 18 (%)	18.5
<b>Source:N = 406</b>	<b>Girls survey database</b>

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

<b>Domain difficulty of</b>	<b>Sample proportion of intervention group (%)</b>	<b>Guidance – record as true if they meet the criteria below</b>
Seeing	0.0%	If CF1=1 AND (CF2=3 OR CF2=4) <b>OR</b> If CF1=2 AND (CF3=3 OR CF3=4)
Hearing	0.0%	If CF4=1 AND (CF5=3 OR CF5=4) <b>OR</b> 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) <b>OR</b> 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 <b>OR</b> CF16=3 OR CF16=4
Learning	3.0%	CF17=3 OR CF17=4
Remembering	2.7%	CF18=3 OR CF18=4
Concentrating	1.7%	CF19=3 OR CF19=4
Accepting Change	4.4%	CF20=3 OR CF20=4
Controlling Behaviour	4.0%	CF21=3 OR CF21=4
Making Friends	0.5%	CF22=3 OR CF22=4
Anxiety	0.0%	CF23=1
Depression	0.0%	CF24=1
Girls with disabilities overall	0.0%	
Source: N = 406	<b>Girls survey database</b>	



## 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	Project and EE	Yes	NA	Yes
KII	Project and EE	Yes	NA	Yes

The qualitative methods (FGDs and KIIs) were conducted to investigate sensitive topics and to explore 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 11-19<sup>th</sup> December 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, and Interview (KII) methods. The sample size of qualitative study is shown in table below.

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 (6-10 respondents in each FGD)	10 FGDs with 67 participants	
FGD with Parents	NA	10 FGDs (6-10 respondents per FGDs )	5 FGDs with 35 participants	
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 10 experienced researchers who had more than 3 years' experience of conducting qualitative research, including administering FGDs and KIIs with adolescents on sexual health related topics, 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 researcher code of conduct during data collection. Then, the endline qualitative researcher training was conducted from the 10<sup>th</sup> December 2021 virtually. 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 also engaged in all stages of 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 note 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.

### **3.4.3 Qualitative data handling and analysis**

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

## 4. Key Characteristic, Subgroups and Barriers of Baseline Samples

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

### 4.1 Educational Marginalization

#### 4.1.1 Demographic of the Musahar Girls

In line with GEC's objective of understanding and addressing educational marginalization of girls in terms of sub-groups, this section discusses the characteristics of the sample population along with the key barriers they faced.

The characteristics presented below have been suggested by the 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
<b>Religion</b>		
Hindu	406	100.0
<b>Caste</b>		
Musahar	406	100.0
<b>Language</b>		
Maithali	406	100.0

Based on the distribution of households by religion, caste and language, the entire sampled girls were Hindu, Musahar who speak Maithili in both baseline and endline survey.

Table8: Age group, marital and pregnancy status of the sample girls

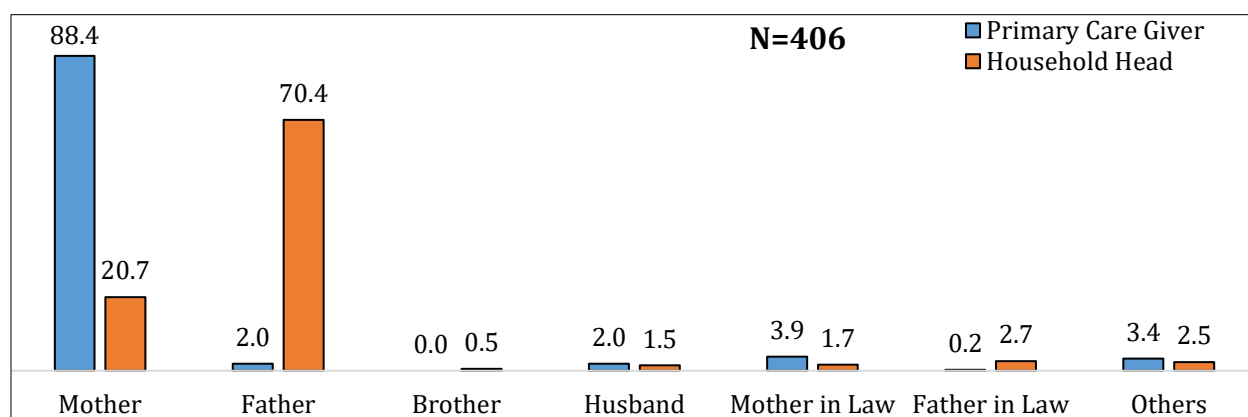
Characteristics of the girls	Baseline (%)	Endline (%)
<b>Age group</b>		
10-14 years old	53.0	46.8
15-18 years old	47.0	53.2
<b>Marital status</b>		
Married	10.8	15.8
Unmarried	89.2	84.2
<b>Mother</b>		
Yes	5.4	6.4
No	94.6	93.6

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

Slightly more than half (53.2%) in the survey belonged to 15-18 age group with 46.8% aged 10-14 years old, the greatest number of which (20.2%) were 14 years old and least number of girls were 11 years old (4.7%).

The majority of the girls (84.2%) were unmarried with a 15.8% minority who were married, among whom more than one-third (40.6%) were mothers.

Figure 1: Primary caregiver and household head of the girls



In the girl’s survey, the majority (88.4%) reported that their mothers were the primary caregivers and only 20.7% reported that mothers were the household heads. More than two-third of the girls (70.4%) 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	Endline	
	PCG	Household head
Never been to school	92.3	88.3
Attended some years of primary school	4.5	3.0
Completed Grade 5	1.7	5.3
Completed Grade 6	-	-
Completed Grade 8	1.0	2.3
Completed Grade 10	0.5	1.3
Don’t know	-	-

Most primary caregivers (92.3%) and household heads (88.3%) had never been to school while 4.5% of primary caregiver and 3.0% of household heads attended some years of primary school but the later one had not completed it. The chronically low educational

experience amongst PCGs and household heads helps understand girls' limited learning levels as well as the extent of the barriers they face to learning.

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

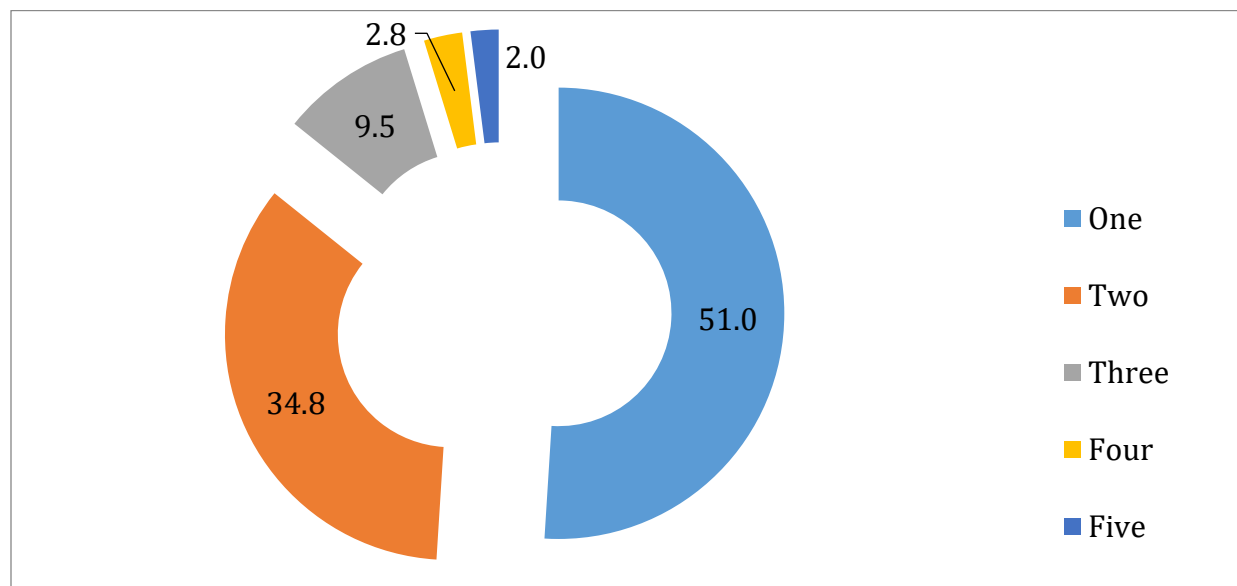
Table 10: Main income of family and occupation of PCG

Type of employment	Main income source	Occupation of PCG
	Endline	Endline
Agriculture	6.8	6.8
Daily wage labour	79.3	80.0
Business	1.3	1.5
India based seasonal employment	3.3	3.0
Foreign employment	6.3	4.3
Livestock rearing	1.3	2.0
Job/services	0.5	0.8
Others	1.5	1.8

As a main source of income in the family, 79.3% rely on daily wage labour in the endline survey whereas (6.8%) depended on agriculture, and (6.3%) on the foreign employment. In the Endline Survey, we found that the majority of the primary care givers were engaged in daily wage labour (80%), followed by Agriculture (6.8%).

In the family, 24% of the household had 5 family members, and 39% of household had 2 adults (people aged 18 or over) living and eating their meals together in a single dwelling. Slightly more than half of households (51%) have one woman and the average family size was 6 with a maximum of 16 family members and minimum of 2.

Figure: Number of adult women in the household



Almost all households (94.8%) had children aged between 10 and 18 years old. 50.7% of households had at least one girl aged 10-18, while 48.8% 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
<b>Number of children aged from 10 to 18 in the household</b>		
Yes	379	94.8
No	21	5.3
<b>Number of girls (aged 10-18) in the household</b>		
0	1	0.3
1	192	50.7
2	134	35.4
3	38	10.0
4	10	2.6
5	1	0.3
6	1	0.3
12	1	0.3
18	1	0.3
<b>Number of boys (aged 10-18) in the household</b>		
0	134	35.4
1	185	48.8
2	56	14.8
3	2	0.5
4	1	0.3
5	1	0.3

### 4.1.1.3 Household facilities

Within the survey, more than half of the respondents (68.8%) responded that their house roof was made from tin/zinc sheets with a further 13.8% reporting thatched roofs. (Further detail in Annex I)

More than half of respondents (60.3%) didn't have toilet facilities, instead using plots (88.8%), roads (2.9%), river (7.5%) and forest (0.8%) for defecation. Of the 39.8% who had toilet facilities in their home, 46.5% are temporary, 47.8% are semi-temporary, and 5.7% are permanent. (Further details in Annex I)

For water facilities, almost all the respondents (93.5%) rely on the hand-operated boring well as their only source of drinking water and only 2.8% have an access to tapped drinking water. However, 81.3% of the respondents explained that they had never gone without clean drinking water for home use. (Further details in Annex I)

On the issue of household debt, more than 70.8% of the respondents revealed that their household were in debt and 74.5 percent of the households did not have any savings amount. (See details in Annex I)

### 4.1.1.4 Challenges of 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' where a comprehensive curriculum was developed which helped to address the daily challenges faced by the Musahar girls, and a 6-month Life Skill Protection Circles (LSPC) intervention ran parallel to the 6-ALP classes which developed these life skills among them.

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

<b>Challenges of performing tasks</b>	<b>Baseline</b>	<b>Endline</b>
Concentrating on an activity that you enjoy doing	26.3	1.7
Remembering things	24.3	2.7
Concentrating on an activity	14.5	-
Accepting changes in the routine	25.3	4.4
Controlling behavior	26.1	4.0
Making friends	3.2	0.5
Learning things	-	3.0

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 performing tasks a significant number of girls, 4.4% reported having difficulties in accepting changed routines, 4% had difficulty in controlling

their behavior, 3% in learning things, 2.7% in remembering things, 1.7% in concentrating activities that they enjoy doing and 0.5% having difficulties in making friends.

#### 4.1.2 Barriers

The Endline evaluation indicated that many of the conventional barriers existed in the communities for a significant number of girls. In the household, 99.3% and 97.3% of girls must perform household chores, 62.7% and 64.5% must undertake agricultural work, 71.9% of girls must take care of the elderly/young members in the family and 37.3% and 42.9% must fetch water before and during the COVID-19. The degree of change in household work has not seen drastic increases before and after the pandemic, suggesting the extent to which marginalization and expectations from girls of huge contributions to household are extremely high.

Furthermore, 47.3% of the girls spent a quarter of the day doing household activities while 35.5percent and 32.5 percent spent half before and during the pandemic respectively. This statistic is also valuable towards the social context of the pedagogical intervention.

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 labour for 76.3% of the sample. This number rose to 80% during the Covid-19 crisis. 12.8% of families had food security for 9 months, which fell to 8% during Covid-19. Almost half (47%) had no cash income for more than ten days. Finally, 83.5% of families do not own any land. In our analysis, these extreme change in socio-economic conditions due to COVID-19 warranted project adaptations such as psycho-social counselling and more focus on girls' well-being, which MnM successfully incorporated for Cohort 1.

Table 13: Barriers

Barriers	Baseline	Endline	
		Before COVID	During COVID
<b>Household/Community-level Barriers</b>			
Must perform household chores (cooking and cleaning)	96.6	99.3	97.3
Must perform Agricultural work (e.g., guarding livestock, planting, watering or harvesting crops)	62.6	62.7	64.5
Must taking care of elderly/younger members in the family	57.1	0	71.9
Must fetch water	47.0	37.3	42.9
Whole day for doing household activities	3.0	9.1	12.8
Half day for doing household activities	34.5	47.3	47.3
Quarter day for doing household activities	47.8	35.5	32.5
<b>Educational barriers</b>			



Parents don't believe girls have a right to education	10.6	0.8	
<b>Economic Barriers</b>			
Family has food sufficiency for nine months	42.7	12.8	8
No cash income for more than ten days	49.0	47.0	
Wage labour as main family income source	68.9	76.3	79.3

The perception of parents that they don't believe girls have a right to education drastically reduced (10.6% in Baseline and 0.8% in endline) because it was explored that they preferred with livelihood transition because they earned money immediately and could not believe when school-going girls can get job and earn money. They were not sure when girls can go to school after Covid-19. They are getting result of livelihood transition and earning some money after selling the materials.

#### 4.1.2.1 Value for Money

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

##### Relevance

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

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

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

##### Learning Intervention

In direct response to exclusion from education due to out of school and in-school factors, a 6-month accelerated learning intervention provides a free, immediate and intensive intervention to improve reading and arithmetic skills for 2500 girls in cohort I.

With regards to relevance, the learning interventions 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 on the basis of the following criteria:

**1. Learning Centers were established in proximity to Musahar communities:** Most of the girls who participated in the focus group discussion reported that the learning centers were established in their catchment areas and were therefore easily accessible.

**2. Local Community Educator:** 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. Girls reported feeling comfortable as a result of this.

**3. Suitable Pedagogy:** Almost all the girls expressed their views that ALP classes were relevant and effective to gain basic 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. During COVID-19, the strategies used carefully considered changed and rapidly changing circumstances (Table 13) and continued to ensure relevance of teaching and learning approaches through a localised distance teaching and learning (DTL) approach.

**4. Students (Girls) Friendly Curriculum:** Most of the girls and parents who participated in the FGDs expressed their views that the curriculum was simple and interactive which made it appealing to the students.

**5. Attendance of the Girls at the Learning Center:** Almost all the girls and their parents reported that girls attended learning center regularly. The attendance rate also showed that more than 70% attendance. This illustrates that the program was responsive and flexible to the needs of the community.

**6. Active Participation of Musahar Leaders and Parents of the Girls:** Most of the leaders and parents of the girls reported that the project had engaged the leaders and parents actively in the project. Consultation and feedback to parents about the learning center and learning performance of the girls made them take ownership of the project. The formation of ALP management committee played an important role for success of the program/ALP classes.

**7. 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 was improved significantly after implementation of the project. This proved the effectiveness of the learning intervention in the community and increased awareness of girls' learning achievements amongst parents and caregivers.

### **Education Transition Intervention**

The next steps for 10-14 years olds, after attending 6 months of classes was formal enrollment of school. The intervention helped value education among the girls and community leaders. Community leaders supported the enrollment of girls at school. Enrollment along with retention would break a 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.

### **Livelihoods Intervention**

The Livelihood intervention included a skill set related to financial literacy, employment, and self-employment. The aim of employment/livelihood intervention is to prepare girls thoroughly, train the girls appropriately, and support them consistently to develop some kind of income generating activities. This aspect of the intervention was much awaited by the communities but due to the Covid-19 related closures, this could not function properly.

### **Life Skills Intervention**

Simultaneously, a 6-month Life Skills Protection Circles (LSPC) intervention ran parallel to the 6-month ALP classes, with one-hour classes 6 days a week. This intervention was relevant as it led to :

- (i) an increased awareness of rights.
- (ii) an increased confidence in accessing support services;
- (iii) the ability to recognize, resist and respond to gender related abuse.
- (iv) an increased knowledge of comprehensive sexual education (sexual health/ adolescence, family planning, menstruation), civic sense, protection (gender-based violence and discrimination, child protection) and self-efficacy. Similarly, during the intervention, MnM project established Kishori Chhalfal Kendra (KCK) through which the project aims to sustain impact led by girls themselves, especially through initiatives around anti-child marriage and gender-based violence campaigns.

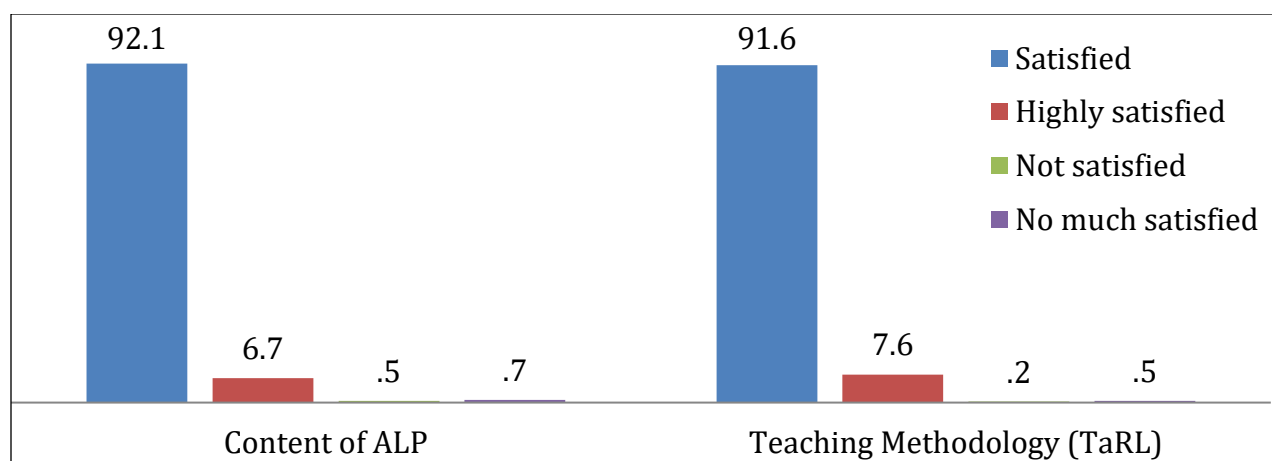
Most of the girls reported that the project was also relevant in terms of conducting regular meetings and engagement with ALP Centre Management Committees to ensure efficacy of the classes as well as the overall programme; and forming an alumni network to ensure sustainability of the protection circles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

## Effectiveness and Efficiency

In terms of effectiveness and efficiency, the greatest Value for Money was achieved by the accelerated learning program, life skill and protection program, 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 across the GEC portfolio. (Source: SCoN through GEC/FCDO).

### Accelerated Learning Program Effectiveness and Efficiency

Figure 2: Accelerated learning program content and teaching methodology satisfaction level

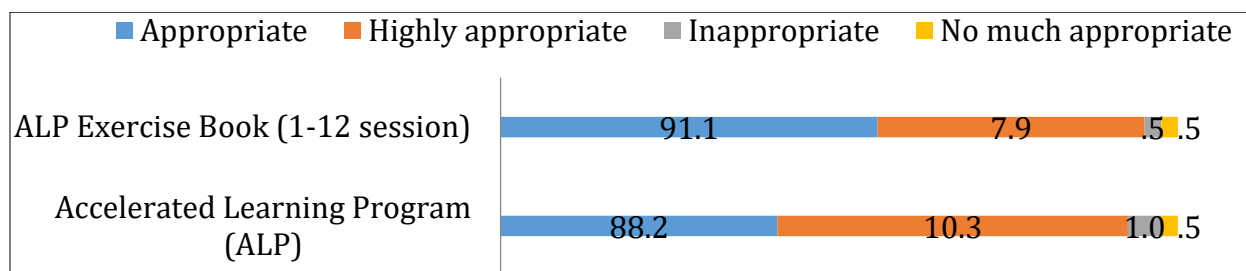


The endline evaluation showed that the accelerated learning program had a significant impact on improving the learning as well as the confidence of the girls. Both parents and girls stated that the ALP was one of the most significant interventions for them within the project. In the endline survey 92.1% said they were satisfied with the content of the accelerated learning program because of following reasons:

- **ALP motivates and helps fulfil dreams of the girls to study:** In the qualitative study, the girls 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. It was something that they wished for but did not think was possible.

**Teaching learning method:** In the survey, 91.6% of the girls expressed satisfaction with the pedagogy and 88.2% found ALP appropriate to their needs.

Figure 3: Effectiveness of ALP and exercise book



Most girls (91.1%) reported that the ALP exercise book was appropriate for them 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 an easily understood way. The methods used in the accelerated learning program encouraged active participation in the class activities and interaction with teachers and students for improved learning.

- 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”*.

### Transition Intervention Effectiveness and Efficiency

Transition is another most important intervention of the project. The transition was designed based on the age group of the girls. Girls aged 10-14 had received intensive coaching for School Transition Programme to assist them in achieving Grade 3 level competencies (outside of just foundational literacy and numeracy), in line with the national curriculum. Girls aged 15-18 were enrolled into a financial literacy course under the Livelihood Support Programme.

As per the MNM project’s initial targets, 60% of the total girls should transition into formal school and 40% of the girls should transition into livelihood intervention at the end of the first part of the intervention. The endline results showed that 53% of the girls had chosen livelihood intervention and 47% had chosen educational intervention at the end of the first part of the intervention. Increased economic needs as well as school closures due to COVID-19 are understood to be main causes for this change in proportion.

Figure 4: Transition intervention target vs achievement



The result of the transition proves effectiveness of the project interventions.

**Education Transition:** Analyzing the results of the aforementioned figure 4, 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. This can be taken as a great achievement of the MNM.

**Livelihood Transition:** The Livelihood intervention includes a package of financial literacy, vocational training, employment, and self-employment. Due to the COVID-19 pandemic impact, most of them reported that the livelihood intervention could not run properly. The lack of effectiveness can be partly attributed to the factors that were beyond the project's control, but also largely due to inefficient processes and program management during this cohort which saw significant delays. For example, the training was designed to be centered on residential events rather than continuous mentoring.

As per the representative of SAHAS Nepal, 1129 girls had received vocational training to establish enterprises and secured better income opportunities. However, the girls reported that the training was inadequate to uplift their skills. The duration too short. The design of the training, according to the girls was not relevant or couldn't accommodate their preferences.

Contrastingly, girls from Saptari district reported that the trainings were helpful, relevant and responsive to their needs. As a result, those who participated in the focus group discussion reported that they had started their business and generate income. However, Saptari district was an exception. Other districts reported that they could not start their business for the following reasons:

- Impact of Covid-19
- Lack of financial resources.
- Problems with logistics.
- Not sure how to start the process.

Lack of citizenship: Most of the girls reported that they did not have their citizenship, which affects starting their business. For running a business, they have to register with the local government. This will happen after getting the documentation proving citizenship.

### **Effectiveness of Life Skill Circles**

Along with the learning intervention, the life skills and protection intervention was 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 skills and protection intervention was also found effective and efficient in the following ways:

#### **2500 girls were successfully accessed opportunities to learn various life skills:**

- **Improve self-efficacy in communication and decision making:** Before the implementation of the project, girls expressed fear and hesitancy when carrying out day to day activities and communication. However, now they reported that they can express themselves confidently, communicate to solve problems and make decisions without fear.
- Endline results illustrated an improvement in the knowledge domains related to life skills. The girls express that previously there pervaded a lack of awareness on issues of menstruation, menstrual hygiene management, adolescent health, sexual health, child rights, gender discrimination and family planning. 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.

*“Life skill intervention supported efforts to control and prevent child marriage, violence, discrimination, unwanted pregnancy and negative health consequences in our community”.-FGD with girls*

- **Teacher Training**

The teacher training component of the project was relatively successful in introducing new teaching-learning methods which a focus on empathy and zero tolerance towards corporal punishment. Some teachers did express few reservations about the feasibility of such an intervention. This did not fully manifest in school environments conducive to inclusive learning, however, school closures meant that effectively evaluating this aspect was problematic.

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 young mothers, and inclusion of girls with disabilities was emphasized, generating importance in the community of equity and ensuring no girl was left behind.

## **Impact of the interventions**

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

**Impact on learning:** Before implementation of the project, all the girls were either dropped out of school or never enrolled in formal schools. At the end of Cohort I, the project intervention has been found to be effective. It supported to transition girls into formal school by changing the perceptions of community positively. The parents realized the opportunities presented by education and are now sending their daughters to school.

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

**Learning and Confidence of the girls:** The endline evaluation showed that the ALP had the biggest impact on improving learning habits as well as the confidence of girls.

**Overcome the educational barriers of the society:** The project has good impact to reduce educational barriers in the community and family members, as per reflections shared during discussions and interviews.

**Vocational trainings:** As per the representative of SAHAS Nepal, 1129 girls had received vocational training to establish enterprises and secure better job opportunity. Despite the fact that the project interventions for livelihood transition couldn't bring the expected/desired results due to different factors including the COVID pandemic, few numbers of girls, particularly from Saptari district have notably benefited.

**Impact of self-efficacy to the girls:** The endline survey was found to change the girl's self-efficacy skill significantly in comparison to baseline survey. The girls are better able to take informed decisions, communicate confidently and solve their personal problems.

**Impact on reducing the child marriage, violence, and discrimination in the community:** The endline study found that after implementation of the project, the 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 Chhapfal Kendra (KCK).

## Sustainability

**Community level:** After the implementation of the project, almost all the girls (99%) had their birth certificate. Although 94.8% girls already had their birth certificates at baseline, 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 (40.1%), which was only 11.4% in the baseline survey. The alumni association which has been created by the project and protection circles continued their work 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.

**School Level:** The intervention helped 10 schools develop their school improvement plan (SIP), which did not exist in any school at the start of the project. Due to Covid-19 related school closures, the success of implementing SIP cannot be numerically gauged but qualitative responses illustrated some measures in school had been active. These included scholarships; free distribution of school dress, books and copies; and day meal program.

**Systematic improvements:** While the impact on sensitizing the systemic machinery to issues facing the Musahar community was successful, it would be too early to see evidence of systematic improvements, especially considering this was cohort 1.

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

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

## 5. Outcome Findings

### 5.1 Learning Outcome

All participating 2262 girls were expected to acquire foundational reading and arithmetical skills by the time they graduate from the ALP, which is defined in this project as the ability to read and comprehend texts containing ‘Stories’ and/or ‘Paragraphs’, and conduct four mathematical operations (addition, subtraction, multiplication and division) with two-digit numbers. These benchmarks in learning levels are based on the Teaching at the Right Level (TaRL) methodology. TaRL was the main pedagogical package adopted to increase learning in these domains.

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

This section addresses the RQ “what worked in how the project facilitated learning amongst most marginalized girls?” which was developed at the design stage of the project

Table 14: Foundational literacy status at baseline and endline

Categories	Baseline Survey (%)	Endline Survey (%)
Beginner	2	1
Letter	22	4
Word	35	28
Paragraph	28	34
Story	13	34
<b>Total</b>	<b>100</b>	<b>100</b>

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, only 28% and 13% of the girls were thought to be proficient enough in reading Story-level and paragraph level texts in the assessment. This increased to 34% and 34% for both Story-level and paragraph-level. Another indicator of improving literacy can be the change in learning levels of those girls who were on a letter level at baseline and endline which decreased from 22% to 4%. It is

important to note that the achievements were despite this cohort experiencing cessation of learning activities due to the first round of national COVID-19 lockdowns.

Overall, as a testament to the coaching and support the girls received as a part of the program before and during COVID-19, 68% of the girls in the project could read sentences and 95% could read words which was a change from 59% and 76% respectively at baseline.

*Most of the girls who participated in the focus group discussion also thought they had improved their literacy drastically. The girls*

*"To improve our literacy and numeracy, exams were taken weekly or in every two weeks and our progress was checked. Those who were weak in studies were taught by giving more priority." -FGD 10-14 years girls participants, Sunsari*

*attributed this increase to the quality of teaching instruction and the features of this accelerated learning program. In the ALP classes, the girls reported that the community educators used to teach by demonstration, discussion, playing games and learning materials, which support to improve girls learning.*

*"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.*

Table 15: Foundational numeracy skills (adapt subtasks list to test)

Categories	Baseline Survey (%)	Endline Survey (%)
Beginner	1	0
1 Digit No.	12	2
2 Digit No.	55	45
3 Digit No.	32	52
<b>Total</b>	<b>100</b>	<b>100</b>

*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 20% points from 32% to 52%.

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 multiplication, which saw an increase of 34 % points between baseline and endline. Considering the multiple mathematical operations involved in division, the increase of 25%

points is also substantial. Addition and subtraction saw an increase of 10% points and 21 % points respectively.

Table 16: Numeracy Level of the Respondents

Categories	Baseline Survey (%)	Endline Survey (%)
Additional	85	95
Subtraction	71	92
Multiplication	29	63
Division	13	37

Source: Street Child of Nepal

The literacy and numeracy target were found achieved. Regarding the literacy, the project had set 55% of girls reach story or paragraph level, which was improved by 7% in the endline survey. In numeracy, the project was success to achieve the target in reaching 2-digit or 3-digit level. In operation also the project was found success to achieve 65% of level which was 5% more than target. (Details is given in Annex 3)

*Most of the girls who participated in the focus group discussion reported that ALP classes helped improve their literacy and numeracy status. They also reported that ALP classes were held in their own community, which made them easily accessible and they could attend the classes after completing their household chores. They also opined that the teaching methods were gender-sensitive and interactive. Pedagogy which involved playing games, having discussions, using props, pictorial illustrations was very effective in enhancing understanding and consolidating concepts*

## 5.2 Transition Outcome

The transition addresses the following two research questions:

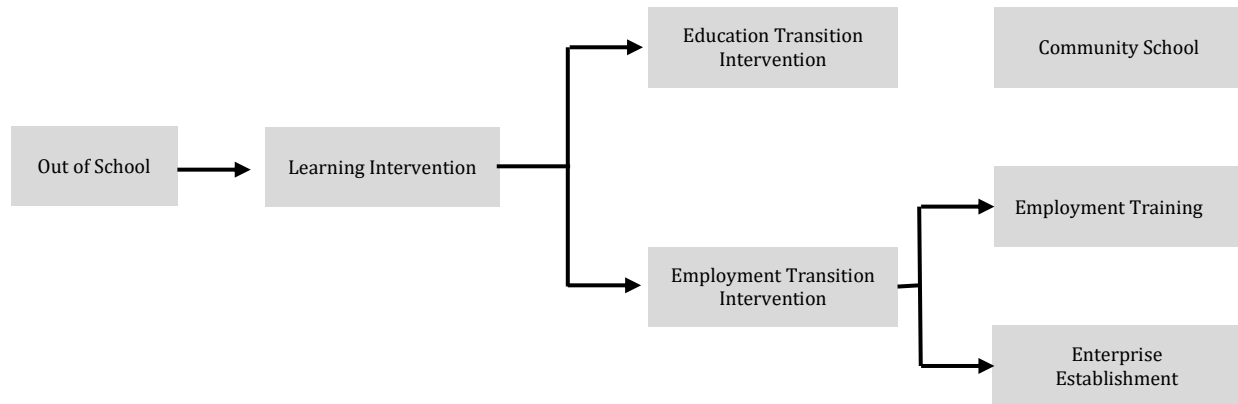
**1. What impact did the project have on the transition of most marginalized girls into formal education or income generating activities?**

**2. What helped facilitate a successful transition?**

Transition in the GEC is conceived as the pathway that girls utilize to enhance their learning and development on after finishing ALP classes. These pathways itself can consist of various interventions which enable girls acquire knowledge and skills to transition into education or employment. The transition pathways were contextualized and culturally responsive for the target communities.

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

Figure 5: Transition Pathways



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

Table 17 Transition pathways summary

Transition Pathway	Description	Aims until the next milestone	Transition Status	
			Achievement	Target
Transition group A: (girls aged 10-14 at end of the ALP class)	Strongly preferred that the student (Re) enroll in Grade 3 at school as a minimum. In case this is not possible, focus on improving quality of life through improved life skills.	Enroll into formal school. If above fails, uses life skills gained through the project to improved quality of life.	47.0% (1063)	60% (1357)
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	Completion of financial literacy class and skill based trainings will be as per approved business plan.	53.0% (1199)	40% (905)

- **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 livelihoods intervention at the end of Cohort 1. The endline results show that 53% of the girls had chosen livelihood intervention and 47% had chosen education intervention in Cohort I.

The pathway analysis showed that girls who had chosen livelihoods intervention was 13% (53%) higher than what the project had initially targeted and so lesser % of girls (47%) transitioned into formal schools than initially targeted (60%). As a result of the COVID-19 pandemic, the transition rate of girls was affected but the results of the transitions will be analyzed. Furthermore, the endline evaluation could not include out-of-school girls (aged 10 to 14) that completed the ALP and lifeskills programme but did not re-enrol into schools, as part of their targeted stakeholders due to COVID-19 and potential transition pathways remain unknown.

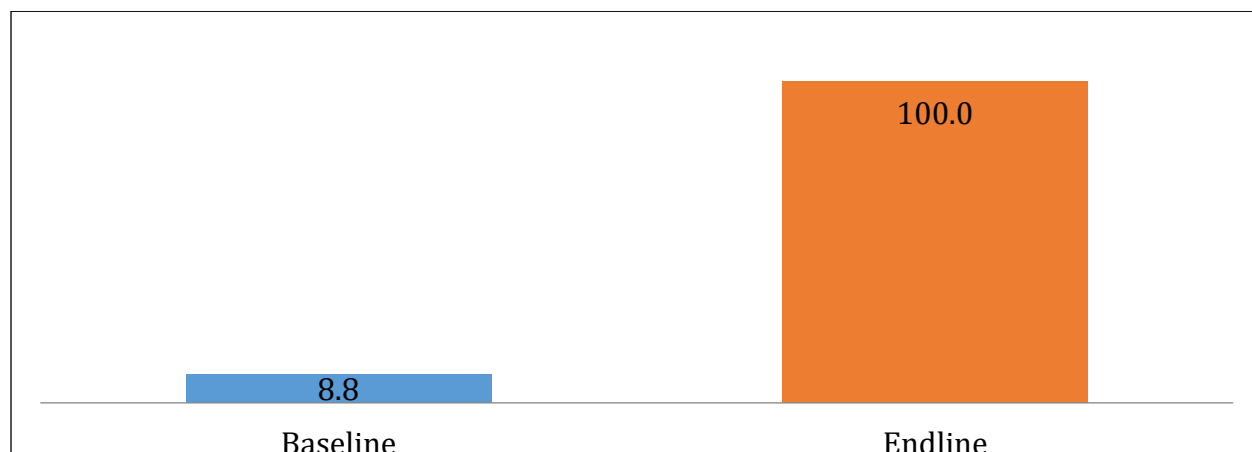
### 5.2.1 Non-Formal Education

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 2,500 girls across five districts in Cohort I.

*"We enjoyed the teaching methods of ALP classes because the teacher used to explain and demonstrate with teaching materials like sticks. She used to treat us equally and point out the things herself if we were unable to read or write." – FGD with Girls*

All the parents revealed that their daughter(s) had participated in non-formal education through the accelerated learning intervention; only 8.8% had received any kind of non-formal education at baseline.

Figure 6: Girls participation in non-formal education



*“The girls of Musahar communities never got any chance of learning before the MnM project. The ALP classes ensured that we are now able to read, write or perform calculations. We were not aware about the importance of education. We always thought that we are only meant for household chores. After the ALP classes, we are aware about the value of education in our life and understand that the education can help us get jobs in the future and also enable us to live a better and independent life.*

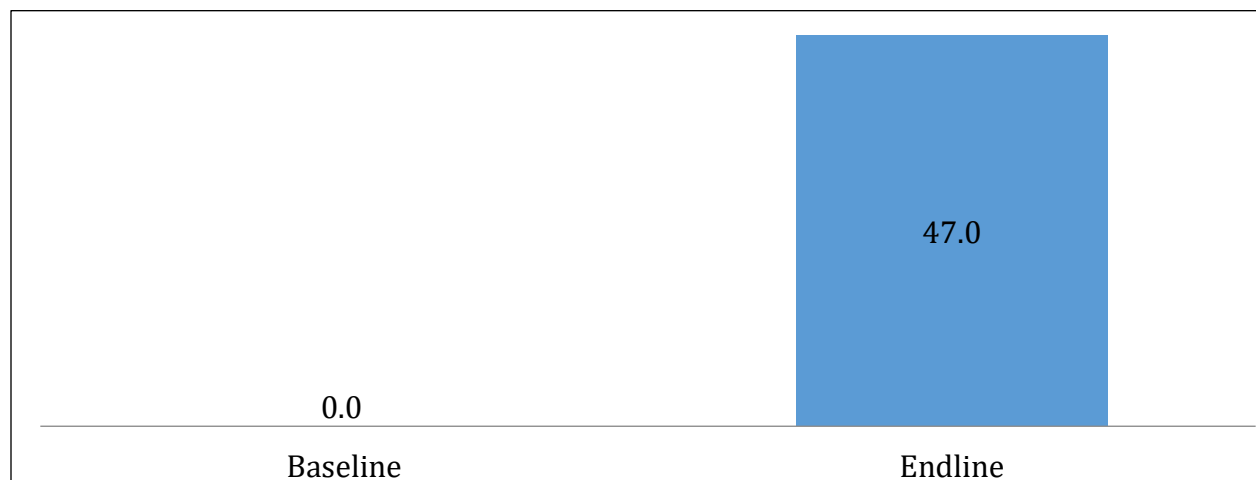
*The ALP classes provided us numerous benefits such as life skills, knowledge, and confidence. . This motivated us to join the ALP classes. The fact that ALP classes are conducted in our own community area and only Musahar girls participated in the classes boosted our motivation to join the ALP classes.*

*When joining the ALP classes, we were unsure about our ability to read and write. Now we are satisfied that we can read, write and perform simple arithmetic calculations. We were afraid and hesitated when speaking in front of others before joining the classes. The ALP classes have developed a certain level of confidence in us and we can speak in front of people.”-FGD with Girls.*

### 5.2.2 Education Transition Intervention

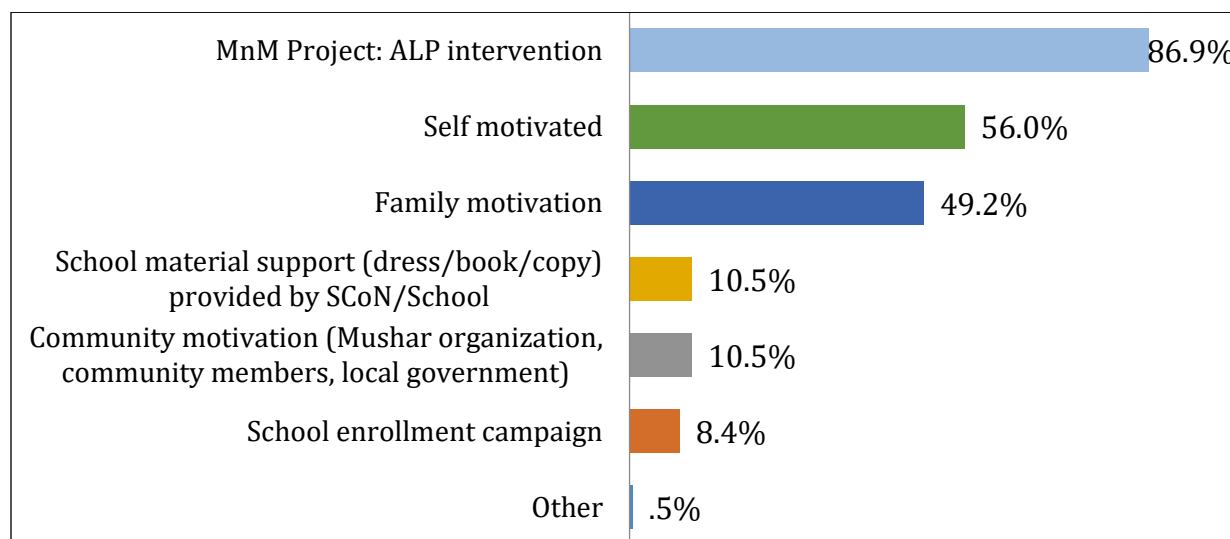
This section describes the enrolment in formal school, and motivation factors for going to formal school.

Figure 7: Enrolled in the formal school



Most of the girls (86.9%) revealed that they were motivated by the ALP. 56% in the endline survey reported intrinsic motivation to attend school and 49.2% of the girls reported that they were motivated by their families too.

Figure 8: 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, 26.6% of the girls' in the endline survey revealed that they were enrolled in grade 4 and 25.5% in grade 5. Likewise, 18.6% of the girls were enrolled in grade 3% and 16% were enrolled in grade 6. (Details is given in Annex 2)

### ***Project Support in School Transition***

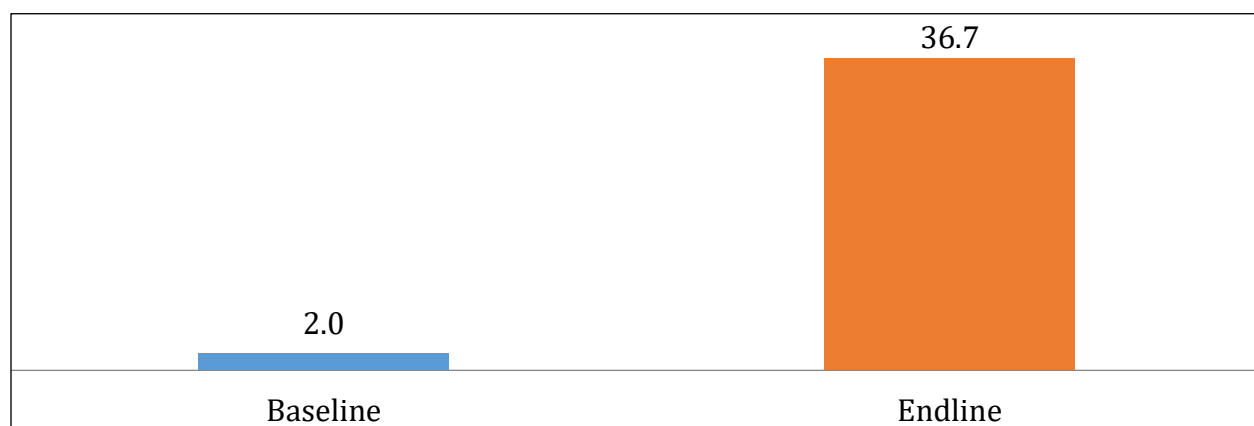
*Almost all the participants in the focus group discussion highlighted that the project supported them to enroll and to attend formal school regularly. They also expressed that the project provided them essential school materials like books, copies, school uniform, nail cutter, toothbrush, tooth paste, umbrella and bag. The project encouraged their parents to send girls to school regularly."*

## **5.2.3 Livelihoods Intervention**

Musahar girls aged 15-18 had successfully completed a 6 months ALP classes. Then, they transitioned into the Livelihoods Support Programme, which was previously Employment Transition Programme (EMPTP), that supported them to develop business enterprises. 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.

### **5.2.3.1 Training**

*Figure 9: Distribution of respondents by training status of girls*



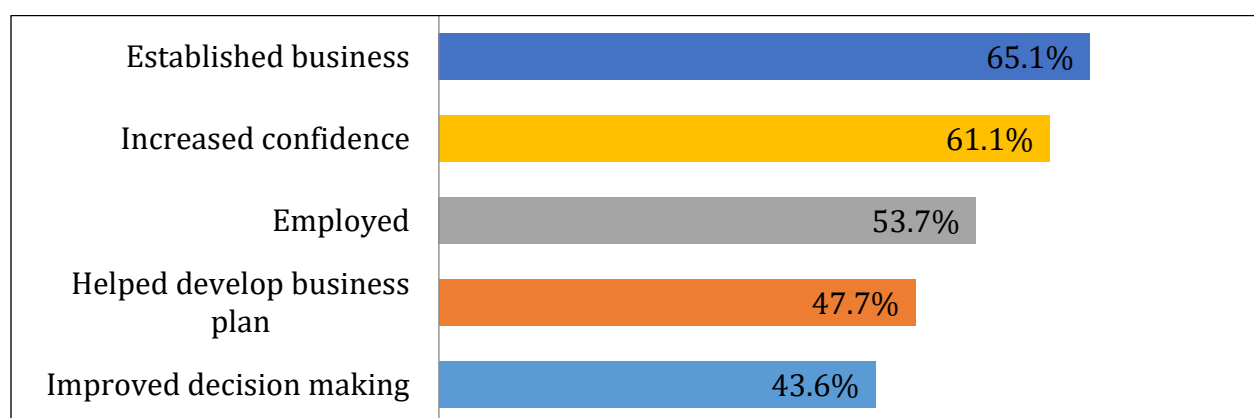
Out of the total sample girls, 36.7% (out of the 53% that transitioned into livelihoods) in the endline survey had received vocational training (rest were yet to complete training due to COVID-19 delays), including:

- Muda making
- Bhuja making
- Momo and chowmein

- Paanipuri and chatpat
- Samosa, pakoda and tea
- Duck and hen rearing
- Cosmetics, toy and cloth
- Egg and vegetable selling
- Vegetable and small grocery shops

The training remained effective for the girls. It is found in the endline survey that the training supported 65.1% girls to establish their small-scale business and also built their confidence for these activities. (Details are given in Figure 9 and 10)

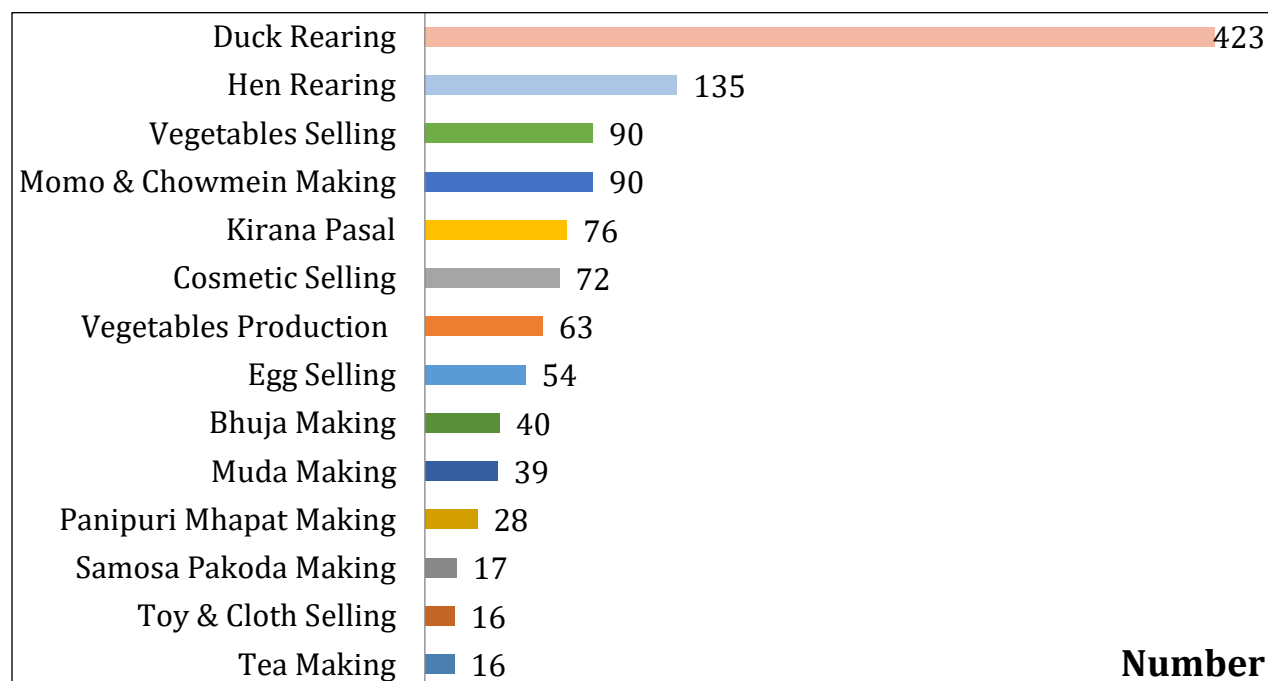
Figure 10: Training support for girls



*“My name is Raj Kumari Sada (name changed). In the livelihood support program, I received vocational training on grocery selling. After completing the training, I received some items to start a business and since that was not enough, my family supported me with NR 10,000. Now, I am doing well and can meet household needs. Currently, I deposit NRs. 200 daily in the cooperative.”*

Out of a total of 1129 girls who participated in the vocational training, most (N=423) received duck rearing training, followed by hen rearing training (N=135), vegetable retail training (N=90) and momo & chowmein making training (N=90).

Figure 11: Type of vocational training provided by MnM project



“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

### 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.

The endline results also showed that only 3 girls were engaged in a formal job and 4 girls were enrolled in informal job. This reflects the change in programme design from enterprise and employment to just enterprise, following a 3-month market research in year 1 which revealed that job linkages were not the most feasible option for Musahar girls through this project. Among the girls who had chosen livelihood intervention, 42.3% reported that they were currently engaged in self-employment activities like rearing ducks (N=33), non-farm agriculture, momo making, cosmetic selling (N=29), agriculture (N=15) and self-investment small business (N=13). (Details is given in table 18)

Data shared by SAHAS Nepal confirmed that 1129 girls are running their small scale businesses in duck rearing (N=423); hen rearing (N=135), vegetable selling (N=90) and momo&chowmein making (n=90); kiranapasal (n=76); cosmetic selling (n=72); vegetable growing(n=63); egg selling (n=54); bhujha making (n=40); muda making (n=39); panipuri

making (n=28); samosa pakoda making (n=17); toy & cloth selling (n=16); and tea making (n=16).

*Almost all the girls participated in the FGD in Saptari district reported that, “After participating in the training, we have developed a business plan and then set up our business. The project supported and guided us for developing the plan and setting up the business.”*

*Similarly, all participants from Mahottari, Sunsari, Dhanusa and Siraha reported 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 could not set up and continue the business because of lack of resources required”.- FGD with Girls, Sunsari.*

*“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.”-FGD with girls, Siraha*

Table 18: Type of self/employment (number)

Nature of Self/Employment	Baseline	Endline
<b>Employment</b>		
Informal employment	8	4
Formal paid employment	0	3
<b>Total</b>	<b>8</b>	<b>7</b>
<b>Self-employment</b>		
Livestock related	1	33
Non-agriculture related	4	29
Agriculture related	70	15
Self-investment small business	0	13
<b>Total</b>	<b>75</b>	<b>90</b>

*Those girls who had opened their enterprise (Saptari district) expressed their experience in the focus group discussion:*

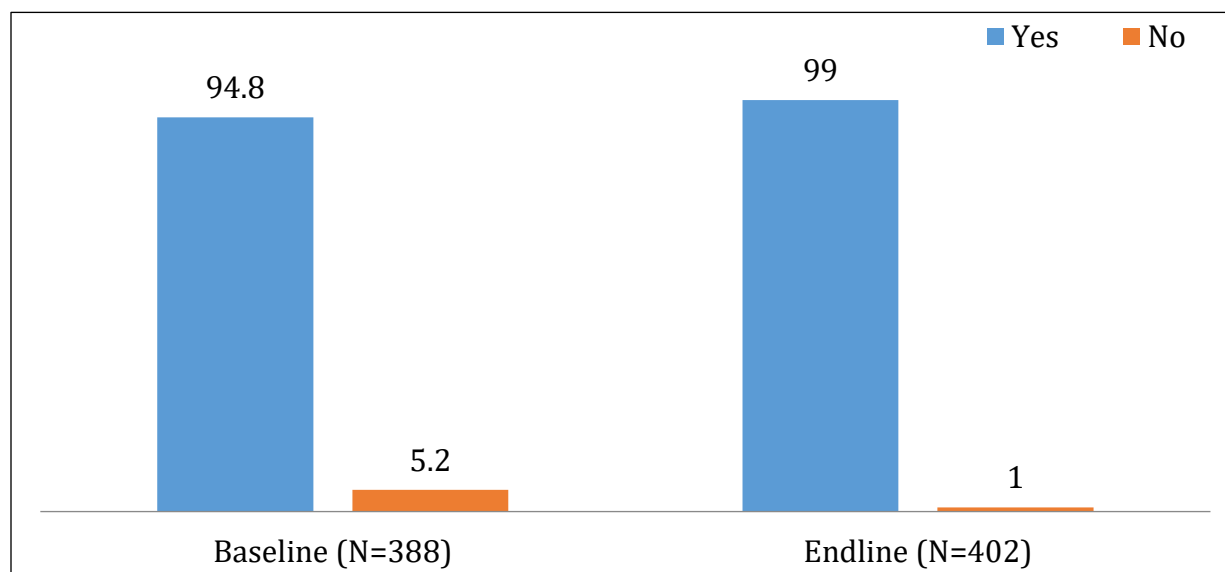
*“We have benefitted since we started our own micro-enterprise. We have been able to earn and support our families financially. So, we want to continue our business but have faced many barriers in the business, which are:*

- *Low economic resources for sustaining the business*
- *Have to cover the expenses and need of our families*
- *Discrimination from people in the wider community while doing the business*
- *Lack of guidance and suggestions from parents.*

### 5.3 Sustainability outcome

The MnM project was designated three levels i.e. community level, school level and system level for 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”.

Figure 12: Utilization of birth certificate



Regarding the utilization of the birth certificate, almost all the girls (99%) in the endline survey reported that they had utilized their birth certificate for the enrollment at school, which was 3.2 percent higher than baseline survey (94.7%). Most of the girls had utilized it for enrollment in formal and non-formal education (baseline-98.6% and endline-94.1%). In the endline nearly one-fifth of the girls also utilized their birth certificate for immunization services which was 0.3 percent in the baseline survey.

Table 19: Utilization of birth certificate

Utilization of birth certificate	Baseline	Endline
Formal and Non-formal School enrollment	98.6	94.1
Immunization Service	0.3	18.3
Life and health insurance	0.5	6.2
To get citizenship	4.1	12.1
To open bank account	1.1	5.6
Other	2.7	0.6

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

Qualitative findings also showed that the most of girls had their birth certificate. 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 argued that the project had coordinated with local government for making a birth certificate for those girls who did not have their birth certificate. 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 certificates.

**Table 41: Citizenship of the respondents**

Table 20: Utilization of citizenship card

Citizenship	Baseline (N)	Endline (N)
Citizenship	2	16
Utilization	1	6
Certification of marital relationship	1	5
To open bank account	0	3

Among the total girls, only 16 girls had their citizenship in the endline survey, whereas only 2 girls had their citizenship in the baseline survey. Amongst them 6 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 21: 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

Parents interest towards supporting their girl's transitions pathway into education, training, and employment was assessed using a rubric method. Rubric methods were used to assess parents and guardian's knowledge, attitudes and practices using 4 different questions. At the end of each question, a score of 0 to 3 was given and an aggregate score was calculated to determine their level. The scores can be seen below table 21.

Table 22: Level of Parental/Guardian interest on transition pathway

Level	Knowledge		Attitude		Practice	
	Baseline	Endline	Baseline	Endline	Baseline	Endline
Low	13.4	0.5	3	3.3	50	11.8
Medium	30.1	25.3	37.9	15.5	38.6	48.3
High	24.2	34.8	40.7	58.0	6.1	17.8

<b>Extremely high</b>	32.3	39.5	18.4	23.3	5.3	22.3
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Regarding parental support, the project seems to have had success in increasing parental support towards their daughters’ education and livelihood activities.

32.3% of parents were found to have extremely high and (30.1%) medium level of knowledge regarding parental support in baseline survey which was increased to 39.5 and 34.8 percent respectively in the endline survey. Two-fifths of parents (40.7%) were found to have positive attitudes towards their girls education in the baseline survey, which increased to 58 percent in the endline survey.

*“We frequently motivated daughter by saying 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, half of the respondents (50%) were found to have low levels of practice (activities in day to day life) regarding parental interest to support their girl’s transitions pathway into education, training and employment in the baseline survey which decreased to 11.8%. This showed that their parents were very positive towards their education, training and employment.

*In discussion with community leaders, it was found the most of 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 that 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.*

Table23: Parental attitude towards girls’ education and investment

Attitude	Yes	
	Baseline	Endline
Girls have a Right to Education	89.4	99
Children with Disability have a Right to Education	83.6	99.3

Regarding the parental attitude towards education, almost all of the parents (99%) believed that girls have a right to education and felt the same feeling towards children with disabilities. This is really a big improvement as compared to the number of such parents in the baseline, which was (89.4%) and slightly fewer (83.6%) had the same feeling about the children with disabilities.

Table24: Parental attitude towards investment on girls' education

	<b>Strong Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Even when funds are limited it is worth investing in girls' education</b>					
Baseline	1.0	9.1	14.9	57.1	17.9
Endline	3.0	3.5	4.5	59.3	29.8
<b>A girl is just as likely as a boy to use her education meaningfully</b>					
Baseline	0.8	7.8	22.2	53.5	15.7
Endline	3.0	2.0	10.3	52.5	32.3
<b>Even when funds are limited it is worth investing in girls' skill development</b>					
Baseline	0.5	5.3	37.6	44.2	12.4
Endline	3.3	1.3	8.0	60.0	27.5
<b>A girl is just as likely as a boy to use her skills effectively for business or</b>					
Baseline	1.5	5.3	38.4	39.1	15.7
Endline	2.3	3.0	8.3	57.8	28.8

When parents were asked for their responses to gauge attitudes, more than half (59.3%) agreed to the statement that even when funds are limited it is worth investing girls' education, which has been improved a lot from the findings that we got from the baseline survey (57.1%).

Similarly, 52.5% parents also agreed that a girl is just as likely as a boy to use her education meaningfully, which in comparison to the baseline survey is slightly lower. In addition, even when funds are limited, 60% agreed and 27.5% strongly agreed that it is worth investing in a girl's skill development. Moreover, more than half (57.8%) of parents agreed that a girl is just as likely as a boy to use her skills effectively for business or employment.

Table 25: Parental attitude

<b>Statements</b>	<b>Yes</b>		<b>No</b>	
	<b>Baseline</b>	<b>Endline</b>	<b>Baseline</b>	<b>Endline</b>
The child may be physically harmed or teased at school or on the way to/from school	31.6	41.8	68.4	58.3
The child may physically harm or tease other children at school	31.6	29.5	68.4	70.5
The child needs to work for income	43.2	44.3	56.8	55.8
The child needs to help at home	38.1	42.8	61.9	57.3
The child is married/getting married	40.4	50	59.6	50



The child is too old to attend school	49.2	31.3	50.8	68.8
The child has physical or learning needs that the school cannot meet	43.2	24	56.8	76
Education is too expensive	47.2	34.3	52.8	65.8
The child is a mother	30.6	34.8	69.4	65.3

The parents were given changing scenarios and asked if they thought it was acceptable or unacceptable for a child to attend school in such situations. In the endline, more than half of the parents (58.3%) said that it was not acceptable to attend school if the child might be physically harmed or teased at school or the child might physically harm or tease other children at school, while 41.8 percent said that it was.

Similarly, more than half of the parents (55.8%) thought that it was unacceptable for a child to not attend school because they had to work and earn money. 65.8% thought it was unacceptable because education was too expensive. 61.9 percent said it was unacceptable because the child needed to help at home. Finally, 69.4percent of parents thought that it was not acceptable for a child not to attend school because they were mothers. Almost three-fifths (59.6%) thought it was unacceptable to not attend school because they were married or getting married.

Nearly one third of the parents (31.3%) thought that it was acceptable not to attend school because the child was too old.56.8 percent thought that it was acceptable to not attend school if the child had physical or learning needs that the school could not meet.

Table 26 Indicator: ALP Classroom and Protection Circles (Actuals)

ALP classrooms established during the project period continue to operate as peer support and learning resource centers' by the community	136 Learning Centers in Cohort 1
Protection circles continued with the support of the KCKs which was established during the project period.	133

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

SIP is found effective as it was reported by the head teachers/ teachers of the concerned schools. The Head teacher of Shree Janata Secondary School of Saptari district reported that they have included a provision of direct admission for those girls who have attended the ALP. This was based on the recommendation of local government authorities and in coordination with ALP community facilitators.

These are findings from the qualitative study:

Table 27: Status of school improvement plan and their provision

District	School Name	SIP	Provisions for Marginalized (Musahar) students
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Dhanusha	Shree Tribhuwan Adarsha Secondary School	Yes	Scholarships, free books and copies No exam fees
Mahottari	Shree Amar Sahid Aadharbhut School	Yes	Free books, day meal and scholarships
Saptari	Shree Janata Secondary 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	AadharbhutVidhyalaya, Simrahi, Matiharwa	Yes	Day meal program (lunch) Free uniform
Sunsari	Shree Bhagwati Secondary School	Yes	Public awareness initiatives among the Dalit community regarding importance of education. The school conducted awareness program that supported in changing the perception of Musahar community regarding the importance of education and eventually, reflected in the practice that they started to send their daughters school.

**Indicator 3.1:** Local governments adopt TaRL as one their key pedagogical approaches in formal or non-formal education

Most of the education coordinators of local governments who participated in the key informant interview reported that TaRL is one of the key pedagogical approaches which is relevant and effective to improve the literacy and numeracy status children. They also added that Nepal Government has their own methods, that they cannot change them immediately and directly in their Palikas but TaRL seems to be helpful and effective.

A Representative of the Aasman Nepal reported that, *“the World Bank have piloted TaRL in 64 schools of Dhanusha, Dhading and Salyan districts”*. It is understood that this pilot is being led by Street Child and implemented through Aasman Nepal, demonstrating successful interest and investment from local governments and stakeholders such as the World Bank towards the TaRL approach.

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

In the Endline evaluation, we have reviewed the entire project document of SCoN and interviewed education coordinators, representatives of local government officials and implementing partners. They emphasised that the intervention modality was unique and helpful to improve the learning and livelihood status of the girls and community. They also reported that the local governments were very impressed with the design and performance of the project. Replicating the MnM program in new wards at this stage was not possible due to funding and resource limitations. However, the local governments had supported the MnM project in the following ways as per the project officials:

- Providing space for the accelerated learning center
- Provided material support like mattress, tables, chairs and learning materials in the accelerated learning center
- Local government of Koshi Municipality, Sunsari district had provided 1-2 Katha land to girls who were interested in farming for 3 years for free.
- Gadhi Rural Municipality had supported NRs 700,000 as contribution for Musahar girls to improve their livelihood status and open their enterprises.
- Surunga Municipality of Saptari district had provided vocational training to Musahar girls who participated in the MnM project.

## 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 28: Intermediate outcomes finding

IO	IO indicator	Baseline level	Endline	Target
Attendance	Attendance rates of marginalised girls in classes and project intervention.	0%	76.1%	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 school teacher's inclusion of marginalised children.	0%	63%	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.	57.5%	66.2%	At least score above 80% on skill test assessment
	% of girls reporting conducive class environment.	0%	28.4%	60%
Marginalised girls that transit into EMTP develop business plan and	Average financial literacy score of girls.	Average Score: 59.2 • Knowledge- 85.9% • Attitude- 7.3%	Average Score: 65% • Knowledge: 95.9% • Attitude: 43.7%	Average – 60% • Knowledge- 90% • Attitude: 25%

acquire financial literacy.		• Practice-42.9%	• Practice: 55.8%	• Practice:65%
	% of marginalised girls that develop business plans.	0%	82.5%	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.	<b>Marital decision making</b> Un-married-22.1% Married-15.9% <b>Reproductive Decision Making</b> Who don't have baby- 95.5% Who have baby- 54.5%	<b>Endline Actual: Marital decision Making</b> Un-married-8.4% Married-16% <b>Reproductive Decision Making</b> Who don't have baby- 58% Who have baby-69.2%	<b>Marital decision making-65%</b>  <b>Reproductive Decision Making- 65%</b>
	% of girls and boys having birth certificate and citizenship cards.	Birth certificate- 95.6% Citizenship-1.5%	<b>Birth certificate:</b> 99% <b>Citizenship:3.9%</b>	Citizenship:15%
	% of girls and boys who are at least somewhat confident to travel to all vital registration services.	<b>Vital Registration:16%</b>	<b>Vital Registration:19.2%</b>	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: 15 School Complain handling mechanism: 10	SIP: 15 School Complain handling mechanism: 10
	Number of Inclusive Education and Girls Network that are functional.	0	10	10

### 5.4.1 Intermediate outcome 1

Attendance is the first intermediate outcome. It was specifically measured from sites of learning, and a prerequisite to school transition of marginalized girls. Compare to target, the project was success to achieve the target set before implementation.

Table 28a: IO1 Attendance indicator

IO	IO indicator	Status		
		Baseline	Endline	Target
Attendance*	Accelerated learning Programme	NA	76.1%	75%
	Employment Transition Programme (EMTP): Vocational Training	NA	58%	70%

\*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 2262

girls across five districts in Cohort I. The project had conducted accelerated learning intervention by establishing 136 learning centers in the communities of Musahar girls in this cohort 1. 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 76.1 % over the six-month period. Likewise, 58% of the girls were present in the vocational training program.

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

##### **Average score for a school teacher's inclusiveness.**

The impact of the intervention at endline on teacher inclusiveness and inclusive classroom environment could not be assessed due to school closures as a result of the Covid-19 pandemic. However, school observations and feedback from head teachers indicated that 76% of school teachers were inclusive while teaching in the classroom.

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. The intervention had claimed intensive training and orientation to teachers to help them make more inclusive learning environments. The Head teacher of Loharpati Secondary School of Mahottari had expressed his views that, "their school teachers were trained on pedagogical teaching and learning method." The Head teacher also added his views that the teachers were had received training from the marginalized no more project.

The project documents showed that the project had provided intensive trainings and orientation on the strategies of making the classroom environment inclusive to 63% formal school teachers through virtual training. The study also found 36% of the schoolteachers need to improve their pedagogical methods to make the environment in the classroom more inclusive. (Details is given in Annex 2)

##### **Conducive class environment**

Classroom and school environment plays an important role in learning and development. On an average, student stay at school for 5-7 hours 6 days a week. We conducted spot observation the hardware part like physical space, desks, benches, black/white board, toilet availability etc.

In classroom room observation, we have used 10 different variables for assessment. The classroom and school observation results show that 20% of the schools had proper facilities out of 5 schools. The result also indicates that 72% of schools still need to create conducive class environment.

**Table 29:** Findings from classroom observation for learning environment conduciveness

<b>Checklist</b>	<b>Not at all true (%)</b>	<b>Somewhat true (%)</b>	<b>Very True (%)</b>
The classroom is protected from the elements (solid roof, walls and floor)		60.0	40.0
The classroom has adequate ventilation		80.0	20.0
The classroom lighting is adequate for student to read and learn		60.0	40.0
The class is clean and orderly (the floor is clean, the tables are orderly, no garbage on the floor)		100.0	
Students have sufficient space to read		100.0	
Students each have a chair or bench to sit on while working		80.0	20.0
There are two separate toilets for girls and boys.	20.0	60.0	20.0
Furniture is of the right size for students to work comfortably		100.0	
There is a blackboard/whiteboard in the classroom that all students can see clearly from their seats		60.0	40.0
Posters, artwork or maps or student work appear on the walls of the classroom	60.0	20.0	20.0
<b>Total</b>	<b>8</b>	<b>72</b>	<b>20</b>

The study also assessed the seating arrangements, number of students in a classroom and whether or not there were any structural adjustments for students with disabilities. The results found only 33.3 percent had met all the criteria and 26.7 % needed drastic improvement to ensure inclusion. While 40% of the classrooms were meeting criteria to some extent, they needed to do more to provide a truly inclusive classroom conducive to learning.

**Table 30:** Findings from classroom observation for learning environment conduciveness2

<b>Checklist</b>	<b>Not at all true</b>	<b>Somewhat true</b>	<b>Very True</b>
Inclusive seating arrangements		80.0	20.0

Number of children per class are 40 or less.	20.0	20.0	60.0
Does the classroom have structural adjustments for disabled students	60.0	20.0	20.0
<b>Total</b>	<b>26.7</b>	<b>40.0</b>	<b>33.3</b>

The study also assessed school policies on sexual abuse and exploitation, abuse, violence and parent meetings. The study found that only 32% of the school had school policies and 48% did not have any school policies in their school.

Table 31: Finding of observations of conducive classroom environments 3

<b>Checklist</b>	<b>Not at all true</b>	<b>Somewhat true</b>	<b>Very True</b>
Behavioral/discipline rules are in written statements	40.0	40.0	20.0
There is a written policy against bullying	80.0		20.0
There is written policy against sexual abuse and exploitation	80.0		20.0
There is written policy against gender base violence	20.0	40.0	40.0
Written policy related to regular teacher-parents meetings	20.0	20.0	60.0
<b>Total</b>	<b>48</b>	<b>20</b>	<b>32</b>

### 5.4.3 Community educators demonstrating skills to deliver TaRL in ALP

76% community educators demonstrated skills to deliver TaRL against a target of 80%.

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

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 54.2% of CEs answered the questions correctly at baseline, this number rose to 68.6% at endline. 79.1% answered correctly when asked, “What is the highest level for reading ability in terms of data recording” at endline which was an increase of 21.7%.

Similarly, 74.4% answered correctly when asked, “What is the lowest level for number recognition in terms of data recording” at endline. This was an increase of 23%. Slightly more than half of CEs (51.2%) answered correctly when asked “If a student makes three mistakes when reading a story, what reading level will you mark them as”. At baseline, this number was 46.8 %. And almost 70% 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 an increase from 61.7% at baseline.

Goal setting is the second pillar of the TaRL approach. When evaluating goal setting capacities of CEs, they were asked two basic questions.

Table 32: Evaluating teacher capacity based on (i) assessment and (ii) goal setting

<b>Teacher Quality</b>	<b>Baseline</b>	<b>Endline</b>
<b>Assessment</b>		
Highest level for reading in terms of data recording	57.4	79.1
Lowest level for number recognition in terms of data recording	51.1	74.4
Marking level when a student makes three mistakes when reading a story	46.8	51.2
Number of addition and subtraction questions do the students need to answer correctly	61.7	69.8
<b>Goal Setting</b>		
Learning levels should students’ progress into within one month of teaching and learning ideally	17.0	27.9
ALP learning goals base	38.3	37.2

Grouping is a third tenet of TaRL and teacher readiness for group was evaluated by asking 3 questions. Almost all CEs (95.3%) answered correctly when asked, “What groups for literacy that students can be divided into” in the endline survey. Interestingly, this number was 100% at baseline. 97.6% answered correctly when asked, “What groups for numeracy that students can be divided into” in the endline survey which was a marginal increase from 95.7% at baseline. Finally, we asked “What would you base grouping on”, there was a marginal increase between baseline and endline.



Table 33: Assessment of teacher quality based on (iii) grouping

<b>Teacher Quality</b>	<b>Baseline</b>	<b>Endline</b>
Groups for literacy that students can be divided	100	95.3
Groups for numeracy that students can be divided	95.7	97.6
Basis of changes in grouping	83.0	81.4

**Combined activities** is the fourth pillar of TaRL. When asked, “What learning activities in literacy cannot be conducted together in the same session”, 58.8% of the CE answered correctly at endline which was 44.7% at baseline. Similarly, 23.3% of CEs answered correctly when asked, “what learning activities in numeracy cannot be conducted together in the same session” which is significantly less than the findings as compared to the baseline survey (46.8%).

Contrastingly, 71.3% of CEs answered correctly when asked for “three activities for literacy that would use for whole class and individual learning groups” in the endline survey which was 29.8% in the baseline survey, thereby a significant improvement. On the indicator “three activities for numeracy that would use for whole class as well as individual learning groups” 64.3% of the CEs reported correct answer in endline survey which was 23.4% in the baseline survey.

Table51: Assessment of ALP teacher quality based on (iv) combining activities

<b>Indicators for illustrating understanding of combining activities</b>	<b>Baseline</b>	<b>Endline</b>
Learning activities in literacy that cannot conduct together in the same session	44.7	58.8
Learning activities in numeracy that cannot conduct together in the same session	46.8	23.3
Three activities for literacy that would use for whole class as well as individual learning groups	29.8	71.3
Three activities for numeracy that would use for whole class as well as individual learning groups	23.4	64.3

Learning resource development is the fifth pillar of TaRL. 83% of CEs answered correctly when asked who was “responsible for preparing learning resource materials in the ALP class” in the baseline survey which was 72.1% in the endline survey. 97.6% answered correctly when asked what “core principles [they] need to follow for preparing learning resources” in the endline survey which was slightly higher than baseline survey (91.5%).

Tracking progress is the final pillar of TaRL. Participants were asked 4 questions. 74.4% answered correctly when asked “How often do you need to perform learning tests for students in your class” in the endline survey which was almost equal to baseline survey. 34.9% answered correctly when asked “How do you share progress track records with your

students?” in endline survey and it was 29.8% in the baseline survey.97.6% correctly provided “three key reasons for tracking student progress” in the endline survey which was 29.8% in baseline survey. Regarding seeking support to address pedagogical challenges related to TaRL, there was negligible change between baseline and endline.

Table34: Assessment of teacher quality based on (v) learning resource development and (vi) tracking progress

Teaching Quality	Baseline	Endline
<b>Learning Resource Development</b>		
Responsible for preparing learning resource materials in the ALP class	83.0	72.1
Core principles need to follow for preparing learning resources	91.5	97.6
<b>Tracking Progress</b>		
Need to perform learning tests for students in your class	74.5	74.4
Share progress track records with your student	29.8	34.9
Three key reasons for tracking student progress	29.8	97.6
Seek support to address TaRL-related challenges	53.2	53.5

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

Table35: IO3 Marginalised girls that transition into EMTP develop a business plan

IO indicator	Source	Achieved	Target
% of marginalised girls that developed business plans.	Project documents review (business plan developed by girls)	1129	11367

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

##### 5.4.3.1 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, 1129 girls were supported to develop their business plan, which was 82.5% of the target. As SAHAS Nepal provided some examples of business plan, we could see that the girls had developed the concept of a

business plan and were financially literate. In some cases, girls were not required to develop business plans due to their choice of enterprise, hence the discrepancy against the target.

### 5.4.3.2 Financial Literacy

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

Table 36: Financial literacy score of girls

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

Table36.1: Financial literacy level

Level	Low		Medium		High		Extremely High	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Knowledge	2.1	0.5	12.0	3.7	79.6	31.2	6.3	64.7
Attitude	5.8	2.3	86.9	54.0	7.3	13.0	-	30.7
Practice	4.7	0.5	52.4	43.7	-	-	42.9	55.8

The endline evaluation indicates that projects were successful in increasing financial literacy of the girls compared to the baseline status. In the endline survey, 64.7% of girls were found to have an extremely high level of financial literacy. This was a drastic improvement from the baseline survey (6.3%). Those classified as scoring highly in attitude was 30.7 percent at endline.

In the domain of applied financial literacy, 55.8% of the girls had extremely high applied financial literacy skills in the endline survey, which was improved by 12.9 percent from the baseline survey (42.9%).

*“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*

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

Average 33% girls reported an increase in mobility and autonomy over marital and reproductive decisions for girls against a target of 55%.

Table 37: Knowledge on Marital Age through Girls View

Appropriate Age for Marriage	Girls		Boys	
	Baseline	Endline	Baseline	Endline
Below 20 years	27.3	2.5	7.4	0.7
20 and above	62.6	96.8	80.5	98.3
Don't Know/Can't say	10.1	0.7	12.1	1

When surveyed at endline, it was found almost all the girls (96.8%) thought that the appropriate age for marriage of girls was 20 years or above which was 62.6% in the baseline survey. 98.3% of boys thought the same at endline which was an increase from 80.5 percent in the baseline.

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

Table 38: Marital decision making

Decision making	Un-married		Married	
	Baseline	Endline	Baseline	Endline
My parents only	69.6	55.4	56.8	58
Joint decision by myself and parents	22.1	8.4	15.9	16
My parents and other elders in the family	8.3	23.9	27.3	26
Not Applicable	-	12.3	-	-
<b>Total</b>	<b>100.0</b>		<b>100.0</b>	

Regarding decision making on marriage, the endline results show that there are some changes, especially amongst unmarried girls, regarding the 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. 55.4% of unmarried girls and 58% of married girls confirmed that parents are the only people who decide when they get married in the endline survey.

Table 39: Reproductive decision making

Decision making	Married ( but not mothers)		Married ( but child mothers)	
	Baseline	Endline	Baseline	Endline

Husband	-	16	36.4	0
Couple together	95.5	58	54.5	69.2
Mother/Father-in-law	4.5	0	9.1	0
Not Applicable	-	26	-	-
Don't Know	-	-	-	15.4
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	

When surveyed at endline, 58% of married girls who did not have a baby revealed that reproductive decisions should be the decision of couple together and 69.2% of married mothers reported the same. So, the data revealed that the reproductive decision making power exercised by the husband and mother/father in-law in the baseline is decreased at endline where couple became the decision maker.

Almost the entire cohort (99%) had a birth certificate in the endline survey which was a small increase of 3.4% compared to baseline survey. Possession of a citizenship card, increased marginally from 3.9% to 1.5%. This is because the project supported community members and the girls to enhance their literacy on these matters and coordinated with the local authorities/ government for the access of citizenship cards and the birth certificates.

Table39: Birth certificate and citizenship cards of the girls

Certificate/Card	Birth Certificate		Citizenship Card	
	Baseline	Endline	Baseline	Endline
Yes	95.6	99.0	1.5	3.9
No	4.4	1.0	98.5	96.1
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

*Note: 267 of girls were not applicable to make citizenship card*

Table 40: Confidence level of girls to access different services

Confidence Level	Services									
	Education		Employment		Market		Vital Registration		Health Facilities	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Completely confident	35.5	46.3	33.5	45.8	38.2	52	14.0	16	28.3	29.1
Fairly confident	13.5	31	5.4	21.2	12.1	24.1	2.0	3.2	7.4	9.9
Neutral	28.1	11.1	26.4	14.8	17.7	12.6	19.5	17.7	26.4	31
Not very confident	13.1	4.4	22.2	9.4	20.4	6.7	25.6	34	19.7	13.1
Completely Unconfident	9.9	7.1	12.6	8.9	11.6	4.7	38.9	29.4	18.2	17

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 compared to baseline. Significant number of girls were found to be completely confident when accessing education (46.3%), employment (45.8%), market (52%) and health facilities

(29.1%) in the endline survey which was improved by 10.8% in education, 12.3% in employment, 13.8% in market and 1 percent in health facilities than the baseline survey.

The endline survey showed that girls were not confident to visit vital registration, while only 16% were found to be completely confident to visit vital registration which was a marginal increase from baseline (14%). However, this may be a reflection of the legal and bureaucratic barriers that exist as a result of which even parents do not have citizenship cards.

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

Table 41: IO5 Strong and active partnerships and engagement with government and other key stakeholders in target region

<b>IO</b>	<b>IO indicator</b>	<b>Target</b>	<b>Baseline</b>	<b>Endline</b>
Strong and active partnerships and engagement with government and other key stakeholders in the target region	Number of SIPs updated	15	0	15
	School complaints handling mechanism (committee formation)	10	0	10
	Number of Inclusive Education and Girls Network that are functional.	10	0	10

For this IO, we had to rely on project documents rather than primary data collection due to lockdowns. In the endline survey, the project contributed towards the formation of 15 SIPs in the catchment areas of Cohort 1 and installed 10 school complaint committees. There are now 10 inclusive educations and girls' and inclusive education network (GIEN) functioning in these schools. This was corroborated by a sample of head teachers during school visits for qualitative research.

### **5.5 Life Skills**

The MNM project is grounded in the assumption that learning and life skills are significant foundations for securing livelihood opportunities and that learning should involve the acquisition of life skills. Life skills aims to address social and economic issues encountered 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 42: GSE scores and level of self-efficacy

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

Table 43: Self-efficacy level of girls

<b>Level of Self-efficacy</b>	<b>Baseline</b>	<b>Endline</b>
Low Self-efficacy	21.7	7.9
Medium Self-efficacy	23.6	7.1
High Self-efficacy	32.5	56.7
Very High Self-efficacy	22.2	28.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

According to GSE test results, more than half of girls (56.7%) were found to have a high level of self-efficacy at endline. This is a substantial increase from baseline (32.5%). 28.3% of the girls were found to have a very high self-efficacy at endline, which is an increase from baseline (22.2%).

Age Category	LowSelf-efficacy	Medium Self-efficacy	High Self-efficacy	Very High Self-efficacy
<b>Baseline</b>				
10-14 Year of Old	30.7	19.1	33.0	17.2
15-18 Year of Old	11.5	28.8	31.9	27.7
<b>Endline</b>				
10-14 Year of Old	7.4	7.4	64.7	20.5
15-18 Year of Old	8.3	6.9	49.5	35.2

Table 44: Self-efficacy level of the girls by age category

Disaggregated by age, findings showed that an increase in self-efficacy was present across ages. 7.4% of girls aged 10-14 were found to have low self-efficacy compared to 8.3% of girls aged age 15-18.

20.5% of girls aged 10-14 compared to 35.2% of girls aged 15-18 reported very high self-efficacy at endline. While both showed increased from baseline, 15-18-year-old reported higher increases. This was also the case for girls reporting high self-efficacy.

The mean of GSE scores was analysed as per the age group. The mean self-efficacy was 22.6 in the baseline survey and 26.9 in the endline survey for the whole sample.

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

Table 45: 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	20.0	13.0	0.8	<b>0.00</b>	26.0	7.3	0.53	<b>0.00</b>
15-18 Year of old	25.5	9.7	0.7		27.7	8.2	0.56	
<b>Total</b>	<b>22.6</b>	<b>11.9</b>	<b>0.5</b>		<b>26.9</b>	<b>7.8</b>	<b>0.39</b>	

### 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 46: Comprehensive sexual education scores and levels

	Adolescent and sexual health			Menstruation			Family Planning		
	K	A	P	K	A	P	K	A	P
<b>Low</b>	0-4	0-3	0-3	0-3	0-4	0-2	0-3	0	0-3
<b>Medium</b>	5-7	4-5	4-5	4-5	5-7	3-4	4-5	1	4-5
<b>High</b>	8-10	6-7	6-7	6-7	8-10	5	6-7	2	6-7
<b>ExtremelyHigh</b>	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 developed progressive attitudes towards sexual health and an increased awareness of best practices.

In the endline survey, 30.3% were found to have high and extremely high level of knowledge on adolescent and sexual health which was an increase 29.3% points compared to the baseline survey (1%). The study also showed that 8.6% of the girls were found to have positive attitude (high and extremely high level) at endline compared to 1% at baseline. Similarly, 24.2% of the girls were found to have high and extremely high levels of practical skills on sexual health and reproductive health issues at endline – the corresponding % at baseline was 0.

For the domain of family planning, high proportion of the girls (46.3%) had an extremely high level of knowledge in the endline survey, which was increase of 39.6% points from the baseline survey. Likewise, the proportion of progressive attitudes among the girls increased by 39.7 percent points in the endline survey in compare to baseline survey.

On menstruation, more than two-third of the respondents (75.4%) had extremely high level of knowledge in endline survey, which was an increase of 16.5% points compared to the baseline survey (58.9%). At endline, the proportion of progressive attitudes was 26.8% compared to 11.6% at baseline.

Hygiene practices are key when managing menstruation. In terms of practical knowledge, there was an increase of 31.5% points.

Table 47: Level of Comprehensive Sexual Education

Level		Sexual and reproductive health		Family planning		Menstruation	
		Baseline	Endline	Baseline	Endline	Baseline	Endline
<b>Knowledge</b>	Extremely High	0.0	19.7	6.7	46.3	58.9	75.4
	High	1.0	10.6	16.7	13.3	17.5	16.0

	Medium	1.2	2.5	3.4	0.0	9.4	5.9
	Low	97.8	67.2	73.2	40.4	14.2	2.7
<b>Attitude</b>	Extremely High	0.8	3.9	10.1	49.8	11.6	26.8
	High	0.2	4.7	55.0	0.0	41.9	50.0
	Medium	1.2	14.0	24.8	0.0	40.6	16.0
	Low	97.8	77.3	10.1	50.2	5.9	7.1
<b>Practice</b>	Extremely High	0.0	1.0	0.0	0.0	8.4	39.9
	High	0.0	23.2	9.1	3.4	26.1	49.5
	Medium	17.0	30.5	38.6	5.9	22.9	2.7
	Low	83.0	45.3	52.3	90.6	42.6	7.9

*In the focus group discussion of five districts, it was found that girls were aware of personal hygiene, menstrual hygiene practice, family planning and contraception, adolescent and sexual health, hygiene and overall health.*

### 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 48: Child right and civic sense score and level

<b>Index</b>	<b>Civic Sense</b>			<b>Child Right</b>		
	<b>K</b>	<b>A</b>	<b>P</b>	<b>K</b>	<b>A</b>	<b>P</b>
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

38.2% of girls in the endline survey had a high or very high level of knowledge on civic sense which was an improvement of 26.6% points than at baseline (11.6%). 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 42.1 percentage points in the endline survey (66.3%) when compared to the baseline survey (24.2%). The practical skill on civic sense was found to be increased by 11.1 percent in endline survey (14.8%) than baseline survey (3.7%).

Similarly, in child rights, most girls (54.9%) had a low level of knowledge however they have high levels of attitude (53.9%) and extremely high level of practice (56.4%).

The status also same in the child rights, the endline study showed that 26.4% of girls had improved their knowledge, 58.8% in attitude and 30.6% in practice improved than baseline survey.

Table 49: Level of Civic Sense and Child Right

Level		Civic Sense		Child Right	
		Baseline	Endline	Baseline	Endline
Knowledge	Extremely High	5.4	16.5	0	0
	High	6.2	21.7	0.7	27.1
	Medium	24.1	25.4	6.7	18
	Low	64.3	36.5	92.6	54.9
Attitude	Extremely High	0.2	5.2	19.5	40.9
	High	1.2	4.2	16.5	53.9
	Medium	24.2	66.3	47.3	2.7
	Low	74.4	24.4	16.7	2.5
Practice	Extremely High	0	0.5	40.2	56.4
	High	3.7	14.3	0	27.1
	Medium	2	0.5	36.9	6.7
	Low	94.3	84.7	22.9	9.9

### 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. Detail information is provided in the table below.

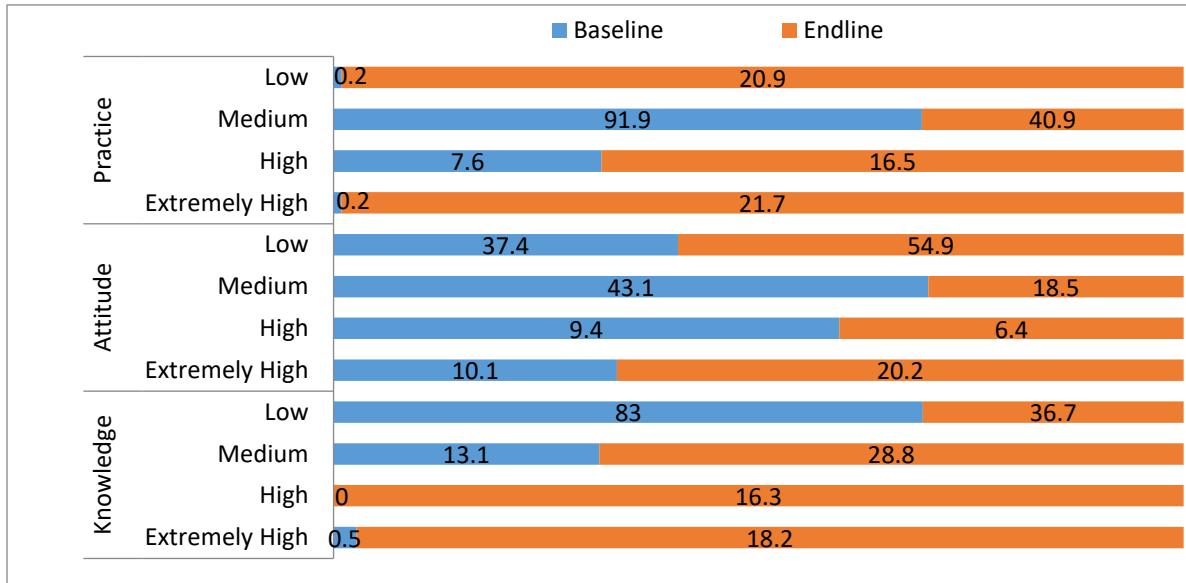
Table 50: Protection score and level

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

In the endline survey, slightly above one-third girls were found to have high and very high level of protection knowledge that was 30.6% points higher than baseline survey (7.8%). Only 26.6% of the girls had high or very high level of positive attitudes towards protection, which was 7.1% higher than baseline survey (19.5%). Likewise, scores on practical skills on

child rights was found to be 38.2% in the endline survey, which was 30.4 percent points higher than the baseline survey (7.8%). (Details is given in Table 49)

Figure 13: Distribution of the respondent by the protection level



*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 said 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 were 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. Conclusion and Recommendation**

### **6.1 Conclusion**

The endline survey of Cohort I was conducted among 406 Musahar girls of two age categories; 15-18 and 10-14 from five districts of the province 2 of Nepal. To improve the livelihood, educational status of the girls and to make them aware about their basic rights, the MnM project executed/ implemented different programs/ interventions. Musahar girls were not only the target group of the project rather the community, parents and the teacher because they are also the key agents for the transformations of the lives of the these Musahar girls who are economically, educationally and socially marginalized and suppressed. The interventions of the project remained effective and suitable. The results of the interventions are found satisfactory for Cohort 1 of girls.

### **Learning Outcomes**

Accelerated Learning Program was one of the interventions of the project to ease and enhance the learning process of the girls and through which girls were able to solve the basic mathematical operations like addition, multiplication, subtraction, and division easily. Along with the improvement in the learning process and habits 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 92.1% girls were satisfied with the approaches of this program.

### **Life Skills**

Another important intervention of the project was the life skill trainings for the girls. And 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 right, civic sense and protection issues (gender-based violence, discrimination and child protection) and self-esteem and self-confidence were remarkably increased. Among the intervened areas /aspects, self-efficacy is the most improved aspect among girls (85%) which was 54.7% in the baseline. Similarly, attitude of the girls towards child rights and menstrual health and hygiene are placed in second and third level in terms of improvement with 58.8 and 54.9% respectively.

### **Transition outcomes**

Concluding the transition outcomes, the project remained successful in motivating the Musahar girls who had never been to school for formal education and increasing their enrollment. It's so surprising and of course the matter of pleasure that the girls selected for the project study became the first one to get enrolled and receive formal education from the Musahar community. Similarly, the project was successful in overcoming the various

education barriers like economic, familial, community, perception of girls and document related. Regarding the livelihood transitions, 42.3 percent out of 53% who chose livelihood intervention are currently engaged in different self-employment activities like duck rearing, cosmetics and small self-investment business which is also a great transition the project facilitated.

### **Sustainability outcomes**

Regarding the sustainability outcome, almost all the girls (96.8%) are found using the birth certificates to enroll the school and more than half of the parents are now supporting their daughters for education, trainings, and employment. And, also the level of awareness increased in the community and among the parents regarding the rights of girls which eventually will bring the positive impacts and improve the living standard of not only the selected girls rather of whole in the community. Hence the project has had significant outputs like; changing the perception of community and parents, who before the project intervention did not have any interest on girls education through awareness campaign, enhancing girls' literacy on vital documents, basic rights, preparing and executing the School Improvement Plan (SIP), sensitizing the core issues of Musahar girls to the concerned local government authorities and formulation of protection circles (Kishori Chhalfal Kendra-KCK) to continue support of the girls Alumni association for discussion and solving the issues of girls in the community and school level.

### **Intermediate Outcome Findings**

The accelerated learning intervention of the project supported to increase the school attendance rate of girls and improve the financial literacy. The knowledge, attitude and practice of the girls in terms of financial literacy are found highly improved in the endline while comparing them to the baseline. Finally, the project interventions also helped in sensitizing the issue of gender equality and make the girls and community people aware about the issue. A comprehensive curriculum that was developed as a project intervention remained effective to address the daily challenges faced by Musahars and the ToC applied during the project time remained fruitful to address and solve the key issues/ challenges existed in the learning process and the day to day lives of the girls, community people, in the schools organizations, and the government bodies.

## 6.2 Recommendation

The recommendations and rationale are given below :

S.N.	Recommendation	Rationale	RAG Rating
1.	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 formal schoolteacher on TaRL teaching methodology.	
2.	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. Given that ALP was successful overall in its current form, an extended timeline would need to incorporate other complementing objectives and learning goals.	
3.	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 marginalized communities, out-of-school boys and girls in other topographic zones.	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.	
4.	Parents need to provide the needed support to their daughters for vocational trainings and engage them in self-employment activities.	Most of the parents in the study reported that they couldn't afford to send their daughter to school for long period as the opportunity cost would be too high for them. Therefore, educational interventions that allow for flexible learning, remote learning so that they can successfully meet the work-study balance and continue to support their families financially.	
5.	Ways to operationalize and sustain the alumni network	In the endline study, most of the girls reported that there while there is an alumni network, they were unsure about how to operationalize it and sustain it. This can be incorporated into the training offered and exist in the form of a manual. For increased sustainability, linking this alumni network to other mechanisms for local governance and devolution, to	

		gain a degree of semi-official recognition would be valuable.	
6.	Employment transition program needs more specificity and linked to a knowledge resource, to operationalize it better.	After reviewing the project documents on employment transition, a lack of 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.)	
7.	Vocational trainings need to be conducted in collaboration with CTEVT.	In the endline survey, the majority of the girls and their parents were expressed interest in vocational trainings, employment, and self-employment opportunities. Aligning with CTVET, the MnM intervention can design better vocational skilling programs.	
8.	Vocational trainings need to be need-based.	Most of the girls who participated in the survey reported that the vocational training was not suitable for them. They also reported that they had received vocational training, which was of not their particular interest. Hence, a needs and preferences based approach needs to be adopted for the future.	
9.	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, and the prevalence of the barriers described above, 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.	
10.	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.	
11.	The MNM projects need to change the indicators related to birth certificate and citizenship cards and its utilization.	After reviewing the project document, it was found that the indicators for Outcome 3 and IO 4.2 are directly related to legal and systemic issues. Citizenship issues are contentious and long drawn out. While the intervention can build awareness, in this instance the barriers are not merely related to information. Therefore the project must change its indicators.	



## Annexes

### Annex 1: Baseline Major Findings

Indicators	Before COVID-19		After COVID-19	
	N	%	N	%
<b>Food Sufficiency through family income (including farm production)</b>				
1-15 days	-	-	145	36.3
15-30 days	-	-	68	17.0
1-3 months	215	53.8	49	12.3
3-6 months	49	12.3	49	12.3
6-9 months	85	21.3	57	14.3
9-12 months	51	12.8	32	8.0

Roof of the house		
Thatch	55	13.8
Tin/ Iron sheets	275	68.8
Roofing tiles	52	13.0
Mud	9	2.3
Cement/ concrete	5	1.3
Tarp/Plastic	2	.5
Wood	1	.3
Cardboard	1	.3
<b>House built on your own land</b>		
Yes	80	20.3
No	326	79.8
Total	406	100.0
<b>Toilet Facility</b>		
Yes	159	36.7
No	247	63.3
Total	406	100.0
<b>Water facility in toilet</b>		
Yes	44	27.7
No	115	72.3

## Annex II: Educational, Training and Observation Study Finding

### Grades of the respondents

Grades	Frequency	Percent
Grade 1	1	.5
Grade 2	14	7.3
Grade 3	36	18.8
Grade 4	50	26.2
Grade 5	48	25.1
Grade 6	31	16.2
Grade 7	5	2.6
Grade 8	6	3.1
Total	191	100.0

### Distribution of the respondents who were enrolled in vocational training

Type of Training	Baseline	Endline
Vocational/Skill	62.5	98.0
Did not have vocational trainings	12.5	0
Don't know about vocational trainings	12.5	0
Others	12.5	2.0

### Observation checklist of classroom (%)

Checklist	Not at all true	Somewhat true	Very True
The teacher presents lessons in a well-prepared and organized manner	-	40.0	60.0
The teacher maintains an engaging class, without pressuring the students	20.0	20.0	60.0
While the students working the teacher moves around the class room to provide support and guidance	-	20.0	80.0
The teacher addresses students by name	20.0	-	80.0
The teacher communicates both verbally and non-verbally in a positive and friendly manner	-	40.0	60.0
The teacher uses positive methods to manage student's behavior.	-	60.0	40.0
<b>Total</b>	<b>8.0</b>	<b>36.0</b>	<b>76.0</b>

## Annex III: Target Vs Achievement

### Outcome 1: Learning

Outcome	Target	Achievement
Literacy Improvement	55% of girls who can read paragraph or story of Nepali Language	68% 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%	52% of girls reaching 2-digit or 3-digit level in ASER numeracy test with operations at 65%
<b>Life Skill</b>		
Comprehensive sexual education, child rights, civic sense and protection	70%	44.48% (Knowledge: 46.9% Attitude: 44.3% Practice: 42.3%)
Self-efficacy		85.0%

### Outcome 2: Transition

Outcome	Indicators		Target	Endline
Marginalised girls who have transitioned into and through key stages of education, training or employment	% of girls who successfully transition	Education (Formal School)	80%	Education:47%
		Livelihood	Vocational Training: 85%	Vocational training: 36.7%
			Entrepreneurship: 70%	Entrepreneurship: 42.3%

### Outcome 3: Sustainability

Outcome	Target	Endline
<b>Community Level</b>		
<b>Indicator 1.1:</b> Girls with citizenship card using health, education and employment services	<b>Citizenship</b> Education, Health and Employment:10.0%	<b>Citizenship</b> Education, Health and Employment: 3.9%
<b>Indicator 1.2:</b> Parents/guardians reporting interest to support their daughter's desired	Knowledge: 80% Attitude:60% Practice: 40.5	Knowledge: 74.3% Attitude:81.3% Practice: 40.1%

transition pathway (education, training and employment)		
<b>Indicator 1.3:</b> ALP classrooms established during the project period continue to operate as peer support and learning resource centres by the community	150	136
<b>Indicator 1.4:</b> Protection circles continued with the support of the Alumni association which is established during the project period.	150	133
<b>Baseline Sustainability Score</b>	<b>3</b>	<b>3</b>
<b>School level</b>		
<b>Indicator 2.1:</b> Schools who score acceptable or above in SIP sustainability assessment (ability to improve and maintain SIPs) in terms of inclusion of the most marginalized girls in the school.	50%	50%
<b>Baseline Sustainability Score (0-4)</b>	<b>3</b>	<b>3</b>
<b>System</b>		
<b>Indicator 3.1:</b> Local governments adopt TaRL as one their key pedagogical approaches in formal or non-formal education.	10	0
<b>Indicator 3.2:</b> No. of new (non-participating) Ward / Palika level interventions linked to education of Musahar girls.	1	0
<b>Baseline Sustainability Score</b>	<b>3</b>	<b>0</b>
<b>Overall Sustainability Score</b>	<b>3</b>	<b>2</b>

IO	IO indicator	Target	Achievement
Attendance	Attendance rates of marginalized girls in classes and project intervention	75%	76.1%
Teachers are trained and resourced to support the inclusion of most marginalised girls in learning and progression in ALP and the school.	Average score in school teacher's inclusion of marginalized children.	Obtain score in teacher's assessment at least 80% and above	63%
	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	76%
	% of girls reporting conducive class environment.	60%	28.4%
Marginalised girls that transition into EMTP develop business plan and acquire financial literacy.	Average financial literacy score of girls.	<ul style="list-style-type: none"> <li>• Knowledge-90%</li> <li>• Attitude:25%</li> <li>• Practice:65%</li> <li>Average – 60%</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge:95.9%</li> <li>• Attitude:43.7%</li> <li>• Practice:55.8%</li> <li>Average – 65%</li> </ul>
	% of marginalised girls that develop business plans.	1367 (60%)	1129 (82.5%)
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-55% Reproductive Decision Making-55%	Marital decision Making: 8.4% Reproductive Decision Making: 58%
	% of girls having birth certificate and citizenship cards.	Citizenship:15%	Birth certificate: 99% Citizenship:3.9%
	% of girls who are at least somewhat confident to travel to all vital registration services.	Vital Registration:50%	Vital Registration:19.2%
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: 15 School Complain handling mechanism: 10
	Number of Inclusive Education and Girls Network that are functional.	10	10

#### Annex IV: Intermediate Outcomes

